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BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

ELIZABETH BLOCK  
MADELINE KRONENBERG  
TOM PANAS

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	Kevin Adams			9-17-2018	
Parent #2	Jacobs Hue			9-17-2018	
Parent #3	Nicole Ellerbusch			9-17-2018	
Parent #4	Melina Vargas			9-17-2018	
Parent #5	Patricia Urbina			9-17-2018	
School/Other Members					
Teacher #1	Darlene Rohlfing (Chair)			9-17-2018	CHAIR
Teacher #2	Maria Aguila/Carol Gallegos (Alt.)			9-17-2018	
Teacher #3	Kathy French/Jeremi Wooten (Alt.)			9-17-2018	
Other	Tiffany Cowan/Ashley Ross (Alt.)			9-17-2018	
Principal	Dan MacDonald			9-17-2018	

Membership Composition:

- Elementary (10 total)
- 5 Parents/community members
- 3 Classroom teachers
- 1 Other school staff
- 1 Principal

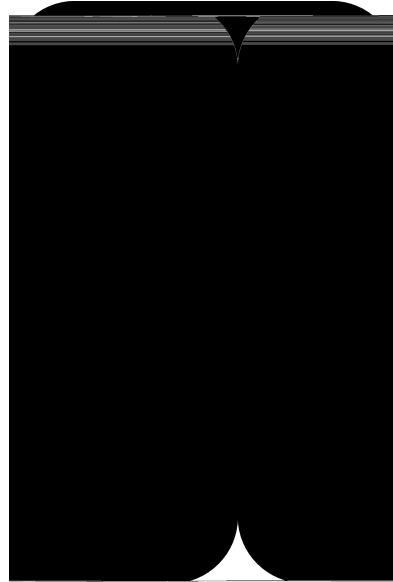
# SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the following:

		Stakeholder	
Frequency	Method	Parent	Community



2018-19 Roadmap Goals:  
Nine Key Strategies



Our Theory of Action

Shannon Theory of Action





# **Primary, Secondary, Tertiary, Quaternary, Quinary, etcetera Theories of Action**

## **1. Student**

### **1a. Academic**

#### **1a.1 Tier 1**

**1a.1.1 Engage All Students**

**1a.1.2 Physical/Emotional Space**

**1a.1.3 Standards**

**1a.1.4 Lesson Planning**

**1a.1.5 Data**

#### **1a.2 Tier 2**

**1a.2.1 Response to Intervention**

**1a.2.2 Learning Center**

**1a.2.3 ELD/ALD**

**1a.2.4 Adaptive Technology**

**1a.2.5 SST Academic Services**

**1a.2.6 Materials**

### **1b. Emotional Personal Confidence & Motivation**

#### **1b.1 Growth Mindset**

**2a.2e Institutions of Study**

**2a.3 Observation**

**2a.3a Classrooms, labs, libraries, special use**

**2b. Leading**

**2c. Rejuvenation**

**3. Parent**

**3a. Learning (Receptive)**

**3b. Leading (Doing)**

**3c. Spectator (Receptive)**

**3d. Volunteering (Doing)**

**4. Staff**

**4a. Organizing**

**4b. Scheduling**

**4c. Communicating**

**4d. Welcoming**

**4e. Physical Plant**

**5. Community**

**5a. Supporting**

**5b. Pai (i)-5.124 ( 6DC -29.085 -1.34p)8.6 (,)EMC DC -8.1 n.124 (CID 19 BD7.**

## Schedules

### TOA 1

**1. If we address the academic, personal, and social emotional aspects of a student's ability to learn, we will be able to plan and improve a student's performance scientifically and comprehensively.**

#### **1a. Student Academic Learning (Secondary Theory of Action)**

If we provide students outstanding instruction at their Zone of Proximal Development (ZPD) with a multi-tiered support system (MTSS) to attend to all the diverse needs of each student, then all students will obtain their academic best.

##### **1a.1 Student Tier 1 Instruction and Learning**

If we provide students outstanding instruction and learning opportunities aligned with the California Teaching Standards, the California Common Core State Standards and the English Language Development Standards, then student learning will be scientifically planned, organized, prepared, implemented and monitored for the betterment of all.

