West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

WILSON ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	Claudia Velez
Principal:	Claudia Velez
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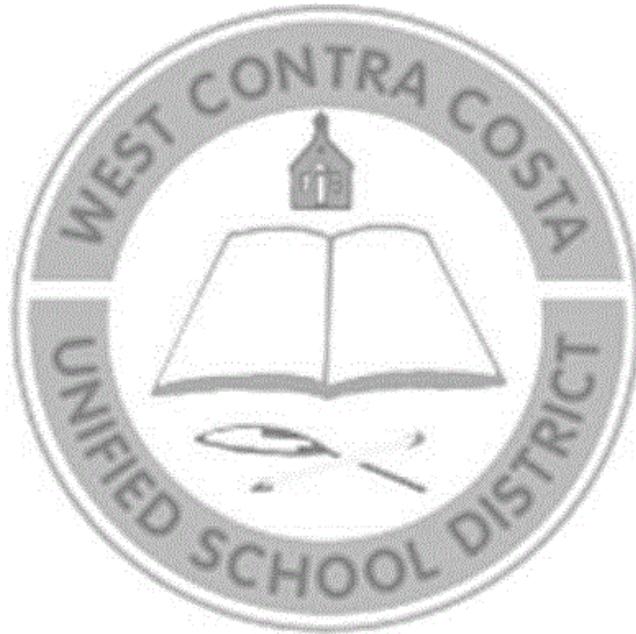
BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

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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:

African American Advisory, PTA

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 15, 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:

Claudia Velez

Typed name of school principal | Signature of school principal | Date

Maisha Cole

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	Caroline Clarke				June 30,2108
Parent #2	Juliette Wilk				June 30, 2019
Parent #3	Tressa Jones				June 30, 2018
Parent #4	Andrea Ceja				June, 30, 2019
Parent #5	Maisha Cole				Chair
		School/Other Members			
Teacher #1	Virginia Curry				
Teacher #2	Adrianna Escoto				
Teacher #3	open				
Other	open				
Principal	Claudia Velez				

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 tracked and analyzed three times per year.	or	Process:
Step 2	Gather input from	Process: Input is gathered from PTA, school staff, African American Advisory Committee.	or	Process:
Step 3	SPSA strategies development	Process: School staff, SSC, PTA collaborate around creating goals based on ongoing data analysis.	or	Process
Step 4	Budget development	Process: SSC Actively Involved in Task	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/15/2018		
Step 6	SPSA monitoring	Process: The SPSA is monitored in two rounds during the school year.	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

Wilson Theory of Action

Wilson Theory of Action
2018-19

If we develop a stronger school culture through a partnership with Seneca then we will see an increase in student and parent participation in school events and a higher level of satisfaction as evidenced by the health kids survey.

If we engage staff in the visioning and development of the new Wilson campus and instructional model then we will see at least 80% of teachers remain at Wilson through the transition to the temporary site and back to the new site in 2020.

If we support teachers to deepen the implementation of ISP and develop their skill to use an online math program then student achievement will increase as evidenced by the STAR, early Literacy, My Math and IAB Assessments.

If we support teachers to:
1. Provide a deeper implementation of the school wide literacy based individualized support program with a focus on identifying practices that can be incorporated in whole class settings to support all learners and
2. Integrate one online mathematics support and enrichment program then student achievement will increase as evidenced by:
1. 70% of students will be at or above grade level or made at least one year of growth as measured by the STAR and Early Literacy Assessments.
2. Students will improve their scores on My Math assessments (Grades K-2) and IAB (Grades 3-6) from the first to third trimester.

Data Analysis

Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
Academic Data		
STAR Early Literacy	Area of strength	59/70 students scored tramsitional or probable readers by the end of April 2018.The ISP intervention model providing small group reading instruction has been effective in raising reading proficiency levels.
STAR Reading	Area of strength	61% of students in grades 2nd-6th had shown 6 months or more growth and/or were grade level proficient by the end of March 2018. The implementation of the ISP intervention model providing small group reading instruction has been effective in raising reading proficiency levels.
Benchmarks: Math	Area of concern	The lack of alignment of math benchmarks has made it difficult to really track progess in math development.
Benchmarks: N/A	N/A	N/A
SBA: N/A	N/A	N/A
LTEL Data: N/A	N/A	N/A
ELPAC	N/A	N/A
Other: N/A	N/A	N/A
Other: N/A	N/A	N/A
Student Support Data		
Attendance	Area of strength	The daily attendance percentage in consistently between 94%-95% each month.
Suspension	Area of strength	As of May 2018 the suspension numbers for the 2017-18 school year are at 4. Alternatives to suspension are being implemented.
Parent/Community Survey	N/A	N/A
Healthy Kids Survey	N/A	N/A
Other: N/A	N/A	N/A
Other: N/A	N/A	N/A

