West Contra Costa Unified School District

2018-19

TARA HILLS ELEMENTARY
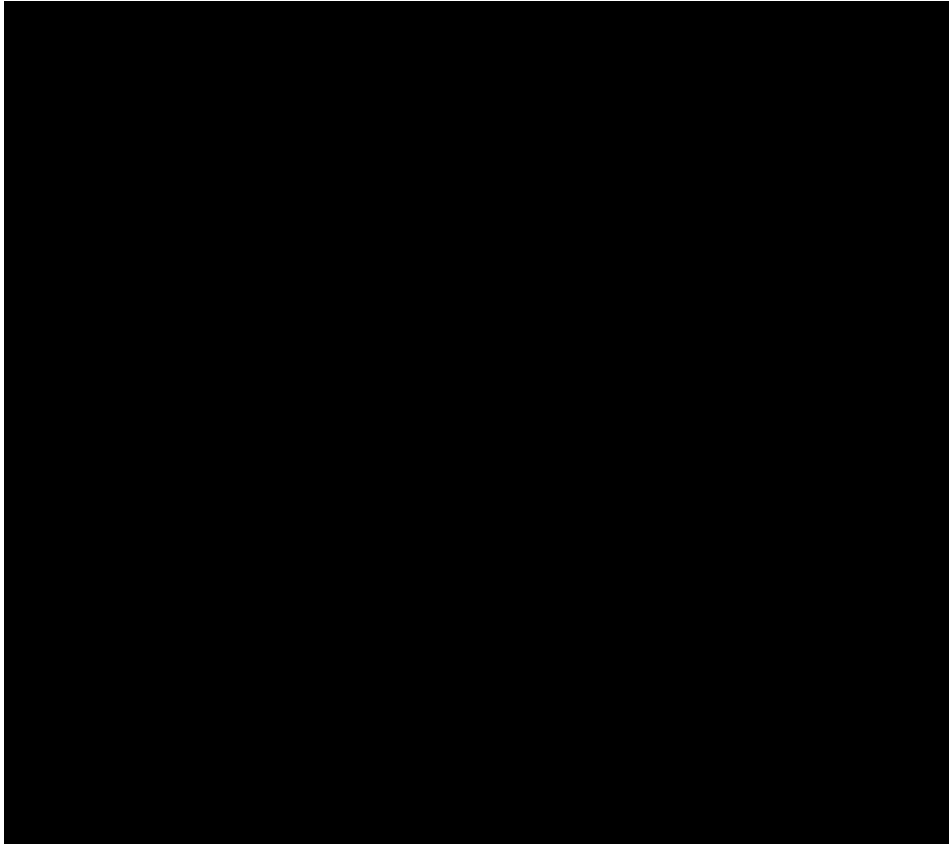
Board Approval Date:	December 5, 2018
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BOARD OF EDUCATION
2018 - 2019

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BOARD CLERK: MISTER PHILLIPS

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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

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 effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	SSC Actively Involved in Task	or	Task Delegated to
		Choose one task management option for each step		
Step 1	Analyze local assessment data	Process: SSC delegates to staff	or	Process: Staff will create Cycle of Inquiry around STAR/MyMath data that are measured by SMART GOALS. Staff will meet during Wednesday early release and periodic academic conferencing.
Step 2	Gather input from	Process: Discuss with SSC and Staff review with ELAC	or	Process: Principal discussing with ELAC Staff and parent conferencing
Step 3	SPSA strategies development	Process: School-wide we developed goals based on our student needs, SPSA, ILT, SPED and ELAC provide input.	or	Process: Weekly meetings with principal and specialist to discuss our Tier II and III students, weekly collaboration, staff meeting, academic conferences.
Step 4	Budget development	Process: Discuss with ILT, SSC, ELAC, and Staff	or	Process: Staff meeting, PLC, ILT, SSC, meetings. Principal and Site Council
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/15/2018		

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 course work 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

Learning and Teaching

If we deepen the implementation our daily literacy and writing practices through Accelerated Reader (STAR), Newsela, Readwords.org, Treasures, and Units of Study writing workshops in our classroom; then staff will improve their monitoring of student independent reading and comprehension. Students will increase literacy skills while fostering a love of reading that will improve academic achievement in all subject areas.

Student Culture and Climate

If we continue our activities for No Place For Hate and implement Toolbox; classroom management and cultural responsiveness will increase and grow our school's awareness and ability to address our diverse student population. Students will feel respected and grow their self-awareness and regulation skills.

Adult Learning and Collaboration

If we continue our activities for No Place For Hate and implement Toolbox; classroom management and cultural responsiveness will increase and grow our school's awareness and ability to address our diverse student population. Students will feel respected and grow their self-awareness and regulation skills.

Student Achievement

English Language Arts (ELA)

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 Arts	April 2018 30% of students grade 3-6 are at or above grade level using STAR data	Using STAR data, students below grade level will make one year's growth by June 2019	Students below grade level, and those at or above grade level	STAR Assessment	1.1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Identify students reading levels using STAR, SBA and other grade level assessments to begin to intentionally differentiate instruction. Hire part time Instructional Aide to work with students during the day and also offer after school tutoring.			September 2018		38455
2	Create structure for readers/writers workshops adjusting use of district adopted materials.			January 2019		
3	Grade levels will dedicate time to analyze STAR data and plan differentiated instruction with collaboratively decided learning objectives.			September 2018		1200
4	Teacher/student conferences focused on reading and writing progress with incentives for achievement including reading awards and publishing best written work.			By November 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			By September 2018		3500
6	Conduct study trips for students			Throughout Year		5600
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Bi-monthly starting in August		6750
				TOTAL	0	55505

Mathematics

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
Mathematics	April 2018 58% of students grade 3-5 and 42% of grade 6 are at or above grade level using Interim SBAC data.	April 2019 75% of students grade 3-5 and 60% of students grade 6 will be at or above grade level using Interim SBAC data.	Students 3-6	Math IAB - NS-NBT	1.1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	Grow 15 points to move closer to SBAC Math Level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						

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	14% as of 1/2018 of EL students reclassified in 2017-2018.	30% of EL students reclassified in 2018-2019				

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	80832	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	80832
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 instruction 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 goals on the students' I.E.P.s).

Title I Centralized Services
(Title I Schools Only)

The following programs and activites 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.