West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

SHANNON ELEMENTARY

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

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Table of Contents

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:
ELAC, AAPAC, ILT, Faculty and 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: 4-16-2018

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:

Dan MacDonald	*Dan MacDonald*	4-16-2018
Typed name of school principal	Signature of school principal	Date

Typed name of school principal	Signature of school principal	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	Kevin Adams			9-17-2018	
Parent #2	Jace Hue			9-17-2018	
Parent #3	Nicole Ellerbusch			9-17-2018	
Parent #4	Melina Vargas			9-17-2018	
Parent #5	Patricia Urbina			9-17-2018	
School/Other Members					
Teacher #1	Darlene Rohlfing (Chair)			9-17-2018	CHAIR
Teacher #2	Maria Aguila/Carol Gallegos (Alt.)			9-17-2018	
Teacher #3	Kathy French/Jeremi Wooten (Alt.)			9-17-2018	
Other	Tiffany Cowan/Ashley Ross (Alt.)			9-17-2018	
Principal	Dan MacDonald			9-17-2018	

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: Data is analalized in layers of population ranging from school-wide to an individual student. This analysis takes place school-wide in the SSC, ELAC, AAPAC, PTA, DADS Club, Learning Center, and principal. Grade-levels analyze data according to their grade and at times grade-level articulation. Teachers analyze data for improving their instrcuion and the service of students.	or	Process:
Step 2	Gather input from	Process: Principal gathers data from multiple sources (academic, logistical, empirical, observational, and narratives) for SSC members to craft SMART Goals for the SPSA.	or	Process:
Step 3	SPSA strategies development	Process: Principal recommends SMART Goals to ILT and staff for approval or modifications and then presents to SSC.	or	Process
Step 4	Budget development	Process: Budgetdevelopment is based upon stakeholder needs in alignment with school-wide theories of actions.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: SPSA is monitored in two rounds: 1. is a checklist of levels of implementation and gathering of data, 2. is an analysis of data to evaluate the progress of goal attainment.	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

Shannon Theory of Action

Shannon Elementary

20180916

A Taxonomy of Theories of Actions (TOAs)

If we create a set of primary TOAs for each stakeholder in our learning community according to their functions and needs, and an additional taxonomy of TOAs supporting each primary TOA; then we will have a hierarchical matrix (taxonomy) of TOAs that justifies, explains, supports and locates every action in our learning community. *(This document enables one to identify gaps of performance or understanding. It is a manual and a reference for stakeholders. All decisions by stakeholders are informed by and aligned with this document.)*

VISION:

Our vision is that all students succeed academically, socially, emotionally, and physically with the goal of realizing their maximum potential.

MISSION:

Our mission is that we scientifically create and align the actions of all stakeholders and all available resources in our learning community to support our vision in a sustainable manner.

GRAND THEORY OF ACTION:

If we align the actions of all stakeholders and all available resources in our learning community to support our vision, and do so in a sustainable manner, then all students will succeed, and continue to succeed, academically, socially, emotionally, and physically in the realization of their maximum potential; all teachers will be engaged in the mastery of instruction and leadership; all parents and community members will be engaged in support, participation, and leadership according to their potential and time; all staff, site administrators and central office administrators will manage, lead and create systems, protocols, practices and procedures in support of all stakeholders in pursuit of their individual and collective successes.

Primary, Secondary, Tertiary, Quaternary, Quinary, etcetera Theories of Action

1. Student

    1a. Academic

        1a.1 Tier 1

            1a.1.1 Engage All Students

            1a.1.2 Physical/Emotional Space

            1a.1.3 Standards

            1a.1.4 Lesson Planning

            1a.1.5 Data

        1a.2 Tier 2

            1a.2.1 Response to Intervention

            1a.2.2 Learning Center

            1a.2.3 ELD/ALD

            1a.2.4 Adaptive Technology

            1a.2.5 SST Academic Services

            1a.2.6 Materials

    1b. Emotional Personal Confidence & Motivation

        1b.1 Growth Mindset

        1b.2 Drive

        1b.3 Perceived Self-Efficacy

    1c. Social Growth

        1c.1 Positive Behavioral Intervention Supports (PBIS)/ Building Effective Schools Together (BEST)

        1c.2 Character Counts

        1c.3 Restorative Trauma Informed Practices (RTIP)

        1c.4 Playworks

        1c.5 Toolbox

        1c.6 Physical Spaces

2. Teacher

    2a. Learning

        2a.1 Educational Coaching

        2a.2 Professional development

            2a.2a Grade Level Data Driven Instruction Wed.

