West Contra Costa Unified School District
Cesar E. Chavez Elementary School
Title I - Schoolwide

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Contact Person:	**Alison Evert**
Principal:	**Alison Evert**
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BOARD OF EDUCATION
2017 - 2018

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School Site Council (SSC) Recommendations and Assurances

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.

    X English Learner Advisory Committee

    X Other *(list)*
    Instructional Leadership Team

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 those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: **May 20th 2017** .

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Alison Evert		
Typed name of school principal	Signature of school principal	Date
Stephanie Sequeira		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Cesar E. Chavez Elementary School
2017 - 2018
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		Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	**Stephanie Sequeira**	**2018-19**	
#2	**Sonia Rodriguez**	**2018-19**	
#3	**Blanca Retano**	**2017-18**	
#4	**Lupita (Maria) Villanueva**	**2017-18**	
#5	**Vanessa Escobar**	**2018-19**	
School/Other Members			
Tchr #1	**Lizbeth Arellano**	**2018-19**	
Tchr #2	**Ana Guzman**	**2018-19**	
Tchr #3	**Vanessa Drake**	**2018-19**	
Other	**Matt Sloan**	**2018-19**	
Principal	**Alison Evert**		

Membership Composition:

Elementary (10 total)
1 Principal
3 classroom teachers
1 other school staff
5 parents/community members

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, 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.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

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 Cesar E. Chavez Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

Teaching & Learning:
If we intentionally refine our instructional practices and sharpen the implementation of our Response to Intervention, then we will see student achievement soar

Adult Learning:
If we develop as professional learning communities, then we will provide teachers with the tools to impact student achievement.

Student Culture:
If we provide students with tools to collaborate, advocate, solve conflict and communicate, then we will be a safe and welcoming community.

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	Choose one task management option for each step		
	Task	**SSC Actively Involved in Task**	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **Step 1) SSC meets to get updates from the principal and ILT members on the implementation of the SPSA, Step 2) committee members report to SSC during monthly meetings**	**or**	Process: **Teachers meet in grade-level teams to disaggregate the data, discuss focus strategies**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **Community, Parents, Teachers, ILT**	Process: **Delegate reports ELAC reccomendation and concerns to SSC**	**or**	Process: **committee chair**
Step 3	SPSA strategies development	Process: **ILT works to review data and set goals and action items which are incorporated into the SPSA**	**or**	Process: **Principal and ILT**
Step 4	Budget development	Process: **Principal reports to the SSC who approves the budget and any changes**	**or**	Process: **Principal**
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: **SSC reviews data and monitors progress of goals**	**or**	Process:

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

	Barrier Description		Strategy for Overcoming Barrier
	Staffing:	*	
	Facilities maintenance:	*	
X	Facility capacity (space for classrooms/programs): **Our site is small. There are times where it is difficult to find space for intervention, school-wide culture activities and day-to-day operations.**	X*	**Through compromise and flexibility we make the best use of our facilities. We keep a calendar to organize space use. We continually review systems so they have the greatest impact on student learning.**
	Safety:	*	
	Materials availability:	*	
X	Technology: **We continue to struggle with enough bandwidth for all tablets to be logged on at the same time. This became apparent during SBAC when multiple classes were testing at the same time. Some students were not able to log on to the network.**	X*	**We revised out testing schedule and had teacher communicate when they were planning to use the tablets. We reached out to support from the helpdesk to troubleshoot and support with remediating the problem.**
	Fiscal Support:	*	
	Compliance Support:	*	
X	Curriculum and Instruction Support: **We continue to seek support around coaching for teachers to best implement curriculum and instruction and to refine their teaching practice.**	X*	**We continue to look for outside grants to cover the cost of teacher coaching and support.**
	Other:	*	

* A check in the box indicates that completion of this section requires additional central administrative department support.

