West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

RIVERSIDE ELEMENTARY

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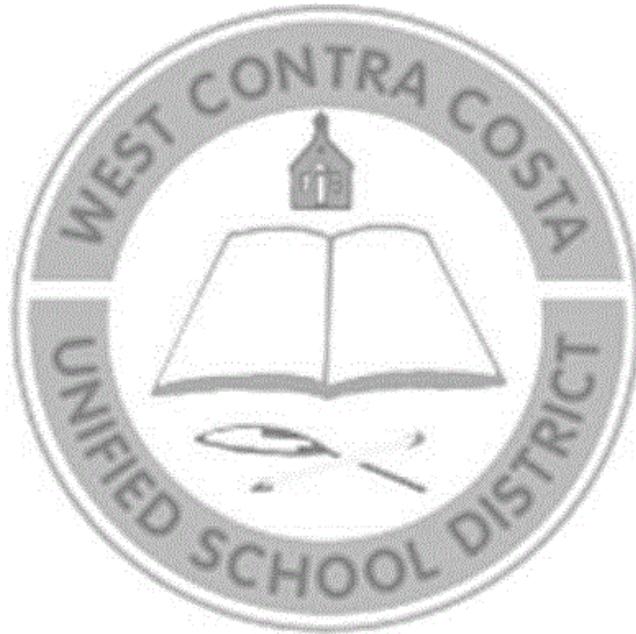
BOARD OF EDUCATION
2018 - 2019

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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:

English Learner Advisory Committee (ELAC), Instructional Leadership Team (ILT), Parent Teacher Association (PTA), Riverside School 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: 04/26/2018

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:

_____

Typed name of school principal

_____

Signature of school principal

_____

Date

_____

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	Alejandra Navarro			06/2018	
Parent #2	Blanca Gonzales			06/2018	
Parent #3	Christian Harris			06/2019	
Parent #4	Evelyn Henriquez			06/2019	
Parent #5	Yangzen T. Muniz			06/2018	
School/Other Members					
Teacher #1	Ariel SteenblockSmith			06/2019	
Teacher #2	Sarah Napoliello			06/2018	
Teacher #3	Jennifer Benda			06/2019	
Other	Stephanie Gonzales			06/2018	
Principal	Christine Gant Hatcher				X

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: Data is analyzed every 6 to 8 weeks with ILT. A summary of the data is then shared with staff, ELAC, and SSC.	or	Process:
Step 2	Gather input from	Process: Input is gathered from ILT, SSC, and ELAC.	or	Process:
Step 3	SPSA strategies development	Process: SPSA goals are developed and reviewed with ILT. A summary of goals are shared with SSC/ELAC for additional input.	or	Process
Step 4	Budget development	Process: The budget is developed with input from ILT, SSC, ELAC, and staff. Current expenditures are provided along with possible expenditures. All parties are asked to prioritize based on relevant data.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: 4/26/2018		
Step 6	SPSA monitoring	Process: SPSA monitoring is done with ILT.	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

Riverside Theory of Action

Teaching and Learning: IF we provide our students with experiential learning opportunities	THEN Our students will be able to become self-directed, independent learners

Areas of Focus:
- Connect classroom learning to nature, art, environmental stewardship, music, human interactions
- Strengthen our enrichment offerings to provide space for exploration, independent learning, field trips, etc.

2018-2019 Theory of Action
Kensington School

Teaching and Learning: IF all teachers do their part in implementing sequentially aligned curricula and instructional practices (TCRWP and number talks in math)	THEN All students will see growth in core academic skills

Areas of Focus:
- Continue training for all teachers in implementation of TCRWP and lesson study math
- Provide opportunities for teachers to spend time in each other's classrooms (learning walks and instructional rounds) to become familiar with the sequential nature of the work we are implementing

Student Culture and Climate: IF we explicitly teach skills of self-regulation (e.g. Toolbox) across our school community	THEN Students will be more available for academic instruction

Area of Focus:
- Adopt a universal language and common practices that are communicated to all students and parents across the school community

Adult Learning and Collaboration: IF we work collaboratively in grade-level and cross grade-level teams dedicated to lesson planning, analyzing student work, and building capacity of our teachers	THEN All teachers will provide aligned and congruent instruction for all students using rigorous, relevant, and engaging common core-aligned lessons

Areas of Focus:
- Promote a culture of learning, collaboration, and constant adaptation
- Provide opportunities for collaborative work time dedicated to examination of student work and teacher practice

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 strength	The STAR Early Literacy data shows us which students need intervention either through small group, small group w/Learning Center support or before and/or after school tutoring.
STAR Reading	Area of strength	The STAR Early Literacy data shows us which students need intervention either through small group, small group w/Learning Center support or before and/or after school tutoring. The STAR data also allows us to closely monitor our ELs and make instructional adjustments.
Benchmarks:	N/A	
Benchmarks:	N/A	
SBA:	N/A	
LTEL Data:	Area of strength	We used our LTEL data to identify areas of needed support, adjust instructional program to provide strategic intervention in identified areas of need, and monitor progress through STAR Reading program as well as Units of Study Writing.
ELPAC	Area of concern	
Other:	N/A	
Other:	N/A	
Student Support Data		
Choose 2 — Attendance	Area of strength	Our data for the 2017-2018 school year has shown we have improved student attendance rates, consistently in the upper 90% on average.
Suspension	Area of strength	Our student suspension rate is less than 5%.
Parent/Community Survey	N/A	
Healthy Kids Survey	N/A	
Other:	N/A	
Other:	N/A	