            2a.2b Monthly Whole School 1st Wednesday

            2a.2c District PDs

            2a.2d Out-of-District PDs

Schedules

TOA 1

1. If we address the academic, personal, and social emotional aspects of a student's ability to learn, we will be able to plan and improve a student's performance scientifically and comprehensively.

1a. Student Academic Learning (Secondary Theory of Action)

If we provide students outstanding instruction at their Zone of Proximal Development (ZPD) with a multi-tiered support system (MTSS) to attend to all the diverse needs of each student, then all students will obtain their academic best.

1a.1 Student Tier 1 Instruction and Learning

If we provide students outstanding instruction and learning opportunities aligned with the California Teaching Standards, the California Common Core State Standards and the English Language Development Standards, then student learning will be scientifically planned, organized, prepared, implemented and monitored for the betterment of all.

1a.1.1 Engage and support all students' learning.
Knowledge of students: culture, background, interests
Subject matter connected to real-life meaningful content
Direct and explicit instruction of foundational skills
Personalized Learning & Adaptive Technology
- Reflex Math
- Raz Kids
- Accelerated Reader
- Khan Academy
- Moby Max
- ESGI
- Tweentribune
- Newsela

Critical thinking through problem solving, inquiry & reflection
Circles of inquiry
1a.1.2 Create and maintain emotionally safe and physically functional spaces.
- Weekly routines
- Consistent & planned transitions
- Communication Signals
- Common Engagement Strategies (CRT) (added by Christina Boman 20180606)
  - Equity Sticks
  - Cards
  - Dice (group and # in group)

        Round Robin

    Wall space

    Objectives

    Standards

    Agendas

    Behavior Chart

    Student Work

1a.1.3 Master and organize content & standards

    1a.1.3.1 California Common Core State Standards (CCCSS)

    1a.1.3.2 English Language Development (ELD) Standards

    1a.1.3.3 Next Generation Science Standards (NGSS)

1a.1.4 Plan and design lessons for short and long term learning,

    Daily lesson plans

    Curriculum Mapping

    Long Term Goals

    Teachers College

        Mini Lessons

        Student Conferences

    Direct Instruction

    Project Based Learning inventory by grade level

    Thematic Units

1a.1.5 Iterative common-formative assessments:

    ELPAC

    STAR Reading

    STAR Early Literacy

    STAR Math

    SBAC

    IAB

    BPST

    CWPM

    HFW

    Slosson

    Unit Assessments

    Math Facts

1a.1.6 Teachers collect, organize and analyze data by standard and student to inform, accommodate and modify instruction. Check for Understanding

    ILT determines areas of focus for DDIs & pitches to faculty

        Meets once a month to determine goals

    Inter-grade level articulation

        Meet School-wide

Grade-level Wednesdays lower grade
    Meets once a month for ELA
    Meets once a month for Math
Grade-level Wednesdays upper grade
    Meets once a month for ELA
    Meets once a month for Math
Grade-level Wednesday SH
    Meets once a month for ELA
    Meets once a month for Math

1a.2 Student Tier 2 Instruction and Learning: If we utilize a **multi-tiered support system** (Tiers 1, 2, 3) approach for delivering explicit-direct instruction and services to all students according to their specific needs and cultures in an equitable manner and dedicate resources to this end, then students will learn at their optimum potential.

