West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

NYSTROM ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	
Principal:	James Allardice
Address:	230 Harbour Way
City:	Richmond, CA 9480
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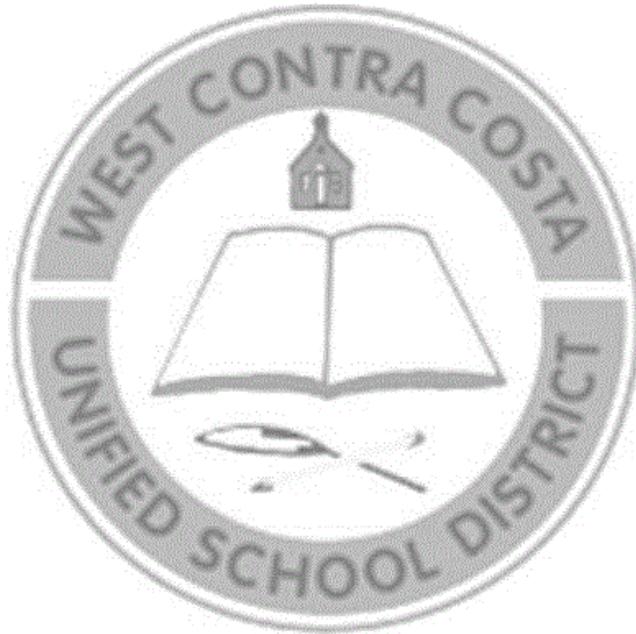
BOARD OF EDUCATION

2018 - 2019

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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:

ILT, Staff

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:

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:

James Allardice

Typed name of school principal   Signature of school principal   Date

Mary Square

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	Mary Square			8/20/19	Chair
Parent #2	Mercedes Barber			8/20/18	
Parent #3	Linda Huerta			8/20/19	
Parent #4	Sulufai Vaeena			8/20/19	
Parent #5	Maria Chavez			8/20/18	
School/Other Members					
Teacher #1	Mary Flanagan			8/20/18	
Teacher #2	Victor Velasco			8/20/19	
Teacher #3	Ibilola Soyode			8/20/19	
Other	Andre Shumake			8/20/19	
Principal	James Allardice				

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		SSC Actively Involved in Task	or	Task Delegated to
		Choose one task management option for each step		
Step 1	Analyze local assessment data	Process: Reviewed data through Round 1 and 2 monitoring	or	Process: ILT reviewed data reguarly at bi-monthly meetings
Step 2	Gather input from	Process:	or	Process: The ILT provided support in gathering input and identifying goals for the SPSA
Step 3	SPSA strategies development	Process:	or	Process The ILT provided input in the formation of the SPSA, as well as the staff having an opportunity to review the plan and provide feedback in its development
Step 4	Budget development	Process: SSC reviewed several drafts of the budget and provided input.	or	Process: The ILT provided input inidentifying budget priorities. A draft was brought to the staff for feedback, as well as the SSC.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: Round 1 and 2 monitoring was done by the SSC	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

Nystrom Theory of Action

NYSTROM
Elementary School

Nystrom Theory of Action

Student Achievement

If we focus on building student capacity to justify their thinking and engage in academic discourse, then we will create classroom communities where students are supported to taking ownership for their learning as well as learning from each other.

Professional Learning

If we create a collaborative teacher community, where teachers are supported in planning for and implementing practices that promote student-centered classrooms, and are supported in Data Driven Instruction, then student achievement will increase.

School Climate

If we focus on building strong relationships between staff, students, and families, clearly teach and reinforce positive behavioral expectations, and support students and teachers to engage in restorative processes when conflicts emerge, then we will create a school environment where students and teachers feel safe physically and emotionally and can focus on learning.

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		
STAR Early Literacy	N/A	
STAR Reading	Area of concern	During the 2017/18school year students showed an average of 0.6 year's growth on the STAR reading test
Benchmarks:	Area of concern	On the Math Benchmarks (IABs) for grades 3-6 there was an increase in the number of students who were at grade level from the fall to spring benchmark, but the overall percentage of students who are at grade level is still low
Benchmarks:	N/A	
SBA:	Area of concern	Nystrom showed growth in both ELA (+3%) and Math (+7%) on the 2016/17 SBAC. However, still need to continue showing improvement.
LTEL Data:	N/A	
ELPAC	N/A	
Other:	N/A	
Other:	N/A	
Student Support Data		
Attendance	Area of concern	Nystrom's ADA is lower than the identified goal of 95%. Through month 9 of 17/18, the ADA was 92%
Suspension	Area of strength	Suspension data decreased from 15/16 to 16/17, and continues to be declining through 17/18
Parent/Community Survey	N/A	
Healthy Kids Survey	N/A	
Other:	N/A	
Other:	N/A	

Note: The "Academic Data" section is labeled "Choose 3" and the "Student Support Data" section is labeled "Choose 2" in a vertical side column.

