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:

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:

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:

_____
Typed name of school principal

_____
Signature of school principal

_____
Date

_____
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	Maha Kallo Dizon			2018	
Parent #2	Francie Leintz			2018	X
Parent #3	Leonel Cardenas			2018	
Parent #4	TBD				
Parent #5	TBD				
School/Other Members					
Teacher #1	Rachel Grottke			2019	
Teacher #2	Janay Chan			2019	
Teacher #3	Michael Johnston			2018	
Other	TBD				
Principal	Greg Whaling			NA	

Membership Composition:
Elementary (10 total)
5 Parents/community members
3 Classroom teachers
1 Other school staff
1 Principal

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:

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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
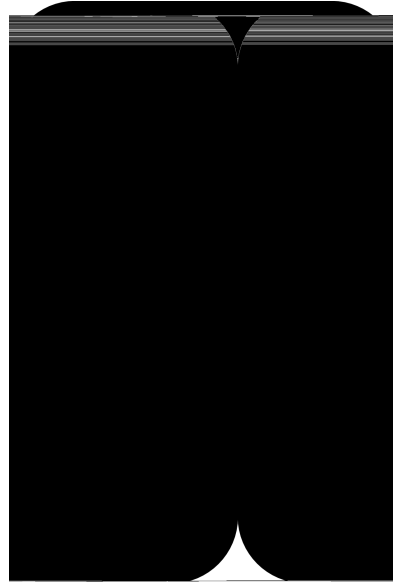
Our Theory of Action

Ellerhorst Theory of Action

Achieving Students

If we create, adapt and use instructional units that require independent inquiry, learning, work:

> Then our students will become more independent learners who produce better quality work products and are more thorough in their study.

Engaged Communities

If we train and support our students to show responsible behavior toward themselves, other students and adults:

> Then students will feel safer, take more emotional risks and feel more connected to the school.

Invested Communities

If we build and maintain staff development structures and plans that support teachers' needs to ggtar8oenlf8lls)p92vltllf

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	Ellerhorst currently has 28 general education students who are classified as EL students in grades 3, 4, 5, and 6. --	By March 2019, 50% (14) of EL students in grades 3,4,5,6 will increase STAR Reading Assessment scores to meet benchmark cut scores for reclassification eligibility. 10 of these students will achieve R-FEP status in 2019.	EL students in grades 3,4,5,6	Local Assessments: ELD benchmarks. District ELD office: List announcing students who are reclassified as R-FEP in Spring 2018. STAR Assessments	1, 2,	EL Reclassification rate will increase by 13%

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	District attendance data from 2017-2018 shows that Ellerhorst had 93.98% ADA attendance rate for the year.	By June 2019, Ellerhorst Elementary will have achieved a 95% ADA attendance rate for 2018-2019.	Total Student Body	Attendance Records	4	1. All Schools will maintain 95% attendance rate or higher
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Obtain donations of incentives and certificates.			August 2018		1000
2	Honor Perfect Attendance at Trimester Awards assemblies.			Ongoing (Nov, Mar, May)		0
3						
4						
5						
6						
7						
				TOTAL	0	1000

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	39672	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	39672
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).

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.