1a.2.1 Response to Intervention is coordinated school-wide to provide leveled instruction during a 45-minute block for workshops in the classroom and pull-outs and push-ins with the Learning Center Tutors. Teachers level students during DDI Wednesdays according to needs identified by common assessments and designate Learning Center push-ins and pull-outs. Teachers create workshop activities at students' level of learning to work independently allowing the teacher to work with select groups during the rotation of workshop. Teachers re-evaluate students' ZPD approximately every six weeks and re-sorts student groups according to level and standard.

1a.2.2 The learning center provides focused instruction on foundational skills at student zone of proximal development.

1a.2.2.1 Identify Zone of Proximal Development and reassess every six weeks

1a.2.2.2 Learning Center (Tier 2): Teach at Zone of Proximal Development

1a.2.2.3 ELA Data Wall/Google Sheet of iterative common-formative assessments
    CWPM
    BPST
    HFW
    Slosson

1a.2.2.4 ELA Interventions:
    Rime Magic
    Fluency Practice
    Blending
    HFW Memorization
    Letter Recognition
    Phonemic Awareness

Vocabulary Building

Comprehension

1a.2.2.5 Math Data Wall/Google Sheet of iterative common-formative assessments

Math Facts according to operations

STAR Math

Unit Assessments

1a.2.2.6 Math Interventions:

Math Steps

Flash Cards

Fact Families

10 blocks

Vocabulary Building

Word Problems

1a.2.2.7 Tutors for Learning Center

Ms. McDonald

Ms. Coleman

Ms. Mendoza

1a.2.3 ELD/ALD is integrated and designated: Designated ELD is coordinated school-wide to provide leveled ELD standard instruction during a 45-minute block Integrated instruction of ELD Standards and Culturally Responsive Teaching (CRT) are imbedded in the teaching of all subjects.

1a.2.3.1 ELD Designated school-wide 45 minute blocking

1a.2.3.2 ELD Integrated in lesson plans in all subjects

CCSS are the primary standard with ELD standards added

1a.2.3.3 ELD standards:Teacher/Student articulation of

1. Collaborative, Interpretive, Productive
2. Structuring, Expanding, Condensing
3. Foundational Skills

1a.2.3.4 ALD: Culturally Responsive Teaching

blocking

Independent Thinkers

Use their own cultural knowledge as the beginning of Understanding to process new information

Teachers provide a safe & resourceful space for learning (CRT, ZHammond p.15)

1a.2.4 Adaptive Technology

1a.2.4.1 Hardware Tablets, Chargers, Cords & Plug Strips

1a.2.4.2 Adaptive Software enables a student to work independently at their own level.

1a.2.5 Academic Services

1a.2.5.1 SST: Student Study Team provides a screening for students that Need intervention

1a.2.5.2 504: 504 determines whether a student qualifies for services

according to ADA

1a.2.5.3 IEP: IEP determines whether a student qualifies for services according to IDEA

1a.2.6 Materials for Reading, Math, Science, Social Studies, PE, the Arts

1b. Student Confidence, Perspective and Motivation (Primary Theory of Action)

If we teach our students the tenets of Growth Mindset, Drive and Perceived Self-Efficacy, then they will be confident, motivated, intelligent, and successful life-long learners.

1b.1 Growth Mindset: the elastic brain, praise for effort, problems are opportunities for learning

1b.1.1 School-wide lesson on how intelligence is not innate, it is learned.

1b.1.2 Teachers identify ways to praise students for effort as well as accomplishment

1b.1.3 Teachers identify examples of problems that lead to learning.

1b.1.4 Rewards for student effort

1b.2 Drive: autonomy, practice for mastery, purpose

1b.2.1 Students take part in choosing their academic learning goals, style of learning (when appropriate) and a variety of projects

1b.2.2 Students have opportunities to practice for mastery

1b.2.3 Student are guided to find and understand their purpose for learning for themselves, their communities and the world.

