



BOARD OF EDUCATION

2018 - 2019

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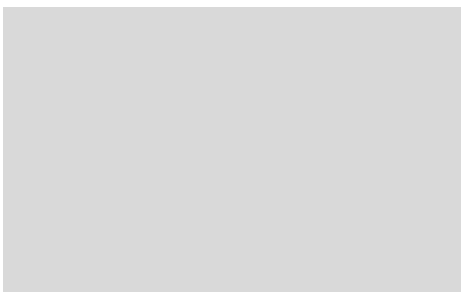
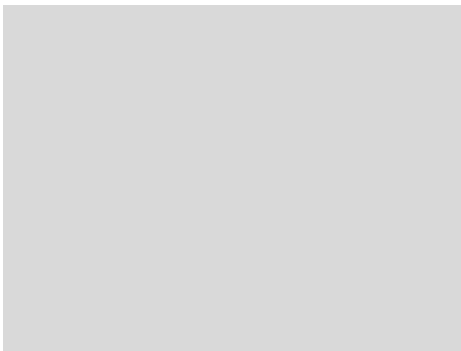
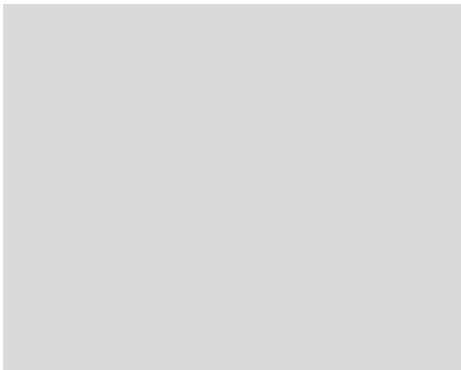
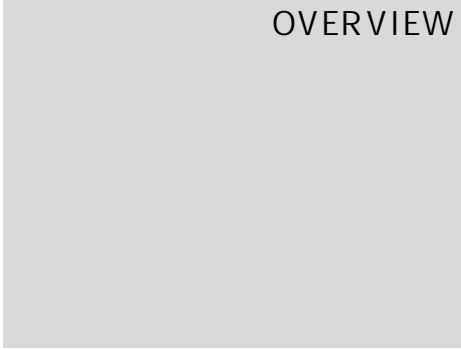
BOARD MEMBERS:

ELIZABETH BLOCK
MADELINE KRONENBERG
TOMPANAS

SUPERINTENDENT
MATTHEW DUFFY

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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	Claudia Garcia			June 2020	Chair
Parent #2	Karla Ramirez			June 2020	
Parent #3	Karla Escobar			June 2020	
Parent #4	Rakidah Wright			June 2020	
Parent #5	Ada Zalaza			June 2020	
School/Other Members					
Teacher #1	Courtney Bunney			June 2018	
Teacher #2	Robert Kirker			June 2020	
Teacher #3	Maria Cottani			June 2018	
Other	Evelia Agredano			June 2020	
Principal	Megan Burnham				

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:

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 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.

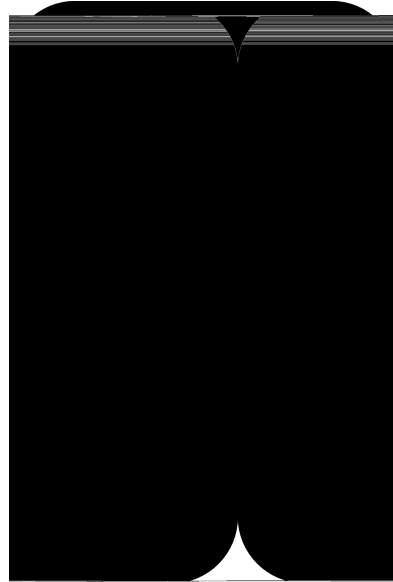
Priority 8: Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

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.

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	
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2018-19 Roadmap Goals:
Nine Key Strategies



Our Theory of Action

Lincoln Theory of Action

Lincoln Elementary – Theory of Action 2018-2019

Student Culture and Climate:

IF our climate theory of action - and our detailed Math and ela theories of action - are properly and systematically implemented and maintained to fidelity throughout the school year by everyone, THEN we will see improvement in culture, behavior, climate, and academics.

Adult Learning and Collaboration:

IF we engage in authentic collaboration as educators in organized cycles of inquiry, then We Are resilient

Learning and Teaching:

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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 Subgroups	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	90% of students in attendance	95% or above students in attendance daily.	all students	Attendance data in Power School	Improve student engagement and climate outcomes and allocate services to English learner (EL), low-income (LI), and foster youth (FY) students	All schools will maintain a daily attendance of 95% or above
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies, incentives and certificates					500
2	Bilingual Outreach School Specialist will work with families on attendance 3 days a week. Cost put into parent section					
3	Full Service Community School Coordinator					
4	Attendance clerk					
5						
6						
7						
TOTAL					0	500

Overall Budget Summary
Summary of Costs

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