West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

TARA HILLS ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	Emily Summers
Principal:	Robert Mendoza
Address:	2300 Dolan Way
City:	San Pablo, CA 94806
Telephone Number:	231-1428
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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, ELAC   May 3, 2018

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

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

6. This school plan was adopted by the school site council on: May 3, 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:

Robert Mendoza	Robert Mendoza	May 3,2018
Typed name of school principal	Signature of school principal	Date

		May 3, 2018
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	Joshua Cleberg			2018	X
Parent #2	Iliana Cabrera			2018	
Parent #3	Ann Moudgill			2018	
Parent #4	Gabriella Davis			2018	
Parent #5	Heather Wilson			2018	
School/Other Members					
Teacher #1	Josephine Knutsen			2018	
Teacher #2	Temitayo Thomas			2018	
Teacher #3	Shabana Johnson			2018	
Other	Alicia MacLean			2018	
Principal	Robert Mendoza			2018	

Membership Composition:

Elementary (10 total)

1 Principal

3 Classroom teachers

1 Other school staff

5 Parents/community members

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: SSC delegates to staff	or	Process: Staff will create Cycle of Inquiry around STAR/MyMath data that are measured by SMART GOALS. Staff will meet during Wednesday early release and periodic academic conferencing.
Step 2	Gather input from	Process: Discuss with SSC and Staff review with ELAC	or	Process: Principal discussing with ELAC Staff and parent conferencing
Step 3	SPSA strategies development	Process: School-wide we developed goals based on our student needs, SPSA, ILT, SPED and ELAC provide input.	or	Process Weekly meetings with principal and specialist to discuss our Tier II and III students, weekly collaboration, staff meeting, academic conferences.
Step 4	Budget development	Process: Discuss with ILT, SSC, ELAC, and Staff	or	Process: Staff meeting, PLC, ILT, SSC, meetings. Principal and Site Council
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/15/2018		
Step 6	SPSA monitoring	Process:	or	Process: Based on recommendations from ILT, ELAC, SPED, Staff, and SSC Principal monitored the SPSA

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.

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		
	STAR Reading	Area of strength	SMART goal growth of one year's growth each school year.
	Benchmarks: Math IAB	Area of strength	MyMath, students will improve in number sense as measured by IAB.
	Benchmarks:		
	SBA:		
	LTEL Data: 16% reclassification rate	Area of concern	Monitor STAR so that EL students are making appropriate reading growth. Baseline in writing. 30% reclassification rate
	ELPAC		
	Other:	Area of concern	
	Other:	Area of concern	
	Student Support Data		
Choose 2	Attendance	Area of concern	95% Attendance
	Suspension	Area of concern	Reduce suspension by 50%, monitor results periodically
	Parent/Community Survey	Area of strength	77% participation - up to 90%
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

Learning and Teaching

If we deepen the implementation our daily literacy and writing practices through Accelerated Reader (STAR), Newsela, Readwords.org, Treasures, and Units of Study writing workshops in our classroom; then staff will improve their monitoring of student independent reading and comprehension. Students will increase literacy skills while fostering a love of reading that will improve academic achievement in all subject areas.

Student Culture and Climate

If we continue our activities for No Place For Hate and implement Toolbox; classroom management and cultural responsiveness will increase and grow our school's awareness and ability to address our diverse student population. Students will feel respected and grow their self-awareness and regulation skills.
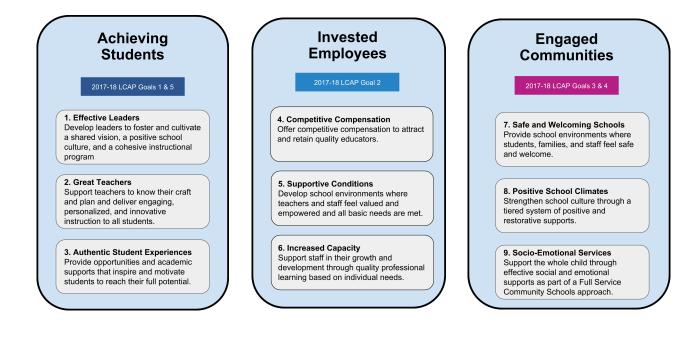
Adult Learning and Collaboration

If we continue our activities for No Place For Hate and implement Toolbox; classroom management and cultural responsiveness will increase and grow our school's awareness and ability to address our diverse student population. Students will feel respected and grow their self-awareness and regulation skills.