1b.3 Perceived Self-Efficacy: mastery experience, social model examples, social persuasion, physical & emotional ability

1b.3.1 Award students for mastered academic experiences

1b.3.2 Identify and provide models and exemplars

1b.3.3 Provide a persuasive narrative of purpose

1b.3.4 Ascertain the physical and emotional capability (or consider 504)

1c. Student Social-Emotional Learning (Primary Theory of Action)

If we provide a multi-tiered support system for student-social-emotional learning that consists of tiered approaches for positive behavior intervention and supports, outstanding character, restorative trauma informed practices, play, and the vocabulary to articulate and solve, then they will be provided supports and strategies according to their individual needs and become outstanding citizens who can collaborate and play effectively in groups to enhance their learning and well-being.

1c.1 tier 1:

1c.1.1 PBIS/BEST Positive Behavior Intervention & Supports

1c.1.1.1 Positive, proactive discipline

Restorative justice, not punishment

1c.1.1.2 Teaching school-wide behavior expectations

Three Bs: Be Safe, Be Respectful, Be Responsible

Remind students of all rules and expectations:

Morning assembly

Recess

Posters

1c.1.1.3 Social skills training

Character Counts

Playworks

Toolbox

1c.1.1.4 Active supervision and monitoring

1c.1.1.5 Positive reinforcement systems

Leprechaun Bucks (daily/weekly)

Honors Assemblies

Student of the month

Morning Assemblies (daily)

Junior Coaches (ongoing)

1c.1.1.6 Firm, fair and corrective discipline

1c.1.1.7 Data management system

1c.1.1.8 Attention signals

1c.1.2 Character Counts

1c.1.2.1 Student Planners with 6 pillars of character

1c.1.2.2 Character Counts BLMs

1c.1.2.3 Weekly class lessons

1c.1.3 Restorative Trauma Informed Practices

1c.1.3.1 Tiers 1, 2, 3 offenses defined

1c.1.3.2 Offender/Harms,Victim/Needs,Community/Obligated to

fix

1c.1.3.3 Consequences, Relationship, Root Cause Interventions

1c.1.3.4 Inquiry Circles

1c.1.3.5 Peace conferences

1c.1.3.6 Reintegration

1c.1.4 Playworks

1c.1.4.1 Organized routines and transitions

1c.1.4.2 Attention getters

1c.1.4.3 Conflict resolution tools

1c.1.4.4 Coaches & Junior Coaches

1c.1.4.5 Good sportsmanship, nice try

1c.1.5 Toolbox: Vocabulary to provide strategies and means of expression for coping

1c.1.6 Physical Learning Space, Climate and Functionality

1c.1.6.1 Garden

1c.1.6.2 Orchard

1c.1.6.3 Benches and tables

1c.1.6.4 Hallway Displays

1c.1.6.5 Shade and Cover

1c.2 tier 2:

1c.2.1 PBIS/BEST Positive Behavior Interventions & Support

1c.2.1.1 Intensive Social Training

Behavior Plan

1c.2.1.2 Self-management programs

Behavior Plan

1c.2.1.3 Parent Training and collaboration

1c.2.1.4 Adult mentors (check-in)

1c.2.1.5 Increased academic & behavioral support

SST

504

IEP

1c.2.2 Character Counts

Character Counts Pillar Patrol

Intense lessons on treating people the way you want to be treated

Fairness

Sharing

Kindness

Safe Play (Playworks)

1c.2.3 RTIF root causal strategies

1c.3 tier 3:

1c.3.1 PBIS/BEST Positive Behavior Interventions & Support

1c.3.1.1 Intensive social skills

1c.3.1.2 Individual behavior support plans

1c.3.1.3 Parent training and collaboration

1c.3.1.4 Multi-agency collaboration (wrap-around) services

1c.3.2 referrals for further services or placement

1c.4

TOA 2

2. Teacher Learning and Leading

2a. Teachers' Instructional Learning (Primary Theory of Action)

If teachers are allowed autonomy to share in the guidance of their own PD and collaboration in a collegial manner in partnership with the ILT and principal, have the opportunity to practice their craft to mastery, and reflect on the purpose and goals of equity and student achievement, then teachers will meet their individual and collective professional development needs.

