West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

FORD ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	Wendy Gonzalez
Principal:	Wendy Gonzalez
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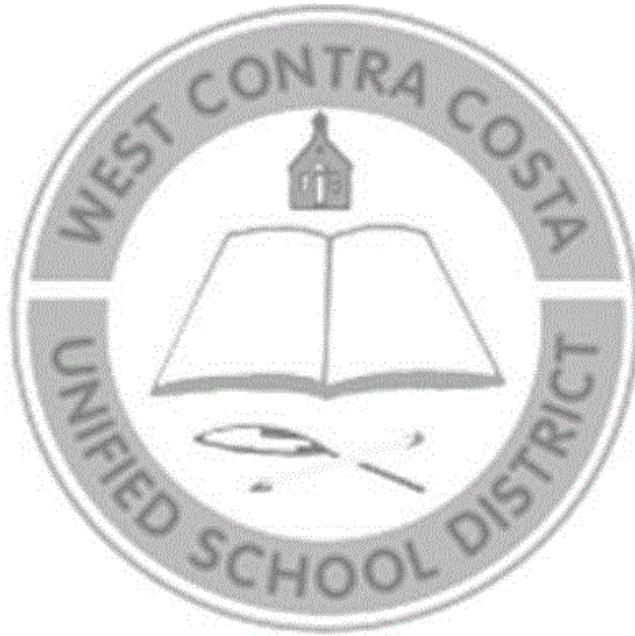
BOARD OF EDUCATION
2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS
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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1.   The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2.   The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3.   The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Instructional Leadership Team

4.   The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.

5.   This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6.   This school plan was adopted by the school site council on: May 10, 2018

7.   The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Teresa Barrera		5/11/18
Typed name of school principal	Signature of school principal	Date

Jessica Peregrina		5/11/18
Typed name of SSC Chair	Signature of SSC Chair	Date

Elementary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Jessica Peregrina			June 2019	X
Parent #2	Petronila Fernandes			June 2019	
Parent #3	Maria Isabel Cruz			June 2020	
Parent #4	Maria Garcia			June 2020	
Parent #5	Cecilia Cano			June 2020	
School/Other Members					
Teacher #1	Doris Garry			June 2020	
Teacher #2	Abigail Prather			June 2019	
Teacher #3	Colin Dunn			June 2019	
Other	Wanda Williams			June 2020	
Principal	Wendy Gonzalez			n/a	

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	Choose one task management option for each step		
	Task	**SSC Actively Involved in Task**	**or**	**Task Delegated to**
Step 1	**Analyze local assessment data**	Process: SSC Actively Involved in Task	or	Process:
Step 2	**Gather input from**	Process: SSC Actively Involved in Task	or	Process:
Step 3	**SPSA strategies development**	Process: SSC Actively Involved in Task	or	Process
Step 4	**Budget development**	Process: SSC Actively Involved in Task	or	Process:
Step 5	**Finalize and submit SPSA for School Board Approval**	Date: 5/11/2018		
Step 6	**SPSA monitoring**	Process: SSC Actively Involved in Task	or	Process:

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS	**Goal 1: Improve Student Achievement** **Goal 2: Improve Instructional Practice** **Goal 3: Increase Parent and Community Engagement and Involvement** **Goal 4: Improve Student Engagement and School Climate Outcomes** **Goal 5: Provide Basic Services to All Students**

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services	Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
Priority 2 Implementation of State Standards	Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
Priority 3 Parent Involvement	Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.
Priority 4 Pupil Achievement	Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
Priority 5 Pupil Engagement	Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
Priority 6 School Climate	Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.
Priority 7 Course Access	Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.
Priority 8 Other Pupil Outcomes	Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

2018-19 Roadmap Goals:
Nine Key Strategies

Achieving Students

2017-18 LCAP Goals 1 & 5

1. Effective Leaders
Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers
Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences
Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

Invested Employees

2017-18 LCAP Goal 2

4. Competitive Compensation
Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions
Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity
Support staff in their growth and development through quality professional learning based on individual needs.

