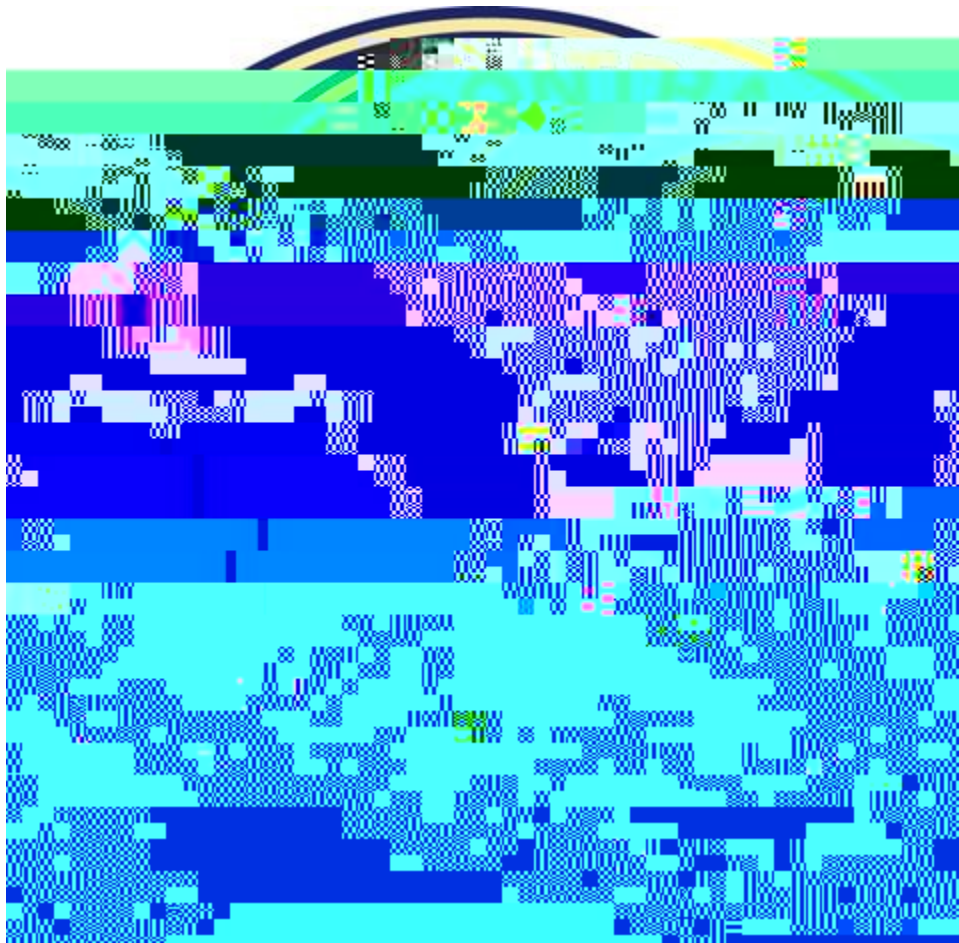# West Contra Costa Unified School District
Washington Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017- 2018

Board Approval Date: 1 R Y H P E H U 1 , 201
Contact Person: Lisa Levi
Principal: Lisa Levi
Telephone Number: (510) 231-1417
Address: 565 Wine Street
                     Richmond, CA 94801-4054
E-mail address: llevi@wccusd.net

School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the 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.

    X English Learner Advisory Committee

    Other*(list)*

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 Improvement 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: .

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2017- 2018 school year, using the WCCUSD monitoring process.

Attested:

Lisa Levi		
Typed name of school principal	Signature of school principal	Date

Gissell Medina		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Washington Elementary School
2017- 2018
School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditure 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	Term ends on:	Identify Chair Person:
Parent/Community Members		
#1 Felipe Cabral	June 2018	
#2 Rachel Espinoza	June 2018	
#3 Rolando Rubio	June 2018	
#4 Rosa Perez	June 2017	
#5 Jorge Palacios	June 2017	

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about t

Theory of Action

Washington has two side-by-side programs: the Traditional program and Dual Language Immersion program. Each program has a unique set of needs but also have many commonalities. One of the strongest is the need to provide all students with a set of strong writing skills to not only prepare them for the next grade but as a skill.

Teaching writing is difficult and students rarely move at the same pace in their writing-skills making the challenge of teaching writing that much more difficult. The Common Core standards emphasize writing across the curriculum. However, even then we

If teachers have access to coaching and professional development focused on the core skills of cross curricular writing, and they consistently collaborate on teaching strategies and their results, then teachers will teach writing skills in a systematic in-depth manner and students will demonstrate their learning by producing high quality writing in all subject areas.

If parents have a thorough understanding of Common Core expectations in writing and how it applies to other curricular areas, then they will be better able to help students at home.

If the school climate is conducive to learning (students feel safe, cared for and able to be express themselves), then student academic progress in writing and other subjects will be accelerated.