2a.1 Professional Development

2a.1.1 Teachers contribute to agenda of monthly professional development

Monthly Faculty Meetings

2a.1.2 Teachers contribute to weekly Wednesday agendas

DDI (Examine the Standards students succeeded best, worst and two levels in middle. Level students according to 4 quadrants). (Teachers articulate how they will adjust instruction to accommodate the re-teaching of standards and RtI)

2a.1.3 Teachers compensated for extra hours of collaboration and PD

DDI Half Days

2a.1.4 Teachers are provided subs for sanctioned release-time for collaboration
DDI Half Days

2b. Teacher Leadership (Primary Theory of Action)

If teachers are included in significant decision-making and problem-solving processes in an organized and prescribed practical manner as members of authoritative committees and in offices, they will lead and run the school effectively.

2b.1 Teachers are theoretical problem solvers

2b.1.1 Teachers solve technical problems inside the box by using Communities of Practice.

2b.1.2 Teachers solve adaptive problems outside of the box by using Professional Learning Communities.

2b.2 Teachers are collaborative, collegial leaders and decision makers in title and as members of

committees.

2b.2.1 SSC: Budget, SMART Goals, Monitoring
2b.2.2 ILT: Professional Development, DDI, SMART Goals
2b.2.3 ELAC: English Learner student and parent support
2b.2.4 AAPAC/AASAT: African American student and parent support
2b.2.5 VAPA: the Arts
2b.2.6 TTL: Technology point person
2b.2.7 ASC: District Academic point person
2b.2.8 The college of faculty

2c. Treating Teachers with Kindness

3. Parent Training, Leadership, Participating, Fundraising, and Advocating

3a. Parent Training to Support Student Learning (Primary Theory of Action)

If we communicate, teach and inform parents of student expectations and about how to support their children with their studies at home, then students will benefit from twice the enforcement opportunity for concept/lesson retention.

3a.1 Teacher led classes sorted by upper and lower grade to understand the students' academic work and how to support their students with homework.
3a.2 Parent/Teacher conferences
3a.3 Back-to-School Night
3a.4 Open House
3a.5 Science Fair
3a.6 Academic Family nights

3b. Parent Leadership of School

If parents are included in significant decision-making and problem-solving processes in an organized and prescribed practical manner as members of authoritative committees, they will lead and run the school effectively.

3b.1 Parents are theoretical problem solvers

3b.1.1 Parents solve technical problems inside the box by using Communities of Practice.

3b.1.2 Parents solve adaptive problems outside of the box by using Professional Learning Communities.

3b.2 Parents are collaborative leaders and decision makers as members of committees.

    3b.2.1 SSC: Budget, SMART Goals, Monitoring

    3b.2.2 ELAC: English Learner student and parent support

    3b.2.3 AAPAC/AASAT: African American student and parent support

    3b.2.4 PTA

    3b.2.5 Dads' Club

3c. Parent Participant, Spectator and Cheerleader of Student Accomplishment

If parents have multiple and significant opportunities to participate as spectators of their children's efforts of performances, artifacts, and projects, then we will have parent buy-in and support for our students, our traditions and our learning community. These are the memories that last for lifetimes.

    3c.1 Winterfest

    3c.2 Carnival

    3c.3 Talent Show

    3c.4 International Potluck

    3c.5 Red Ribbon Week

    3c.6 Movie Night

    3c.7 Read Across America

    3c.8 Science Fair

    3c.9 Spelling Bee

3d. Parent Support: If parents support our school as volunteers, fundraisers and appreciators of their teachers, their children will benefit from extra support, monies and collective appreciation and gratitude for the school community.

3d.1 Fundraiser/Supporter for Enrichment Opportunities for Students

If parents put together fundraisers, then our school will have funds for extracurricular and enhanced activities which will further enrich the learning experiences of our students.

