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2018 - 2019

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School Site Council (SSC) Recommendations and Assurances

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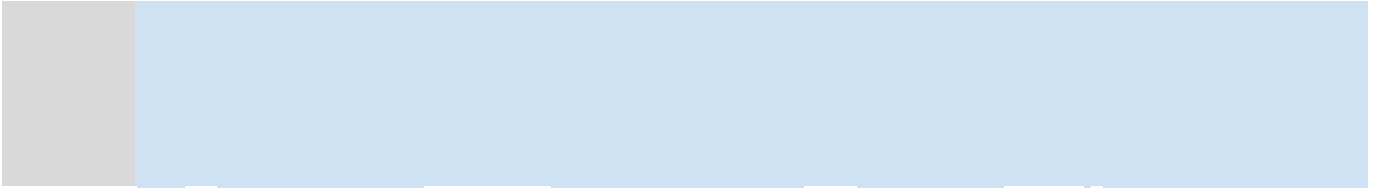
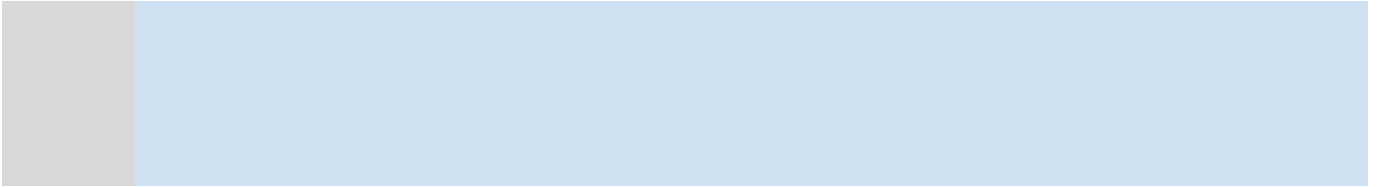
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SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the school improvement plan.

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.

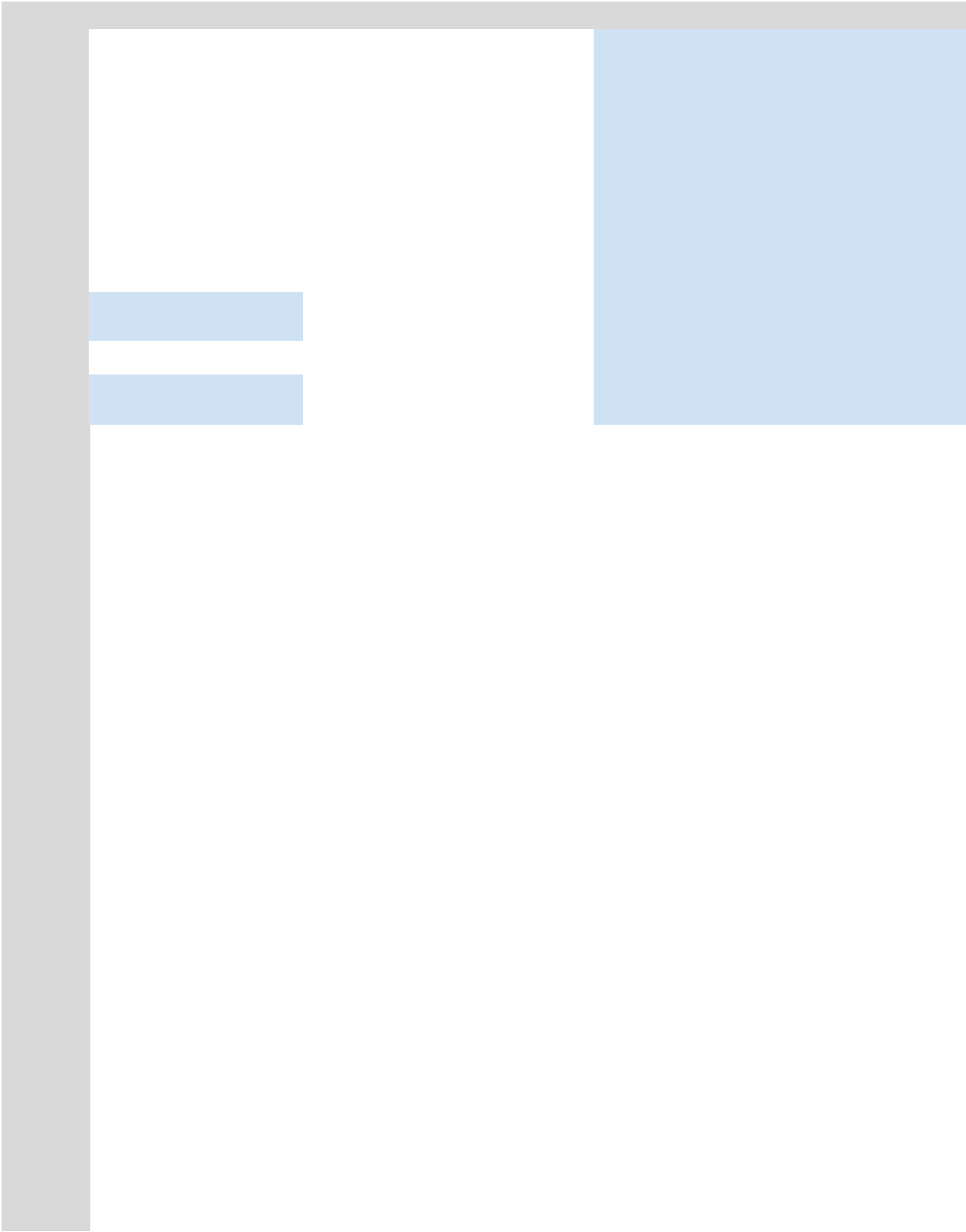
We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two 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.