Engaged Communities

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools
Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates
Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services
Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Ford Theory of Action

Ford Elementary
Theory of Action
2018-2019

Learning and Teaching

If we consistently use data to drive instruction, maintain high expectations for all students, adapt and differentiate to meet students' needs, and implement a student-centered approach which explicitly connects classroom learning with the real world and students' lives, then students will believe their learning is meaningful and important, take ownership of their learning, and make academic gains.

Student Culture and Climate

If we approach discipline from a restorative justice lens, implement trauma informed practices, and implement PBIS, then students will meet behavioral expectations (show respect, make good decisions, fix problems), learn from their mistakes, and feel connected to the school community.

Adult Learning and Collaboration

If we engage in professional development that is personalized, empowering, and adaptive, maintain a growth mindset lens, practice distributed leadership, and collaborate with intentionality, then we will retain high quality teachers who significantly impact students.

Data Analysis

Data Reviewed		Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
	Academic Data		
Choose 3	STAR Early Literacy	Area of concern	
	STAR Reading	Area of concern	3rd-6th grade students made an average of 0.68 year's growth from August 2017-April 2018.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data	Area of concern	
	ELPAC	Area of concern	
	Other: SBAC ELA	Area of concern	41.2% of 3rd-6th grade students did not meet grade level expectations, as measured by ELA SBAC. 32.4% of 3rd-6th grade students nearly met grade level expectations. 26.4% of 3rd-6th graders met/exceeded grade level expectations.
	Other: SBAC Math	Area of concern	53.4% of 3rd-6th grade students did not meet grade level expectations, as measured by Math SBAC. 34.4% of 3rd-6thgrade students nearly met grade level expectations. 12.2% of 3rd-6th grade students met/exceeded expectations.
	Student Support Data		
Choose 2	Attendance	Area of strength	As of April 2018, Ford's attendance rate is 94.11%. This is an increase of 2.78% from the previous year!
	Suspension	Area of strength	As of May 2018, only 3 students were suspended during the 2017-2018 school year. This is a dramatic decrease from 23 students the previous year!
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	From August 2017-April 2018, 3rd-6th graders made an average of 0.68 year's growth.	From August 2018- April 2019, 3rd-6th graders will make an average of one year's growth as measured by the STAR Reading Assessment.	3rd-6th graders	STAR Reading	1. Improve student achievement	Increase SBAC ELA proficiency
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Study trips				10000	
2	Intervention hours- classified					
3	Intervention hours- certificated					10000
4	Technology for students				5000	
5	Purchase materials and supplies for students: instructional materials class sets of books, technology, powercords, on-line licenses, student incentives, and books.				7597	12000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				5500	6950
7						
				TOTAL	28097	28950

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	In the 2017-2018 school year, 37% of 3rd-6th grade students mastered Numbers and Operations in Base Ten standards as measured by the NBT IAB assessment.	By June 2019, 60% of 3rd-6th grade students will master Numbers and Operations in Base Ten standards as measured by the NBT IAB assessment.	3rd-6th grade students	NBT IAB assessment for 3rd-6th graders	1. Improve student achievement	Increase SBAC Math proficiency
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Collaboration and Training around IABa Release time				1000	
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1887	10400
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				6800	9000
7						
				TOTAL	9687	19400

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD	As of April 2018, 45% of K-6th grade English Learners, ELPAC level 3, demonstrated proficiency in grade level writing conventions as measured by the average score of 3 common writing assignments. (An Average score of 3/4 demonstrates proficiency.)	By June 2019, 80% of K-6th grade English Learners, ELPAC level 3 will demonstrate proficiency in grade level writing conventions as measured by the average score of 3 common writing assessments. (An average score of 3/4 demonstrates proficiency.)	K-6th grade students	3 common grade level-specific writing assessments per trimester	1. Improve student achievement	EL Reclassification rate will increase
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Form ELD groups at beginning of the year.			September 7, 2018		
2	Review ELD groups twice a year to modify or change.			May 2019		
3	Grade levels will collaborate around ELD planning					1036
4	Have instructional aides to support teachers during ELD					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				5000	2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					2000
7						
				TOTAL	6036	4500