###### **1a.1.1 Engage and support all students' learning.**

Knowledge of students: culture, background, interests

Subject matter connected to real-life meaningful content

Direct and explicit instruction of foundational skills

Personalized Learning & Adaptive Technology

Reflex Math

Raz Kids

Accelerated Reader

Khan Academy

Moby Max

ESGI

Tweentribune

Newsela

Critical thinking through problem solving, inquiry & reflection

Circles of inquiry

###### **1a.1.2 Create and maintain emotionally safe and physically functional spaces.**

Weekly routines

Consistent & planned transitions

Communication Signals

Common Engagement Strategies (CRT) (added by Christina Boman 20180606)

Equity Sticks

Cards

Dice (group and # in group)

Round Robin

Wall space

Objectives

Standards

Agendas

Behavior Chart

Student Work

**1a.1.3** Master and organize content & standards

**1a.1.3.1** California Common Core State Standards (CCCSS)

**1a.1.3.2** English Language Development (ELD) Standards

**1a.1.3.3** Next Generation Science Standards (NGSS)

**1a.1.4** Plan and design lessons for short and long term learning,

Daily lesson plans

Curriculum Mapping

Long Term Goals

Teachers College

Mini Lessons

Student Conferences

Direct Instruction

Project Based Learning inventory by g-13.56 -1BDC nve



Vocabulary Building

Comprehension

**1a.2.2.5** Math Data Wall/Google Sheet of iterative common-formative assessments

Math Facts according to operations

STAR Math

Unit Assessments

**1a.2.2.6** Math Interventions:

Math Steps

Flash Cards

Fact Families

10 blocks

Vocabulary Building

Word Problems

**1a.2.2.7** Tutors for Learning Center

Ms. McDonald

Ms. Coleman

Ms. Mendoz0.6 ( Tc 0 Tw 6.370.0128w ( )Tj46 (n)10.6T)-2 (.)-6.6 ( )0.5 (M

according to ADA

**1a.2.5.3** IEP: IEP determines whether a student qualifies for services according to IDEA

**1a.2.6** Materials for Reading, Math, Science, Social Studies, PE, the Arts

**1b. Student Confidence, Perspective and Motivation (Primary Theory of Action)** If we teach our students the tenets of Growth Mindset, Drive and Perceived Self-Efficacy, then they will be confident, motivated, intelligent, and successful life-long learners.

**1b.1** Growth Mindset: the elastic brain, praise for effort, problems are opportunities for learning

**1b.1.1**





**1c.2.1.1 Intensive Social Training**

Behavior Plan

**1c.2.1.2 Self-management programs**

Behavior Plan

**1c.2.1.3 Parent Training and collaboration**

**1c.2.1.4 Adult mentors (check-in)**

**1c.2.1.5 Increased academic & behavioral support**

SST

504

IEP

**1c.2.2 Character Counts**

Character Counts Pillar Patrol

Intense lessons on treating people the way you want to be treated

Fairness

Sharing

Kindness

Safe Play (Playworks)

**1c.2.3 RTIF root causal strategies**

**1c.3 tier 3:**

**1c.3.1 PBIS/BEST Positive Behavior Interventions & Support**

**1c.3.1.1 Intensive social skills**

**1c.3.1.2 Individual behavior support plans**

**1c.3.1.3 Parent training and collaboration**

**1c.3.1.4 Multi-agency collaboration (wrap-around) services**



**3b.1** Parents are theoretical problem solvers

**3b.1.1** Parents solve technical problems inside the box by using Communities of Practice.

**3b.1.2** Parents solve adaptive problems outside of the box by using Professional Learning Communities.

**3b.2** Parents are collaborative leaders and decision makers as members of committees.

**3b.2.1** SSC: Budget, SMART Goals, Monitoring

**3b.2.2** ELAC: English Learner student and parent support

**3b.2.3** AAPAC/AASAT: African American student and parent support

**3b.2.4** PTA

**3b.2.5** Dads' Club

### **3c. Parent Participant, Spectator and Cheerleader of Student**

#### **Accomplishment**

If parents have multiple and significant opportunities to participate as spectators of their children's efforts of performances, artifacts, and projects, then we will have parent buy-in and support for our students, our traditions and our learning community. These are the memories that last for lifetimes.

**3c.1** Winterfest

**3c.2** Carnival

**3c.3** Talent Show

**3c.4** International Potluck

**3c.5** Red Ribbon Week

**3c.6** Movie Night

**3c.7** Read Across America

**3c.8** Science Fair

**3c.9** Spelling Bee

**3d. Parent Support:** If parents support our school as volunteers:.3 (oc 0 Twp15 (r)8 (e)-5 (nt)2

### **3d.2 Parent Appreciation for Teachers**

If parents show teachers appreciation and support, teachers will be grateful, work collaboratively with parents, and better serve their children.

**3d.2.1** Teacher Luncheons

**3d.2.2** Teacher materials

**3d.2.3** Teacher Appreciation Week (Week of May 8<sup>th</sup>)

## **TOA 4**

### **4. Staff**

#### **4a. Organizing**

Classes

Field trips

Student Study

#### **4b. Scheduling**

Calendars

Faculty

IEP, 504, SST

#### **4c. Communicating**

Robos

Blarney

Weekly Bulletin

Web Page

Email

Assemblies

#### **4d. Welcoming**

Provide all information necessary for anyone.