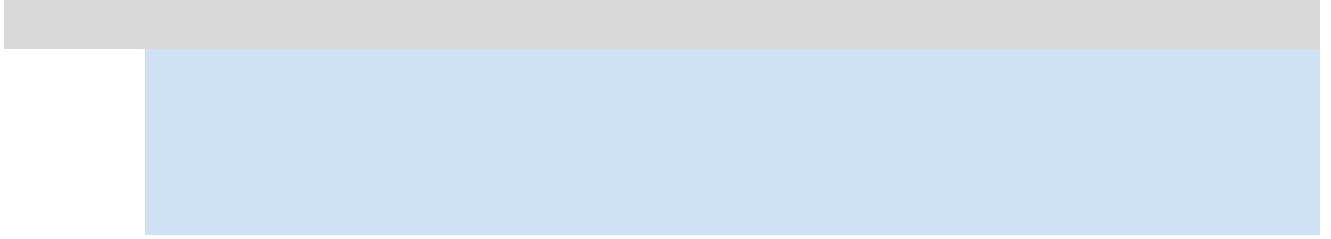
opportunities	: IF we provide our students with experiential learning	THEN Our students will be able to become self-directed, independent learners
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<p>Continue training for all teachers in implementation of TCRWP and lesson study math Provide opportunities for teachers to spend time in each other's classrooms (learning walks and instructional rounds) to become familiar with the sequential nature of the work we are implementing</p>	
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Toolbox) across our school community	: IF we explicitly teach skills of self-regulation (e.g.	THEN Students will be more available for academic instruction
<p>Adopt a universal language and common practices that are communicated to all students and parents across the school community</p>		

building capacity of our teachers	: IF we work collaboratively in grade-level and cross grade-level teams dedicated to lesson planning, analyzing student work, and	THEN All teachers will provide aligned and congruent instruction for all students using rigorous, relevant, and engaging common core-aligned lessons
<p>Promote a culture of learning, collaboration, and constant adaptation Provide opportunities for collaborative work time dedicated to examination of student work and teacher practice</p>		





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)	40% of EL in grades 4th-6th met reclassification criteria	100% of all students grades 4th-6th that have not met reclassification criteria will be reclassified by May 2019	Grades 4th - 6th	Reclassification criteria	Reclassify students	Increase rate to 13%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books				393	
6						
7						
TOTAL					393	0

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	36% of all African American students 2nd - 6th, were found to be at Intervention/Urgent Intervention levels as measured by Spring 2018 STAR Reading assessments	100% of all African American students, grades 2nd - 6th at Intervention/Urgent Intervention, will advance a minimum of one grade level equivalency as measured by STAR Reading data for the 2018-2019 school year.				
TOTAL						

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	84799	0
Title I	62038	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	84799
Title I	62038

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