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 yea	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	During the 16/17 school year Nystrom students showed 0.6 year's growth on STAR. Through March of 17/18, students had shown an average of 0.6 years growth.	By June 2019, 2-6 grade students will demonstrate at least 1 years growth as measured by STAR reading.	Grades 2-6	STAR Reading Test	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points to move closer to SBAC ELA level 3.
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Hire Instructional Aide (3.5 hrs/day)			August 2018	17697	
2	Subs for Academic Conferences, peer observation (19 days)			One per trimester	2565	
3	Extra teacher hours for tutoring (50 hours)			September - May		4000
4	Study Trips			September - May		10000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018	3500	2989
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. (180 hours)			Weekly		4200
7						
				TOTAL	23762	21189

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	During the 2017/18 school year X% of students were at grade level on the Math IABs as measured in February/March	By June 2019 there will be a 10% increase in percent of students at or exceeding grade level standards on the summmative SBAC.. For interim assessments, grades 3-6 will show 5% improvement on fall IABs and 7% improvement on spring IABs as compared to 2017/18.	Grades 3-6	Math IABs	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points score to move closer to SBAC Math level 3.
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Subs for Academic Conferences, peer observation (34 days)			One per trimester	4590	
2	Materials and supplies for PD			As needed	265	
3	Extra hours for tutoring (50 hours)			September - May		2000
4	Light snacks for PD / student catering			Monthly		2000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018	4589	1988
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. (180 hours)					6200
				TOTAL	9444	13188

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 yea	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	During the 16/17 school year 24 students were reclassified. During the 17/18 year 27 students were reclassified.	By June 2019 there will be a 15% increase in students who are reclassified.	ELL students	STAR Reading, ELPAC	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Reclassification will increase rate to 13%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Subs for Academic Conferences, peer observation (6 days): looking at STAR data to monitor progress towards reclassification goal			As needed		990
2	Bilingual Instructional Aide (0.8)			August 2018		32743
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1000	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				769	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. (90 hours)					3600
				TOTAL	1769	37333

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current yea	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	During the 2017/18 school year African American students showed 0.6 year's growth on the STAR test	By June 2019, 2-6 grade African American students will demonstrate at least 1 years growth as measured by STAR reading, and at least 25% of students are at or exceeding grade level on the STAR test.	African American students	STAR	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Subs for Academic Conferences, peer observation (6 days)					990
2						
3						
4						
5						
6						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. (90 hours)					3600
				TOTAL	0	4590

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 yea	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	During the 16/17 school year Nystrom students showed 0.6 year's growth on STAR. Through March of 17/18, students had shown an average of 0.6 years growth.	By June 2019, 2-6 grade RSP students will demonstrate at least 1 years growth as measured by STAR reading.	RSP students	STAR	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7						
				TOTAL	**0**	**2000**

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current yea	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	During the 17/18 school year there were 30 suspensions.	By June 2019, referrals and suspensions will decrease by 10% overall, and 15% for African American boys.	All students, and African American males	Suspension data from Powerschool	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%
Insert your Discipline Matrix Link here [ ]						
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Extra hours for yard supervision (244 hours)			On going		4400
2						
3						
4	Arrange contract for students: Mindful Life, BACR			August 2018	66000	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1500
6						
7						
				TOTAL	**66000**	**5900**

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current yea	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	During 17/18 there were not regularly held monthly parent meetings	By June 2019, Nystrom will hold monthly (9) coffee chat meetings that connect families with resources in and outside the District.	All parents	Sign in sheets	Increase parent and community engagement, involvement, and satisfaction.	500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Extra Hours for parent events for teachers (25 hours)			As needed	1000	
2	SCOW (0.5)			August 2018		30922
3	Materials and supplies for parent events			September - May		3150
4	Parent University					
5	Provide light refreshments for parent events and meetings.			As needed	974	
6	Offer translation for parent events and meetings. (14 hours)			As needed	450	
7						
				TOTAL	**2424**	**34072**

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	118272	0
Title I	103399	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	118272
Title I	103399

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.