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	37 % of K-6th grade students scored below grade level Proficiency as measured by Spring 2018 English Language Arts STAR Reading/Early Literacy assessments.	By May 2019, 100% of all students, K-6th not at grade level proficiency will increase their performance by a minimum of one performance level as measured by the English Language Arts STAR Reading/ Early Literacy assessments.	Schoolwide	STAR	Improve student achievement for all students and accelerate student learning increases from English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017-2018 score 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					20000
2	Study Trips					10000
3	Contracts				25000	
4						
5	After school tutoring					10419
6	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					12500
7	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training. (In and Out)				3116	
8	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				5752	
				TOTAL	**33868**	**52919**

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	47 % of 3rd -6th grade students scored below grade level proficiency as measured by the Fall 2017 SBA Interim assessments.	By May 2019, 100% of all students, grades 3rd-6th not at grade level proficiency will advance a minimum of one academic performance band as measured by the SBA Interim assessments.	3rd - 6th grade students	SBA Interim Assessments - Math	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 from 2017-2018 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	After school tutoring				1950	
2	Study Trips					10000
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					4680
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				3384	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					9700
				TOTAL	**5334**	**24380**

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	40% of ELs in grades 4th-6th met reclassification criteria	100% of all students grades 4th-6th that have not met reclassification criteria will be reclassified by May 2019	Grades 4th - 6th	Reclassification criteria	Reclassify students	Increase rate to 13%
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.				393	
6						
7						
				TOTAL	393	0

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	36 % of all African American students, 2nd - 6th, were found to be at Intervention/Urgent Intervention levels as measured by Spring 2018 STAR Reading assessments.	100% of all African American students, grades 2nd - 6th at Intervention/Urgent Intervention, will advance a minimum of one grade level equivalency as measured by STAR Reading data for the 2018-2019 school year.	AA students grades 2nd -6th.	STAR Reading	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 from 2017-2018 score to move closer to SBAC ELA Level 3
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Month academic/goal setting conferences with students					
2	Intervention/Urgent intervention students assessed every 6-8 weeks to monitor progress					
3						
4						
5						
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				2500	
7						
				TOTAL	2500	0

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	Students who have scored at Level 1 on SBA Spring 2018 will be identified and progress monitored for necessary supports.	By December 2018, 100% of all students identified will have had a SST to provide necessary supports.	Students grades 4th - 6th	STAR Reading and/or SBA Interim Assessments		Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10/15 points from 2017-2018 score to move closer to SBAC ELA/Math Level 3
	Actions to Support Goal: (one action per line)			By When:		Title I Cost	LCFF Cost
1	Hire IA for Learning Center additional hours						4500
2							
3							
4							
5							
6							
7							
					TOTAL	0	4500

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	20% of students respondents on the CHKS, did not feel that Riverside provided a safe and/or caring school environment.	The number of students who feel Riverside does not provide a safe and/or caring school climate will decrease from 39% to less than 10% of all students respondents by June 2019 as measured by the CA Healthy Kids survey.	All students respondents to CHKS	California Health Kids Survey		Improve student enagement and climate outcomes and allocate student services to English learner (EL), low income (LI) and foster youth (FY) students.	Report CA Healthy Kids Survey key findings and subgroup comparison.
	Insert your Discipline Matrix Link here [ ]						
	Actions to Support Goal: (one action per line)			By When:		Title I Cost	LCFF Cost
1	Light refreshments for PD						2000
2							
3							
4	Arrange contract for students:BACR					18000	
5							
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training in culturally responsive teaching and language.						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support towards the goal of culturally responsive teaching and instructional language.						
					TOTAL	18000	2000

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	70% of all families attended one school event during the 2017-2018 school year	By the end of the 2018-2019 school year, 80% of all families will attend one school event at Riverside, including by not limited to Back to School Night, Math/Science Night, Literacy Night, and End of Year Expo in support of our goal to increase parent involvement in diverse ways and create a system that supports productive parent advocacy.	All Families	Parent surveys, sign-in sheets, Healthy Kids Survey		Increase parent and community engagement, involvement, and satisfaction	To seek parent input, parents will be encouraged to complete the CA School Parent Survey. The number of parent responses will increase.
	Actions to Support Goal: (one action per line)			By When:		Title I Cost	LCFF Cost
1							
2							
3							
4							
5	Provide light refreshments for parent events and meetings.					1943	1000
6							
7							
					TOTAL	1943	1000

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	84799	0
Title I	62038	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	84799
Title I	62038

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.