Choose 3 (Academic Data section) / Choose 2 (Student Support Data section)

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	40% of students school wide are not reading at grade level as measured by the STAR/Early Literacy assessment.	There will be a 20% increase in the number of students reading at grade level by the end of the school year.	English language learners African American students School wide	English Language Arts (Star Reading Assessment) STAR/Early Literacy Assessment	1. Improve student achievement for all students and accelerate student learning increases for EL and low income, and foster youth students.	Grow 10 points from 2017-18 score to move closer to SBAC
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Hire Grad Tutor to support small group instruction in the ISP model				22300	10000
2	Hire part time teacher to work with students					25137
3	Materials and supplies for PD				284	
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				2500	1349
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				1850	1200
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1678	
				TOTAL	28612	37686

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	20% of students in 3rd-6th grade scored proficient on the math SBAC.	100% of students in 2nd-6th grade will engage in an online math program that assesses and differentiates accordingly. By August 2019 the math proficiency on the SBAC for students in 3rd- 6th grade will increase by 20%.	All students in 2nd-6th grade	Teacher created assessments, My Math Curriculum assessments, and SBAC.	1. Improve student achievement for all students and accelerate student learning increases for EL and foster youth low income students.	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	Hire a Grad Tutor to provide extra support in math.				22300	9128
2	Hire part time teacher to work with students					25000
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				2500	600
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				2000	1200
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1620	
				TOTAL	28420	35928

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	30 English Language Learners were reclassified at the end of the 2017-18 school year. The number of students that reclassify will increase by 5.	By June 2019 at least 35 students will reclassify.	ELD students	STAR reading assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 35 students.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Hire Grad Tutor to support instruction and after school tutoring. (see ELA/Math for costs)					
2						
3						
4						
5						
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				2000	
7						
				TOTAL	**2000**	**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	31% of African American students in 2nd-6th grade are reading at grade level as measured by the mid year STAR reading assessment.	By the end of the 2018-19 school year the number of African American students reading at grade level or above will increase by 20%.	African American students in 2nd-6th grade	On going STAR assessment data	1.Improve student achievement for all students and accelerate student learning increases for EL and low income students.	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Hire Grad Tutor to support small group instruction and after school tutoring. (see ELA/Math for costs)					
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1200	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				1000	
7						
				TOTAL	**2200**	**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	20/32 ISP/RSP students made at least 7 months or more growth on the STAR test by April 2018.	The number of students that will make at least 7 months growth by April 2019 will increase by 5.	2nd-6th grade ISP/RSP students.	STAR Reading Assessment	Goal 1	Grow 10 points on the SBAC
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.				500	
6						
7						
				TOTAL	**500**	**0**

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	34 students are identified as needing targeted support services, such as counseling and behavioral support to address peer relationships.	By June 2019, the needs of these students will be addressed through the formation of a CARE and COST team in parternership with Seneca.10 Students will respond effectively and show growth in their ability to have respectful peer relationships.	34 students from all demographics kindergarten-6th grade.	Data from the Swiss assessment.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%
Insert your Discipline Matrix Link here [ ]						
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1						
2						
3						
4	Arrange contract for students: mindful life, BACR, YMCA, Toolbox, and others					17164
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1196	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				2500	
7						
				TOTAL	**3696**	**17164**

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	There was a 30% decrease in parent participation in the 2017-18 school year	By June 2019, parent engagement will increase by 20% in all sungroups with purposful engagement opportunities such as educational workshops and Parent University.	All students	Parent surveys Sign in Sheets	Increase parent engagement, involvement, and satisfaction	To seek parent input, parents will be encouraged to complete the California 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.				1954	959
6	Provide translation and baby sitting for parent events				150	
7						
				TOTAL	**2104**	**959**

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	Daily attendance numbers remained consistent at roughly 94% throughout the 2017-18 school year.	By June 2019 average daily attendance will increase by 1%.	All Students	Power School attendance records.	To provide systems, programs, and opportunities that directly support the socio-emotional well being and physical health of all students	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.					500
2						
3						
4						
5						
6						
7						
				TOTAL	0	500

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	92237	0
Title I	67532	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	92237
Title I	67532

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.