Table of Contents

OVERVIEW School Site Council (SSC) Recommendations and Assurances

SSC Roster

Stב ׳ב

Sta AP BACIEVE

atP

Es

A ri an A ei an Student Ach e egen

S ec M M M M

Se In of egen

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:

Instructional Leadership Team, Parent Coffee Club, Teacher Collaborative

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 2, 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:

Nicole Ruiz		
Typed name of school principal	Signature of school principal	Date
Tyra Roberson		
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	Alicia Jackson			November 2019	
Parent #2	Armiel Flores			November 2019	
Parent #3	Tyra Roberson			June 2018	X
Parent #4	Kenia Gonzales			November 2019	
Parent #5	Fernanda Hernandez			November 2019	
School/Other Members					
Teacher #1	Yasaman Afsharnive				
Teacher #2	Lizeth Franco				
Teacher #3	Jonie De Leon				
Other	Anabel Barron				
Principal	Nicole Ruiz				

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:

		Choose one task management option for each step		
Task		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
		ILT will review data and share analysis and data results with SSC. SSC will the discuss and analyze school needs.		
Step 2	Gather input from	Process:	or	Process:
		SSC will gather data from ILT, School Climate Team, and School administration to inform decision making.		
Step 3	SPSA strategies development	Process:	or	Process
		ILT and SSC will review SPSA progress and school data to suggest and adjust SPSA strategies development.		
Step 4	Budget development	Process:	or	Process:
		Budget will be allocated based upon school needs. SSC will review and suggest recommendations for discussion and approval. Budget and expecditures will be reviewed at each SSC meeting.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				ILT will complete monitoring documents based upon SPSA implementation. Progress monitoring will be reviewed by SSC.

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.

N\A

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	33% of kindergarten and first grade students are performing at grade level or above on the Star Early Literacy Test. 45% of students need intervention in Early reading skills.
	STAR Reading	Area of concern	13% of students in grades 2-6 are performing at grade level or above on the Star Reading Test. 66% of students need intervention in in the rea of reading.
	Benchmarks: STAR Math	Area of concern	29% of students in grades 2-6 are performing at grade level or above on the Star Math Test. 55% of students need intervention in in the rea of math.
	Benchmarks:	N/A	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Other: concern	
	Other:	N/A	
		Student Support Data	
Choose 2	Attendance	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	15% of TK-1st grade students measure at or above 85th percentile composite score as measured by FastBridge. 15%of students in grades 2-6 have an IRL at or above grade level.	By June 2019 85% of students in grades TK-6 will measure at or above the 85th percentile as measured by FastBriddge (TK-1) and STAR reading assessments (2-6)	Students in grades TK-6	FastBridge Assessments/STAR Reading	Goal 1: Improve student academic achievement	grow 10 points on the SBAC towards level 3

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Provide professional development for teaching staff in phonics instruction and reading strategies.	September 14, 2018	1250	
2	Implement a school wide Universal Reading Time, Lexia Intervention, and AR Program.	September 14, 2018		
3	Esablish intervention program for reading support: Lexia, classroom intervention (BAYAC Grad Tutor and IA) and Learning Center Support.	October 1, 2018		29419
4	Monitor FastBridge and STAR in 6-8 week cycles.	Nov 13 - May 18		
5	Pay for contract for contract for tutoring	May 1, 2018		10000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	May 1, 2018	1250	
7	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, flexible seating for students and books.	May 1, 2018	2000	10000
		TOTAL	4500	49419

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	As of September 2018, the percentage of students who scored at grade level and above is 30.	By June 2019 80% of students in grades 1-6 will at least 1 years' growth on MATH STAR.	Students in grades 1-6	STAR Math Assessment	Goal 1: Improve Student Achievement	grow 15 points towards SBAC level 3

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Provide Training in My Math Curriculum.	September 26, 2018		
2	Implement intervention support with DReambox Math and classroom support (BAYAC Grad Tutor and IA)	October 15, 2018		
3	Progress Monitor using My Math and STAR Math Assessment, every 6-8 weeks.	Nov 13 - May 18		
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	May 1, 2018	2086	5000
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	May 1, 2018	2500	1000
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.	May 1, 2018	2500	1000
7				
		TOTAL	7086	7000

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

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	68930	0
Title I	58858	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	68930
Title I	58858

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).

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.