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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

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Parent/Community Members					
	Nancy Kawade			6/2017	
	Apple Szostak			6/2018	
	David Adler			6/2017	X
	Josh Sussman			6/2017	
	Lauren Wong			6/2017	
School/Other Members					
	Carl Blake			6/2017	
	Elizabeth Bashor			6/2018	
	Linda Smetana			6/2017	

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agreed to the following procedures for completing all work involving the SPSA.

		Choose one task management option for each step		

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 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 outcomes.

	______________________________ ______________________________ ____ ____ ___________________________________
	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.
	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.
	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.
	Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
	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.
	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.
	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 prepare them for college and careers, regardless of what school they attend or where they live.
	Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to become a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to contribute 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 needs for all WCCUSD students.

Please read on to learn about our specific SPSA plan of action for the [illegible] school year.

Theory of Action

Madera Elementary School

“People see not only with their eyes but with their beliefs.” Laurie Pessah support the development of competent and resourceful human beings by understanding that children are active constructors of knowledge, not empty vessels needing to be filled with information. Asking a young child questions like—“What do you notice?” and “What are you wondering?”—sends the message that you expect them to be doing both. This sort of questioning creates opportunities for you, the adult, to learn. It also communicates to the child that you assume that a curious and pattern seeking mind is very much alive inside them - that you believe they are thinking thoughts that will benefit the world.

2. Environment as the Third Teacher: In the municipal schools of Reggio Emilia, Italy, the teachers refer to the classroom environment as the third teacher because there are two co-teachers for each group of children. Students thrive in an environment that is welcoming and supportive of exploration, creation, collaboration and discovery by competent and resourceful human beings. Knowing that the health of the developing brain is profoundly influenced by interactions with environments, we believe that it is an issue of human rights to provide nurturing, sensory rich, relational environments for children, outdoors and in, in which they are free to play and explore.
3. The Role of Documentation:

beyond state testing and fulfillment of tasks for schools. We aim to strengthen a generation of readers and writers.”

2. If we deepen the implementation of quality teaching and learning practices in ways that allow, even expect, students to think deeply, independently, and creatively, developing foundational skills and demonstrating understanding of those skills in authentic, creative ways, then we will see improved student engagement, confidence and competence.

ACTIONS:

- TCRWP materials, Units of Study (UOS) and workshop pedagogy used for writing in every classroom.
- Support increased implementation of UOS for Reading and Balanced Literacy.
- Align math curriculum across grades to develop sound foundational understanding, consistency of methods, and improved first instruction.
- Provide excellence and differentiation in first instruction (Tier 1) and early intervention if needed.
- Shift from a focus on delivering curriculum to pedagogy and effective methods for teaching that raises rigor.
- VTS
- Create alignment between curriculum, instruction and assessment
- Support and enhance Science and Arts programs

3. If we develop a school environment and culture based upon Habits of Mind, positivity, trust, inclusion and communication, we will see increased engagement, ownership and collaboration within our school community.

ACTIONS:

- Book studies
- School handbook
- Caring School Community
- Foster understanding and appreciation of our differences - SpEd, race, culture
- Classroom, Yard and School facility improvements so that the environment serve as a “second teacher”, contributing to the growth and development of our children.
- Intentional use of technology and strategic planning for it’s use, including lessons re: digital citizenship.

Academic Data			
	STAR Early Literacy	Area of strength and concern	Data showed generally high achievement in the aggregate, with most students at or above grade level, however there are persistent gaps, which are not narrowing as much as needed over the course of students' time at Madera
	STAR Reading	Area of strength and concern	Data showed generally high achievement in the aggregate, with most students at or above grade level, however there are persistent gaps, which are not narrowing as much as needed over the course of students' time at Madera
	Benchmarks:	N/A	
	Benchmarks:	N/A	
	SBAC:	N/A	
	LTEL Data:	N/A	
	ELPAC	N/A	
	Other: SBAC Literacy	Area of strength and concern	As with STAR, results show strong aggregate results, but persistent gaps between high achievers and low achievers
	Other: SBAC Mathematics	Area of strength and concern	As with STAR, results show strong aggregate results, but persistent gaps between high achievers and low achievers
Student Support Data			
	Attendance	N/A	
	Suspension	N/A	
	Parent/Community Survey	N/A	
	Healthy Kids Survey	N/A	
	Other: Parental Involvement	Area of strength	Parental involvement is a strength at Madera, but we need to involve more voices particularly from marginalized populations
	Other: Discipline	Area of concern	While Madera has few severe disciplinary problems, the vast majority of administrative and classroom consequences are assigned to boys

1. Content Area	2. Baseline data for current year	3. Description of [illegible] 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	1. STAR Reading Data. 2. Elementary Attitude Reading Survey (McKenna & Kear, [illegible]). 3. On-demand writing assessment.	By June of [illegible] Students will (a) exhibit growth in literacy by developing a love of reading and writing and by advancing their foundational reading and writing skills at a pace that will result in at least grade-level proficiency by Elementary School graduation, and (b) demonstrate growth (amount TBD) on the Elementary Attitude Reading Survey (McKenna & Kear, [illegible])	All	1. STAR Reading Data. 2. Elementary Attitude Reading Survey (McKenna & Kear, [illegible]). 3. On-demand writing assessment.		

1. Content Area	2. Baseline data for current year	3. Description of 2[illegible] 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
Special Education and Inclusive Environment	STAR Gap Analysis, SBAC Gap Analysis, Current Program Analysis	Madera staff will develop [illegible]orough academic MTSS program that adhe[illegible]o the 80/15/5 rule.	All students	STAR Gap Analysis, Service Logs, Progress of Program Documentation	1 and 2	Grow 10 points closer to SBAC ELA Level 3.
1	Subset of Madera staff, including special education teachers, will conven[illegible] determine the feasibility and constraints of developing MTSS system, including recommendations for [illegible]ucture and staff training.					
2	MTSS team will develop MTSS guidelines and documentation, including [illegible]sessment guidelines.					
3	Staff will participate in high-quality PD in differentiated instruction.					Subgroup/s.
4						
5	Purchase materials and supplies for students, instructional materials, tech[illegible]logy, online licenses, student incentives, and books.					500
6	Provide professional development opportunities, on and off site including [illegible]nferences, contracts, peer observation and teacher extra hours for training.					500
7	Provide collaboration time focusing on data analysis, program planning, [illegible]demic conferencing, and coa[illegible]hing support.					[illegible]

1. Content Area	2. Baseline data for current year	3. Description of 2[illegible] 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
Social-Emotional Support for Students	Discipline, achievement and attendance data/gap analysis/program documentation	Madera staff will [illegible] to reflect the needs [illegible] whole child and to integrate SEL [illegible] curriculum.	All students, with a focus [illegible] and impac[illegible] population[illegible]	Discipline, achievement and achievement data [illegible] analysis/program documentation	4	[illegible]CA Healthy Kids Survey
1	A subset of Madera staff will convene to create a progression [illegible] K-6 con[illegible] skills that [illegible]ically aligned					
2	Yard-duty staff will be trained in SEL curriculum and in [illegible] procedures [illegible].					
3						
4						
5	Purchase materials and supplies for students, instructional [illegible] technology, online licenses, students incentives, and books.					2000
6	Provide professional development opportunities, on and off [illegible] conferences, contracts, peer observation and teacher extra hours for training including b[illegible] Curriculum lessons regarding inclusion.					1000
7	[illegible]					[illegible]

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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,