BOARD OF EDUCATION
2018 - 2019

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School Site Council (SSC) Recommendations and Assurances
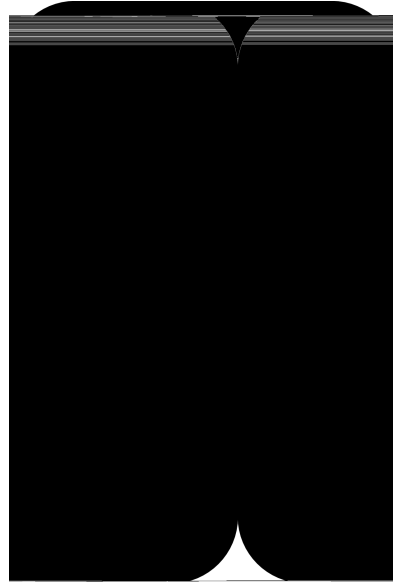
Elementary School Site Council Membership Roster

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	Plaĺda Avila				
		Parent 1			
				Parent 1 s	

2018-19 Roadmap Goals:
Nine Key Strategies

Our Theory of Action

Grant Theory of Action

Grant bbH

	Building positive student- teacher relationships and classroom community
	Positive and consistent behavior reinforcement/consequences
	Facilitate two-way communication with students and families
	Bring in parents into the classroom as partners
	Articulate the WHY and strategies during conferences and family nights
		Coaching
		    Professional Learning system guided by Adult Learning
		    Principles-(Autonomy vs. Structure) using data
		    Release time for peer observation

Monitoring:
    Key learning: 6-8 week units Grade Level created/
    Treasures
    Overall: trimester monitoring using STAR and
    DIBELS
	Monitoring:
	    Walkthroughs
	    Teacher observation
	    Lesson studies/instruction rounds
		Monitoring:
		    PD Surveys
		    DDI calendar

Leadership Practice:
    Individual and grade level coaching based on frequent classroom observations
    Set clear school-wide expectations for instruction (esp small groups) and the use of collaboration time
    Conduct walkthroughs and debrief those walkthroughs as a team
    Ensure all leaders are GLAD trained
    Share of Practice - teachers share effective strategies with the whole staff
    Create opportunities for staff groups to connect "across" current groups
    Increase different ways of communicating - a calendar (printed, emailed, verbally shared). Verbal expectations shared at staff meetings. Google Folder
    Exit tickets right after PDs-teachers making a commitment to implement the new practice.
    "Warm Demanders"

What?	Who?	By When?
Plan for grade level collaboration	ILT	On-going
ILT members can help facilitate grade level meetings	ILT	On-going
Logistics-ILT meet two times a month on Wednesdays 3:05-4:00		
ILT Retreat at the beginning of the year	Nazy & Jen	August 13 8:30-3:00

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 strength	Content area SMART goal states that 95% of 1st-6th graders will increase reading levels by one year or more by May 2019. Data reveals that as of January 2018, 49% have met the goal while others have increased reading levels by 3 months to over since September.
	STAR Reading	Area of strength	On the Diagnostic English Language Arts 50% of kindergarten and 43% of 1st grade students scored proficient. On average 2nd-6th grade students scored over 40% proficient with about 60% in need of intervention. As a means to remedy the situation, professional development and support for differentiated small group instruction have been put in place. With the consistent use of STAR Reading and intervention groupings, as well as more explicit instruction addressing the Common Core standards and differentiation during small group instruction, we anticipate an improvement in scores. Also it should be noted that many students are approaching proficiency but the percentages have not been included.
	Benchmarks: STAR Math/My Math assessment	Area of concern	The assessments for the math adoption were not aligned with the way the units should have been aligned. Grade level teams analyzed the results and feel that the information collected does not accurately show the mastery of the. The first math benchmark revealed that on an average 13%-77% of students in kindergarten -2nd grade were proficient. 3rd through 6th grade students scored between 13% to 27% proficient. In 3rd-6th grade the tests were taken on tablets which may have had an impact on the scores. Students in 3rd-6th grade are receiving are utilizing the computer lab and the tablets throughout the day. We have contracted STAR Math which will continue to provide us with baseline data for each students. With the consistent use of STAR Math and intervention groupings, as well as more explicit instruction addressing the Common Core standards and differentiation during small group instruction, we anticipate an improvement in scores. Also it should be noted that many students are approaching proficiency percentages have not been included.
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of strength	Grant was successful at reclassifying 53 students; however, 13 moved away briging the total to 40. We have set a goal to increase the number for the 2018-2019 school year. Based on the total number of ELs we are not reclassifying a significant number of students. We administered our own ELPAC this school year. We feel that with familiar assessors, student scores will increase of ELPAC.
	Other:	Area of concern	
	Other:	Area of concern	
		Student Support Data	
Choose 2	Attendance	Area of concern	We currently have a percentage over the goal of 95% set by the district; however there have been months that attendance falls below 93.5%.
	Suspension	Area of concern	Our suspensions have reduced tremendously as we have systems in place to support our students' social/emotional needs. We need to continue our work in looking at root causes of the behaviors and provide ongoing professional development on trauma informed practice, restorative practices, and set the stage for normed practices on discipline. School expectations need to be continuously reviewed with students and staff.
	Parent/Community Survey	Area of strength	The parent/community surveys are generally positive. Parent involvement is at an all time hight. parents appreciate ClassDojo implementation across the school. As a direct result, more parents are in continuous contact with their student's teacher. Parents participate in various school sponsored activiteie and initiatives which they report empowers them to advocate for their students.

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	May 2018, 50% of all students had increased one grade level or more in reading as measured by the STAR/Early Literacy assessment.	By May 2019, 95% of all students will increase one grade level or more in reading as measured by multiple measures including but not limited to the STAR/Early Literacy assessment.	All Students	Renaissance Learning, DIBELS, ELPAC	1) Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA Proficiency by 10 points.
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Provide Bilingual IA to support intervention in TBE, SEI, or newcomer class with students reading 1-2 years below grade level in English & or Spanish during guided reading/literacy stations/reading or writing workshop.			August 2018	22455	
2	To contract Americore members to assist with reading intervention during small group instruction in K-2 classrooms.			August 2018		1000
3	Provide time to plan & implement unit materials for effective GLAD implementation.			Ongoing		

cont f .   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	Between September 2017 and May 2018, 67% of EL students at level 3 and 4 (close to RFEP) increased their STAR reading benchmark score, and listening/speaking scores, and writing to meet the requirement for reclassification. 33% of the EL Students who were at level 3 and 4 need more support.	Between September 2018 and May 2019 8 sAR ed more support. 1 A AJ ² sores, and wr e at e AA 8 tin ea A le				

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? LCAP Goal		

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	114801	0
Title I	107262	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	114801
Title I	107262

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.