    3d.1.1 Cookie Dough sale

    3d.1.2 Candy Sale

    3d.1.3 Snack Shack

    3d.1.4 Book fair

    3d.1.5 Yard sale

    3d.1.6 Fall Catalogue

    3d.1.7 Holiday Shop

    3d.1.8 Spirit Geer

    3d.1.9 6th grade craft shop

    3d.1.10 Movie Night

3d.2 Parent Appreciation for Teachers

If parents show teachers appreciation and support, teachers will be grateful, work collaboratively with parents, and better serve their children.

3d.2.1 Teacher Luncheons
3d.2.2 Teacher materials
3d.2.3 Teacher Appreciation Week (Week of May 8th)

TOA 4
4. Staff

4a. Organizing
Classes
Field trips
Student Study

4b. Scheduling
Calendars
    Faculty
    IEP, 504, SST

4c. Communicating
Robos
Blarney
Weekly Bulletin
Web Page
Email
Assemblies

4d. Welcoming
Provide all information necessary for anyone.

4e. Physical Plant
4e.1 Cleaning
4e.2 Maintaining & Fixing
4e.3 Setting up and breaking down for events

TOA 5
5. Community

5a. Supporting
Gift coupons
Ad space on Blarney

5b. Participating
Awards Ceremonies

Science Fair

5c. Partnering
    5c.1 Junior Achievement
    5c.2 Universities
    5c.3 City of Pinole
    5c.4 Pinole Historical Society

TOA 6
6. Principal
6a. Learning
Collect agreements of actions from stakeholders
Reflect on core values and beliefs of Learning Community
Determine how to align the practices and beliefs of the stakeholders with key visions and desired outcomes.
6b. Leading
Communicate
    Facebook
    Twitter
    Robo Call
    Web Page
    Flyers
    Blarney
    Remind
    Text
    DoJo
    Email
Facilitate
    Schedule
    Agenda
    Notes
Fix
    Building
    Grounds
Build
    Building
    Grounds
Command Presence
    Yard
    Common areas

Classrooms
                    Office
            Attend Functions
                    PTA Events
                            Movie Night
                            Carnival
                            Winterfest
                            Talent Show
                            International Potluck
                            Spelling Bee
                    Dads' Club Events
                            2nd Tuesday each month
                    Honors
                            Student of the Month
                            AR Quiz Points
                            Math Facts
                            Attendance
                            STAR
                    Birthdays
                            Principal sings Happy Birthday to each student.
            Meet with Community Leaders
                    City Council
                    Pinole Historical Society
                    Fire Department
                    Police Department
                    Media

6c. Vision: What motivates all stakeholders? A common vision that benefits all.

            6c.1 Utilization of parents
                    Buy-in
                    Volunteers
                            Classroom Parent
                            Field Trips
                            Committees
                    Leaders
                            SSC
                            ELAC
                            AAPAC

Parent Advisory Council (PAC)
PTA
DADS
Participants
Honors
Math Facts
Student of the Month
Honors Trimester
AR Quiz Points
Science Fair
Spelling Bee
PTA & DADS Activities
Carnival
Walk-or-Dye-a-Thon
International Potluck
Softball Tournament
Halloween
Scholastic Book Fair
Chocolate Sales
Other Interest Sale
Yard Sales

6c.2 Utilization of Teachers
Determine talents and interests of teachers.
Delegate adjunct duties according to teachers'
interest.
Collect decisions and act upon them.
Autonomy
Practice for Mastery
Purpose and Common Vision

6c.3 Utilization of students
Identify interests.
Provide opportunities for students to do what they
want.
Reflect on data.
Next steps