#### **4e. Physical Plant**

**4e.1** Cleaning

**4e.2** Maintaining & Fixing

**4e.3**

## Science Fair

### **5c. Partnering**

**5c.1** Junior Achievement

**5c.2** Universities

**5c.3** City of Pinole

**5c.4** Pinole Historical Society

## **TOA 6**

### **6. Principal**

#### **6a. Learning**

Collect agreements of actions from stakeholders

Reflect on core values and beliefs of Learning Community

Determine how to align the practices and beliefs of the stakeholders with key visions and desired outcomes.

#### **6b. Leading**

Communicate

Facebook

Twitter

Robo Call

Web Page

Flyers

Blarney

Remind

Text

DoJo

Email

Facilitate

Schedule

Agenda

Notes

Fix

Building

Grounds

Build

Building

Grounds

Command Presence

Yard

Common areas

Classrooms

Office

Attend Functions

PTA Events

Movie Night

Carnival

Winterfest

Talent Show

International Potluck

Spelling Bee

Dads' Club Events

2nd Tuesday each month

Honors

Student of the Month

AR Quiz Points

Math Facts

Attendance

STAR

Birthdays

Principal sings Happy Birthday to each student.

Meet with Community Leaders

City Council

Pinole Historical Society

Fire DepartmentMs

Parent Advisory Council (PAC)

PTA

DADS

Participants

Honors

Math Facts

Student of the Month

Honors Trimester

AR Quiz Points

Science Fair

Spelling Bee

PTA & DADS Activities

Carnival

Walk-or-Dye-a-Thon

International Potluck

Softball Tournament

Halloween

Scholastic Book Fair

Chocolate Sales

Other Interest Sale

Yard Sales

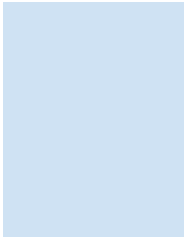
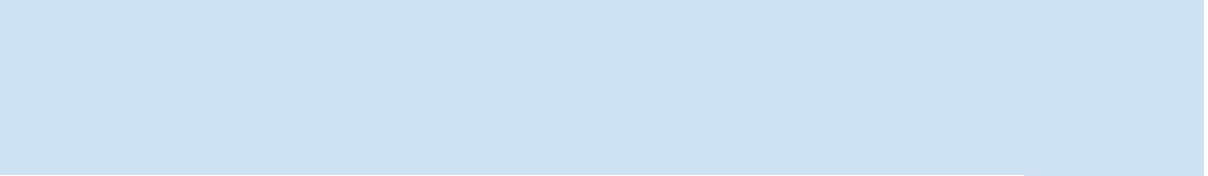
## 6c.2 Utilization of Teachers

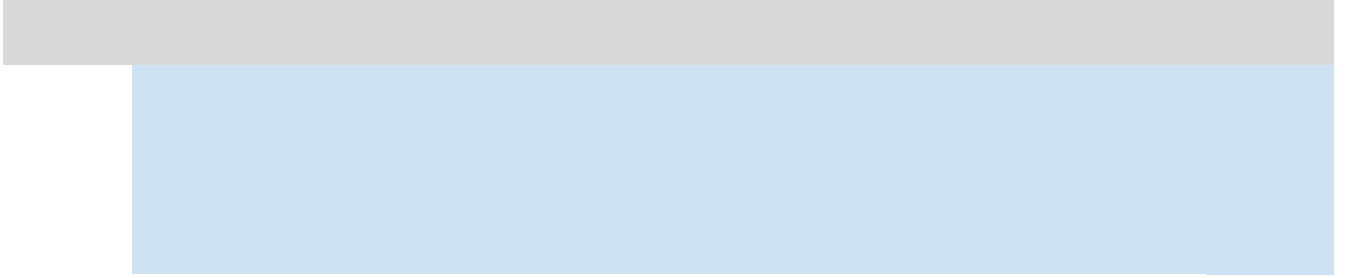
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OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

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	Attendance in 2017-2018 (data gathered 5/24/2018) academic year was an average of 93.84%	Attendance in 2018-2019 academic year will be an average of 95% or greater.	whole-school student population.	District report on attendance data gathered from PowerSchool.	LCAP Goal 4: Improve student engagement and climate outcomes and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	School attendance rates (SA) (2017-18) All schools will maintain 95% or above attendance rate.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates			on-going		300
2						
3						
4						
5						
6						
7						
TOTAL					0	300

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	57029	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	57029
Title I	0

## 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