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

Tara Hills Theory of Action

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	April 2018 30% of students grade 3-6 are at or above grade level using STAR data	Using STAR data, students below grade level will make one year's growth by June 2019	Students below grade level, and those at or above grade level	STAR Assessment	1.1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	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	Identify students reading levels using STAR, SBA and other grade level assessments to begin to intentionally differentiate instruction. Hire part time Instructional Aide to work with students during the day and also offer after school tutoring.			September 2018		38455
2	Create structure for readers/writers workshops adjusting use of district adopted materials.			January 2019		
3	Grade levels will dedicate time to analyze STAR data and plan differeniated instruction with collaboratively decided learning objectives.			September 2018		1200
4	Teacher/student conferences focused on reading and writing progress with incentives for achievement including reading awards and publishing best written work.			By November 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			By September 2018		3500
6	Conduct study trips for students			Throughout Year		5600
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Bi-monthly starting in August		6750
				TOTAL	0	55505

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	April 2018 58% of students grade 3-5 and 42% of grade 6 are at or above grade level using Interim SBAC data.	April 2019 75% of students grade 3-5 and 60% of students grade 6 will be at or above grade level using Interim SBAC data.	Students 3-6	Math IAB - NS-NBT	1.1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	Grow 15 points to move closer to SBAC Math Level 3.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Identify students grades K-6 using SBAC or other classroom data tools to begin grouping students			August 18		
2	Provide grade level collaborative time to analyze interim SBAC data and classroom assessments to plan differeniated instruction with learning objectives. *is this similar to action 7?			Sept 18		1307
3	Grade levels will provide small group targeted instruction.			Ongoing beginning September		5130
4	Teacher/student/parent conferences will focus on standards based progress.			Ongoing beginning September		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing beginning September		2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing beginning September		2500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing beginning September		3000
				TOTAL	0	14437

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	14% as of 1/2018 of EL students reclassified in 2017-2018.	30% of EL students reclassified in 2018-2019	EL	reclasification data	1.1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	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	Identify EL student level according to CELDT/ELPAC in grade level teams			August 2018		
2	Create ELD groups/small groups according to levels and write SMART goals to increase students level by 1 with a focus on speaking, listening, reading and writing gramatically correct complete sentences and daily language objectives			September 2018		
3	ELD discussion section in grade level meeting notes with a focus on student level progress, daily objectives, academic vocabulary, student discourse and advancement			Ongoing		
4	Intentional close monitoring of STAR data for ELs with a focus on reaching the 30th percentile to be recommended for RFEP			November 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books. Implement curriculum for ELD writing.					500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7						
				TOTAL	0	1500

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	In October 2017, 31% in grades 3-6 are at or above proficient as measured by the STAR Reading assessment.	40% of our African American students will be at or above proficient as measured by the STAR assessment by June 2019.	African American	STAR	1.1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	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	Identify AA student level according to SBA and STAR in grade level teams			August 2018		
2	Create small groups in ALD blocks according to SBA and STAR levels. Write SMART goals to increase students SBA and STAR levels. Focus on speaking, listening, reading and writing gramatically correct complete sentences using daily language objectives			September 2018		
3	ALD discussion section in grade level meeting notes with a focus on student level progress, daily objectives, academic vocabulary, student discourse and advancement			Ongoing		
4	Intentional close monitoring of STAR data for African Americans with a focus on increasing scores by one grade level			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books. Implement curriculum for ALD writing.					200
6						
7						
				TOTAL	0	200

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	8% of students in SDC are reading at grade level.	20% of students in Special Ed will be at grade level	Students in TEP and NSH, grades 4-6	STAR reading	1 and 2	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	Monitor STAR reading in all SPED team meetings			Start in Sept 2018		
2	Work to include all students			August 2018		
3	Share STAR in all IEP					
4	Meet regularly as SPED/CARE Team					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1590
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					2500
				TOTAL	**0**	**4590**

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	As of June 2018, there were 56 suspensions	50% reduction in suspensions by June 2018	Students with multiple suspensions	Powerschool	4	Suspension rates will decrease
Insert your Discipline Matrix Link here [ ]						
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Meet regularly as SPED/CARE Team			Ongoing from Sept 2018		
2	Analyze Family Friendly Walkthrough			August 2018		
3	Classwide SSTs for academics and behaviors					
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					3000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1600
7						
				TOTAL	**0**	**4600**

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	As of September 2018 50 PTA members	Increase membership to 80	All Parents	PTA reports	3	Increase parent involvement
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Analyze Family Friendly Walkthrough			August 2018		
2	Analyze Climate Survey			August 2018		
3	Send Reading and Math Data Reports with progress reports					
4	Have consistent application for communication			By October 2018		
5						
6						
7						
				TOTAL	**0**	**0**

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	80832	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	80832
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.