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 Early Literacy Scaled Score shows 43.9% as probable readers.
	STAR Reading	Area of concern	STAR Reading all demographics grades 2-6 showed a 4.0 GE and a GP of 4.35.
	Benchmarks: WIN Math IAB	Area of concern	WIN MATH IAB 2017 show an overall 23.7% proficient in all claims for grades 3-6.
	Benchmarks: STAR Math	Area of concern	240 1-6 graders had a GP of 3.78 and a GE 3.6. That's is one month and 8/10 below the GP.
	SBA: SBAC MATH 2017	Area of concern	SBAC MATH 2017 scores for 3-6 grades averaged 38% proficient and advanced
	LTEL Data:	Area of concern	We have 6 LTELs according to Shannon RFEP Analysis 1-28-208
	ELPAC	N/A	
	Other: SBAC ELA 2017	Area of concern	SBAC ELA 2017 scores for 3-6 grades averaged 39% proficient and advanced
	Other:	Area of concern	
	Student Support Data		
Choose 2	Attendance	Area of concern	Attendance average for the 201`7-2018 academic year is 93.84% is 1.16% below our goal of 95%.
	Suspension	Area of strength	we have 8 suspensions recorded this year as opposed to 22 last year. We met our goal.
	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	ELA school-wide baseline data for all demographics grades 2-6 gathered at the end of the year in May 2018 (5/24) from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 4.0 (fourth grade) compared to the GP (Grade Placement, chronological) which was 4.35 (fourth grade, three and one-half months). This indicates that the school-wide average GE (Grade Equivalent) for grades 2-6 is three and one-half months below the Grade Placement. (4.35 – 4.0 = .35) (214 students tested)	By June of 2019 the school-wide average GE (Grade Equivalent) of grades 2-6 will be equal to or better than the school-wide averaged GP (Grade Placement).	Grade 2-6 students	STAR Reading (2-6)	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B) . (2017-18) Grow 10 points from 2016-17 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	Provide 40% of a .6 FTE Lower Division Tutor from PCN List CMD to support students in need of academic intervention, RtI tiers 2 & 3.			on-going		4689
2	Provide 50% of a .53 FTE Lower Division Tutor from PCN List EM to support students in need of academic intervention, RtI tiers 2 & 3.			on-going		4885
3	Teacher extra hours for tutoring and presenting			on-going		1764
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		285
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		800
				TOTAL	0	14423

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	MATH school-wide baseline data for all demographics grades 1-6 gathered at the end of the year in May 2018 (5/24) from the STAR Rath assessment indicated that the GE (Grade Equivalent, academic) of grades 1-6 averaged was 3.6 (third grade, sixth month) compared to the GP (Grade Placement, chronological) which was 3.78 (third grade, seven and eight-tenths months). This indicates that the school-wide average GE (Grade Equivalent) for grades 1-6 is one and eight-tenths months below the Grade Placement. (3.78 – 3.6 = .18) (240 students tested)	By June of 2018 the school-wide average GE (Grade Equivalent) of grades 1-6 will be equal to or better than the school-wide averaged GP (Grade Placement).	Grades 1-6	STAR Math	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC Math proficiency (4A, 2A, 2B) (2017-18) Grow 15 points from 2016-17 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	Provide 40% of a .6 FTE Lower Division Tutor from PCN List CMD to support students in need of academic intervention, RtI tiers 2 & 3.			on-going		4689
2	Provide 50% of a .53 FTE Lower Division Tutor from PCN List EM to support students in need of academic intervention, RtI tiers 2 & 3.			on-going		4885
3	Teacher extra hours for tutoring and presenting			on-going		1764
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		3100
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		285
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		800
				TOTAL	0	15523

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	ELA school-wide baseline data for English Learners grades 2-6 gathered at the end of the year in May 2018 (5/24) from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 2.7 (second grade, seven months) compared to the GP (Grade Placement, chronological) which was 3.65 (third grade, six and one-half months). This indicates that the school-wide average GE (Grade Equivalent) for grades 2-6 is nine and one-half months below the Grade Placement. (3.65 – 2.7 = .95) (53 students tested)	By June of 2018 the English Learners school-wide average GE (Grade Equivalent) of grades 2-6 will be equal to or better than the English Learner school-wide averaged GP (Grade Placement).	English Language Learners (ELLs)	ELPAC, STAR Reading & Reclassification criteria	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	English Learner (EL) reclassification rate will increase (4E) (2017-18) Increase rate to 11% to reclassify.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Provide .2 FTE Lower Division Tutor from PCN List CMD to support ELL students in need of academic intervention, RtI tiers 2 & 3.			on-going		2345
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		600
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		600
				TOTAL	**0**	**5545**