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	From August 2017-April 2018, 3rd-6th graders made an average of 0.68 year's growth.	From August 2018- April 2019, African American 3rd-6th graders will make an average one year's growth as measured by the STAR Reading Assessment.	African American 3rd-6th graders	STAR Reading	1. Improve student achievement	Increase SBAC ELA proficiency
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Conduct family nights (literacy, Math,)					
2	Hire additional aides to provide academic support					3000
3	Establsh African American Site Advisory Team					
4	Hire teacher for Choir					2000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1050	2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				1000	1000
7						
				TOTAL	2050	8000

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education and Inclusive Environments	As of May 2018, 11% of office referrals are from Kindergarten-6th grade students with IEPs.	In the 2018-2019 school year, no more than 5% of office referrals will be from K-6th grade students with IEPs.	K-6th grade SPED students.	SWIS office referral data	4. Improve student engagement and school climate outcomes	Increase positive climate and safety
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Analyze Discipline Data with both COST and C3 (Culture, Climate Committee) Team			Ongoing Monthly		
2	Vice Principal works with staff on PBIS Strategies			Ongoing		
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	1000	1418
4	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
5						
6						
7						
				TOTAL	1000	2418

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Social/Emotional Support for Students	In May 2018, 76% of 1st-6th graders reported feeling "connected" and "safe" at Ford "most of the time/always" as measured by an adapted California Healthy Kids Survey.	In May 2018, 80% of 1st-6th graders will report feeling "connected" and "safe" at Ford "most of the time"/"always" as measured by an adapted California Healthy Kids Survey.	1st-6th grade students	adapted CHKS survey	4. Improve student engagement and school climate outcomes	Increase positive climate and safety
https://docs.google.com/document/d/1jo-CU-im7X8yOnjxJQJl35rFoZhV57TsKhI2vqYN8z0/edit?usp=sharing						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	50% VP					41132
2	Extra hours- teachers Restorative Justice					4000
3	Mindful Life Contract				15000	
4	Arrange contract for students: Seneca or other mental health provider				20000	20000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				6500	2400
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				2500	2500
7	Extra hours for yard supervisors					2000
				TOTAL	44000	72032

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	There was no documentation of parent participation in the 2017-2018 school year.	By June 2018, 60 different Ford families will have participated in a workshop or family engagement event as measured by sign in sheets.	TK-6th Students	Sign in Sheets	3. Increase parent and community engagement and involvement	Positive School Parent Climate
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extra hours for clerical					4500
2	SCOW extra hours					1750
3						
4	Materials for parent events					500
5	Provide light refreshments for parent events and meetings.					3000
6	Offer translation for parent events and meetings, and baby sitting.				530	1200
7	Extra hours for teachers for parent events					1600
				TOTAL	530	12550

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	As of April 2018, Ford's attendance rate was 93.59%.	In the 2018-2019 school year, Ford's attendance rate will increase to 96%.	All students	Attendance Rate (% ADA)	4. Improve student engagement and climate outcomes	Increase attendance rate
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Clerical extra hours: tracking student attendance and support with focal student identification.					1000
2	50% VP, focused on improving attendance for focal students (see Social Emotional for costs)			December		
3						
4	Attendance Team will meet weekly around attendance and supporting our families.			Ongoing		
5						
6						
7						
				TOTAL	0	1000

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

Other 1

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Writing	There was no staff professional development around the are of writing for the 2017-2018 school year.	There will be at least monthly professional development and support around the area of writing.	All Students	Ford's Professional Development Calendar and Sign in sheets.	5. Improve instructional practice through professional development	Increase writing proficiency
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Purchase materials and supplies to support UOS writing			ongoing	2000	
2						
3						
4						
5						
6						
7						
				TOTAL	**2000**	**0**

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services
(Title I Schools Only)

The following programs and activites are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.