


BOARD OF EDUCATION

2018 - 2019

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OVERVIEW School Site Council (SSC) Recommendations and Assurances

SSC Roster

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Elementary School

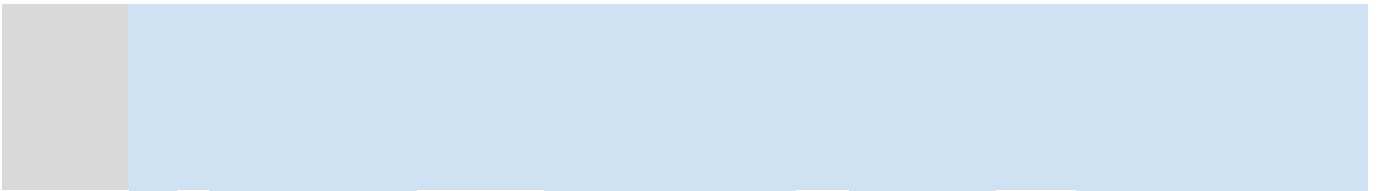
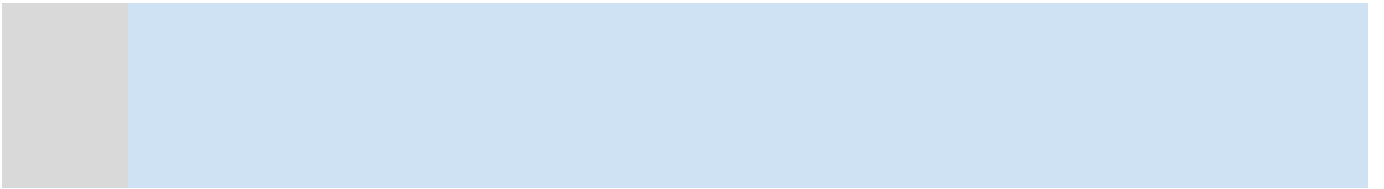
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African American Student Achievement

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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 coursework that keeps them in school, as measured in part by attendance rates, dropout rates, and graduation rates.

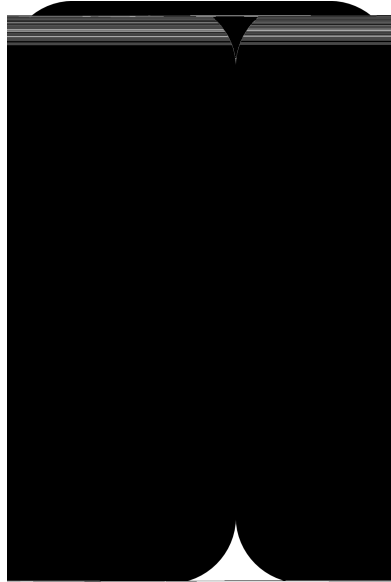
Priority 6: School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

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

King Theory of Action

King 2018-2019 Theory of Action

School's Mission: At King Elementary we seek to create a safe learning environment where students can become confident, prepared lifelong learners and leaders. We believe that collaboration and trust between students, staff and parents can create an inclusive and nurturing place where all students can be successful.

STUDENT GOALS

TEACHER PRACTICE

King 2018-2019 Theory of Action

Teachers use SBAC practice tests and items to inform their unit plans.

Teachers use regular SBAC-like practice tests and share data with students and parents.

Teachers, students and parents know students reading level, their goal, and have strategies to help the student meet their goal.

Pass out reading data at Open House.

Regularly send STAR reading data home.

Host reading nights with parents where we help parents understand how to support their students growth.

Goal setting for reading

Establish ways to communicate reading

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)	34/207 EL students are LT ELs only 17/207 are Early Advanced/Advanced on the CELDT; King reclassified 16 students in 2017-2018	By May 2019, 75% of King ELD students will move up one ELPA C level and 15% of King ELD students will meet reclassification requirements	ELD Students	ELPA C and Reclassification list	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	Percent of students scoring MD /WD on the ELPA C will increase by 3%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students instructional materials, technology, on-line licenses, student incentives, and books				3146	6236
2	Provide professional development opportunities on and off site including conferences, contracts, peer observation and teacher extra hours for training					1500
3	Provide collaboration time (196 hours) focusing on data analysis, program planning, academic conferencing (9 days), and coaching support				6586	
4						
5						
6						
7						
TOTAL					9732	7736

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	23/114 African American students are reading at grade level according to Winter STAR	By May 2019, 75% of African American students will improve their reading ability by 1.5 grade levels as measured by STAR Reading/Early Literacy	African American	STAR Reading/Early Literacy Assessment	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	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	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support				2000	
2	Provide professional development opportunities on and off site including conferences, contracts, peer observation and teacher extra hours for training					1000
3	Purchase materials and supplies for students instructional materials, technology, on-line licenses, student incentives, and books					1200
4						
5						
6						
7						
TOTAL					2000	2200

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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						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase rewards and incentives			All year	1000	
2						
3						
4						
5						
6						
7						
TOTAL					1000	0

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	111082	0
Title I	104535	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	111082
Title I	104535

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 instructional 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 goal on the students' I.E.P.s).

Title I Centralized Services (Title I Schools Only)

The following programs and activities 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