West Contra Costa Unified School District SINGLE PLAN FOR STUDENT ACHIEVEMENT 2018-19

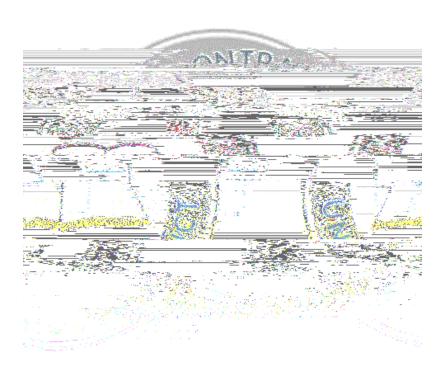
WASHINGTON ELEMENTARY

Contact Person: Lisa Levi
Principal: Lisa Levi

Board Approval Date:

Address 565 Wine Street
City: Richmond, CA 94801

Telephone Number: 231-1447



BOARD OF EDUCATION 2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

ELIZABETH BLOCK MADELINE KRONENBERG TOM PANAS

SUPERINTENDENT MATTHEW DUFFY

Table of Contents

OVERVIEW	School Site Council (SSC) Recommendations and Assurances SSC Roster St St St St A ri an A ei an Student Ach e egen
	SecA AA A Secation of egen

Sternool/SpteuGnourseinbi(\$566); RussonammeroodateidssuurammebAdssiditarhogeand state law.

	eschool site council recommends this school plan and proposed expenditures to the district governing ard for approval, and assures the board of the following:
	The school site council is correctly constituted, and was formed in accordance with district governing ard policy and state law.
2	The school site council reviewed its responsibilities under state law and district governing board policies be

Executive Summary

The Single Plan for Student A chievement (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 A coountability 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

	Goal 1: Improve Student A chievement 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 A II Students
	Through data metrics and analysis, the LCAP also addresses the State's Priority Areas 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
Implementation of	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
3	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 prepares them for college and careers, regardless of what school they attend or where they live.
Priority 8	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. A swego 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.

Other Pupil Outcomes

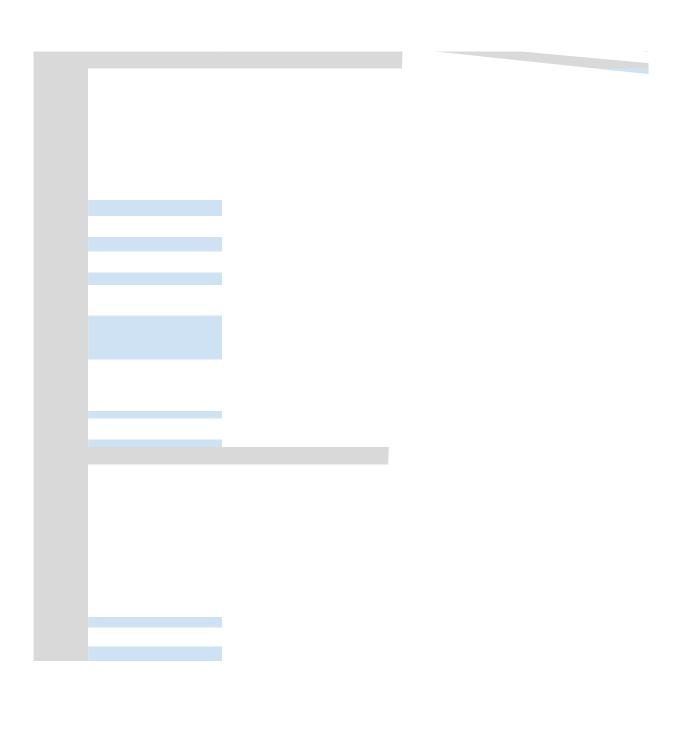
Washington School

Theory of Action

Washington has two side-by-side programs: the Traditional program and the Dual Language

 \mathbf{k}

Implement a site based social skills/emotional learning curriculum schoolwide and provide staff with on-going in-



REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT Student A chievement

English Language Arts (ELA)

	2018-2019 Singl	e Plan for Student Achievement	(SPSA) Goals		LCAP Align	nment
1. Content A rea	2 Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	9¶ V5/bàarúLéocateA ss@ssPnÿaràt/#WetBicÓnill be used to measure School SMART Goal?	Ó 6 District LCAPGoal	7. Annual Measurable Outcome
	During the 2017 - 2018 school year, 61 % of students in grades 4 - 6 made growth towards meeting grade level standards or exceeded 1 years growth in reading as summarized in Accelerated Reader Reports (Summary/Growth Reports).					

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT Student Achievement

English Language Development (ELD

		2018-2019 Single F	Plan for Student Achievement (SPSA)	Goals		LCAP Alignment	
Content Area 2 Baseline data for curr		2. Bædinedata for current year	3. Description of 2018-19 School SMART Goal	4. T argeted Pupil Subgroup(s)	5 What Local A sessment/Metric will be used to measure School SMART Goal?	6 District LCAP Goal	7. Annual Measurable Outcome
	glish Language welopment (ELD	school year.	20 of our English language learners will be redæstfied during the 2018 - 2019 school year.		,	Improve student achievement for all students and accelerate student learning increases for EL (English learner), Low Income (LI) and foster youth.	Increase to 11%
		Actions to Support Goal: (or	ne action per line)		By When:	Title I Cost	LCFF Cost
L							
L							

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT Student A chievement

A ttendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content A rea	2 What student needshave been identified and what metrics were used to measure/identify progress?	3. Description of 2018-19 School SMART Goal	4. T argeted Pupil Subgroup(s)	5 What Local A sessment/Metric will be used to measure School SMART Goal?	6 District LCAP Goal	7. Annual Measura su

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

T otal Allocations by Funding Source						
Funding Source	Allocation	Balance (Allocations-Expenditures)				
LCFF	119344	0				
TitleI	0	0				

T otal Expenditures by Funding Source				
Funding Source	T otal Expenditures			
LCFF	119344			
TitleI	0			

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified T eachers 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 (aslong 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 A nalysis