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	ELA school-wide baseline data for African American students grades 2-6 gathered at the end of the year in May 2018 (5/24) from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 4.0 (fourth grade) compared to the GP (Grade Placement, chronological) which was 4.45 (fourth grade, four and one-half months). This indicates that the school-wide average GE (Grade Equivalent) for grades 2-6 is four and one-half months below the Grade Placement. (4.45 – 4.0 = .45) (39 students tested)	By June of 2018 the AA school-wide average GE (Grade Equivalent) of grades 2-6 will be equal to or better than the AA school-wide averaged GP (Grade Placement).	African American students grades 2-6	STAR Reading	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA & Math proficiency (4A, 2A, 2B) (2017-18) Grow 10 points from 2016-17 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	Light snacks for AAPAC meetings			on-going		
2	School Community Outreach Worker recruits and supports the African American Parent Advisory Committee			on-going		
3	AAPAC			on-going		
4	AASAT			on-going		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		2000
6	Provide professional development, trainings and materials: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		600
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		600
				TOTAL	**0**	**3200**

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	ELA school-wide baseline data for students receiving RSP services grades 2-6 gathered at the end of the year in May 2018 (5/24) from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 2.3 (second grade, three months) compared to the GP (Grade Placement, chronological) which was 4.25 (fourth grade, two and one-half months). This indicates that the school-wide average GE (Grade Equivalent) for grades 2-6 is one year and nine and one-half months below the Grade Placement. (4.25 – 2.3 = 1.95) (11 students tested)	By June of 2019 student receiving RSP services GE (Grade Equivalent) grades 2-6 will be equal to or better than the students receiving RSP school-wide averaged GP (Grade Placement).	Students receiving RSP services grades 2-6	STAR Reading	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA & Math proficiency (4A, 2A, 2B) (2017-18) Grow 10 points from 2016-17 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	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		700
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		400
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		400
4						
5						
6						
7						
				TOTAL	**0**	**1500**

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	During the academic year of 2017-2018 there were 18 suspensions.	Suspensions will decrease by 50% for the academic year of 2018-2019.	K-6th graders	Power School	LCAP Goal 4: 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 (6A) (2017-18) STATE Suspension Rate Overall – increase 1 performance level (decrease from 6.4% to 4.4%)
Insert your Discipline Matrix Link here [ ]						
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Yard Supervision and Clerk hours			on-going		13538
2	Purchase materials for grounds and building: e.g. covers, benches, garden, orchard & displays, benches, shelves			on-going		700
3	School functions: e.g. Winter Fest, Carnival, Talent Show, Assemblies, International Potluck			on-going		250
4						
5						
6						
7						
				TOTAL	**0**	**14488**

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	During the academic year of 2017-2018 we had one opportunity for the training of parents in assisting their students in academic work at the Parent University.	For the academic year of 2018-2019 our goal is to provide teacher tutoring for parents to help their students with their academics.	Grades K-6	Shannon Calendar, sign-in sheets, robo calls	LCAP Goal 3: Increase parent and community engagement, involvement, and satisfaction.	California School Parent Survey (CSPS) results will measure increase in engagement, involvement, and satisfaction (3A)
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Materials and supplies in support of parent participation			on-going		150
2	Teacher hours for parent training			each trimester		1200
3						
4						
5	Provide light refreshments for parent events and meetings.			on-going		500
6						
7	Arrange child care for parent events and meetings.					200
				TOTAL	**0**	**2050**

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	Attendance in 2017-2018 (data gathered 5/24/2018) academic year was an average of 93.84%.	Attendance in 2018-2019 academic year will be an average of 95% or greater.	whole-school student population.	District report on attendance data gathered from PowerSchool.	LCAP Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	School attendance rates (5A) (2017-18) All schools will maintain 95% or above attendance rate.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Purchase materials and supplies: incentives and certificates.			on-going		300
2						
3						
4						
5						
6						
7						
				TOTAL	**0**	**300**

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	57029	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	57029
Title I	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.