In order to teach in-depth writing skills, teachers must be able to collaborate on an ongoing regular basis. Collaboration must be focused on teaching strategies and student results. Further, writing instruction should be meaningful and product orientated to ensure student engagement. Supports to facilitate a strong writing program are as follows:

- { Coaching for all teachers in the Teachers College Writing Program.
- { Professional development opportunities for teachers on-site and through the district.
- { Collaboration between teachers must be calendared and strictly adhered to.
- { Assessment data must be looked at on a regular basis and with a view to the different groups of students at the school.
- { Implement a strong ELD/SLD/ALD program for all students.
- { Implement a comprehensive vocabulary instruction program for all students to bolster writing skills.
- { Insure that students are producing writing in all curricular areas.

Students and parents must also be supported in order for learning to accelerate. Supports for students and families are:

- { Timely and informative feedback for students and parents on assignments and overall progress.
- { Academic goal setting for students in grades 3-6 in Language Arts and Math
- { Interventions for those students needing additional support in Language Arts and in Math.
- { Art and music enrichment for all students.
- { Opportunities for students to showcase their learning through performances, exhibits and demonstrations.
- { Mentoring and counseling for recommended students and Mindfulness for all students.
- { Provide information to parents regarding writing instruction through parent conferences, parent nights and newsletters to improve student outcomes and strengthen the home-school connection

The implementation of these supports will further student writing skills and add depth to their learning and ready them to the next grade level. Anticipated outcomes will be as follows:

- { Students will gain facility and confidence in their writing skills
- { Students will achieve at higher rates academically.
- { Teachers will increase their capacity for teaching writing through collaboration and professional development.
- { Parents will have a deeper understanding of the curriculum and be better equipped to assist students at home.

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	
	Accelerated Reader/Star Reading: The STAR Assessment	X Area of concern Area of strength	The STAR assessment for English provides good, usable data on student progress. The STAR Assessment in Spanish doesn't provide usable data for the Dual Language Immersion classes that use it. This causes concern because getting strong data on language acquisition for Spanish language learning for students in the DLI program can be difficult.
	Benchmarks: Grade 2 math benchmark data	X Area of concern Area of strength	Grade 2 math benchmark data indicates that the students met the goal at the first benchmark. However, the mid year benchmark results indicate that students did not do as well on the Benchmark 2 as they did on Benchmark 1. There was confusion about the benchmarks after they were made optional mid-year. as a result, some teachers administered them and some did not. Also, several changes in classroom teachers resulted in missed assessments or only part of a cl taking the assessment.
	Benchmarks: Grade 4 Writing Benchmark 2 results	X Area of concern Area of strength	Grade 4 Writing Benchmark 2 results indicate that students did not do as well as they did on the first writing benchmark. This is an area of concern as the writing portion of the reclassification packet is often what students have the most difficulty with. In the 17 - 18 school year, we will begin a wider implementation of the Teacher's College Writing program to better support all students in writing but especially our EL's.

Choose 3

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 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	During the 2016- 2017 school year, 32 % of upper grade students made a year's progress in reading as measured by the Accelerated Reader Growth Report.	By Spring of 2018, 50% of students in grades 4-6 will demonstrate 1 years growth during the 2017- 2018 in				

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 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)	11 % of English Language learners were reclassified 2016- 2017 school year.	25 of our English language learners will be reclassified during the 2017- 2018 school year.	English Learners	Number of students reclassified.	Improve student achievement for all students and accelerate student learning increases for EL (English learner) Low Income (LI) and foster youth.	increase to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Identified EL students will be selected for after school tutoring by certified teachers.	November 2017	1000	LCFF
2	Implement an after school intervention program that focuses on reading, writing , listening and speaking for EL and low performing students in grades 3 - 6 to promote skills needed for literacy and reclassification.	November 2017 Contract	1000	LCFF
3	Ensure comprehensive, rigorous ELD instruction daily	On-going		
4	Inform parents of the importance of ELD classes and reclassification monthly ELAC meetings, at parent teacher conferences and through note calls home as needed.	November 2017 No Cost		
5				

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 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	Average student attendance the 2015-2016 school year was 92.95%, slightly below the district goal of 95%.					

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 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
School Climate	A review of school wide discipline data shows that there were 39 suspensions last school year and that the most reported infraction was 'Fighting or Rough Play'. The Mindful Life Project will be implemented to support students at all grade levels making positive respectful choices when dealing with others and in respect to their own behavior.	By June of 2018, student suspension rates will decrease by 5%. Students will demonstrate increased engagement in the classrooms as indicated by fewer documented referrals to the office and will be recognized for their improved citizenship.	All			

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2017-2018 Single Plan for Student Achievement (SPSA) Goals	LCAP Alignment
1. Content Area	

Student Achievement

Other #1

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 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
Visual Arts	Art (music and visual arts) are important parts of the school experience. Washington students will have the opportunity to participate in workshops presented by professional artists and attend a performance incorporating visual and performing arts.	by January 2018, 80 % classes will have participated in workshops presented by visiting arts and attended performance presented by the same artists	All Students	Students survey regarding experiences with the art forms and attendance at the performance.		.

Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source

1   Coordinate with Cal Performances to create a schedule of workshops classes.

Agreements

The following critical compliance items are in place throughout WCCUSD:

x   Highly Qualified Teachers:
    qualified requirements. Our site coordinates with the WCCUSD Human Reso Department to ensure compliance with this
    item.

x