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*
	Academic Data		
Choose 3	Accelerated Reader/Star Reading: **For the 2016-2017 school year, we grew on average .77 years in reading growth.**	X Area of concern X Area of strength	**Although this was lower than our target goal of 1 year average, it was an increase from the previous year of .65 years reading growth. This increased growth can be attributed to our reinvestment in AR, tracking data around student's reading growth, and our teachers engaging in DDI around the STAR assessment.**
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT: **We reclassified 39 students for the 2016-17 school year.**	Area of concern X Area of strength	**This was an increase of 10 students from the previous year. This increased growth can be attributed to our reinvestment in AR, tracking data around student's reading growth, our teachers engaging in DDI around the STAR assessment, and the support from an EL Instructional Aid.**
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other: **SBAC 5th Grade ELA = 31% of students met or exceeded expectations.**	X Area of concern X Area of strength	**This was an increase from the previous year of 11% meeting or exceeding expectations. The 5th grade team spent a lot of time collaborating and backwards planning to support the needs to their students. In addition, they regularly tracked and support student's reading growth using the AR program. Although this is an increase from the previous year, there is still room to grow so that all students meet or exceed academic expectations.**
	Other:	Area of concern Area of strength	
	Student Support Data		

	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*
Choose 2	Attendance: **For month 10 of the 2016-2017 school year, attendance was 93.45%.**	**X** Area of concern Area of strength	**Our attendance this school year decreased by 1.29%. When students are absent from school, providing quality instruction is impossible. We know that attendance is critical for academic achievement. We conducted our regular SARB meetings, created positive incentives for attendance (AHU) and our clerk communicated with families regularly regarding attendance.**
	Suspension **There were 9 incidents leading to suspension this school year, during those incidents 12 students were suspended.**	Area of concern **X** Area of strength	**We support student's socio-emotional needs and help them to solve conflicts responsibly, we teach students Mindfulness and Toolbox in all classes. This is a decrease from last school year, where there were 19 incidents leading to suspension.**
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	On average, student are reading below grade level according to the STAR Reading Assessment. Last year, students grades 3-6 grew by .77 year GE.	By June 2018, all students (grades 3-6) will increase 1 grade level as measured by the STAR assessment.	All Students Grades 3-6	Students growth will be measured four times using Renaissance Learning STAR Reading test.	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teacher Professional Development (extra hours and subs for collaboration)	Ongoing	1287	LCFF
2	Materials & Supplies - books, paper, markers, pencils, and other materials as needed.	Ongoing	1625	LCFF
3	Reading Intervention Teachers	Trimester 1	16138	LCFF
4	Extra Teacher Hours for tutoring	Trimester 1	2000	LCFF
5	Instructional Aide 80%	Ongoing	32800	Title I
6	Reading Intervention teacher (extra hours)	Ongoing	9653	Title I
7	Instructional Aide 80%	Ongoing	26800	LCFF
8	Pay for On-Line licenses and software and other materials for students	Ongoing	2000	Title I
9	Materials and supplies for students	Ongoing	2500	Title I
10	Pay for study trips	Ongoing	2500	Title I

11	Lower division tutor work with students	Ongoing	6321	Title I
12	Subs for academic conferencing	Ongoing	951	Title I
13	Pay for 50% Grad Tutor	Ongoing	40484	Title I
14	Intervention Teacher	Ongoing	2333	LCFF
15	Pay for Writers Coach contract	ongoing	10000	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	Students struggle with math. According to the 2016-17 SBAC data: • Grade 3 = 12% Met or Exceeded • Grade 4= 11% Met or Exceeded • Grade 5= Not yet available. • Grade 6= 6% Met or Exceeded	By June of 2018 less than 20% of all students will score in the needs intervention category as measured by the benchmark exams.	All Students	STAR / SBAC Interim Assessments	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC Math proficiency (4A, 2A, 2B)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Professional Development (additional hours & subs for collaboration)	June	2000	Title I
2	Materials & Supplies - paper, rules, markers, pens, pencils, whiteout, highlighters, books, etc.	Ongoing	500	Title I
3	Grad Tutor Extra Hours (LC - afternoon)	Ongoing		
4	Subs for Academic Conferencing	Ongoing	951	Title I
5	Tutoring (Extra Hours for Teachers)	Ongoing	3928	LCFF
6	Study Trips	Ongoing	2500	Title I
7	Grad Tutor (Computer Lab)	Ongoing	20242	LCFF
8	Grad Tutor Increase	Ongoing	20242	LCFF
9	Lower division tutor to work with students	Ongoing	6321	Title I
10	Materials & Supplies - paper, rules, markers, pens, pencils, whiteout, highlighters, books, etc.	Ongoing	500	LCFF

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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)	Last year we reclassified 39 students.	By June of 2018, we will reclassify 50 students.	All English Learners	CELDT Reclassification data	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	English Learner (EL) reclassification rate will increase (4E)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Materials & Supplies - chart paper, copy paper, highlighters, pens, pencils, post-its, etc. AND summer Reading Program	Ongoing	1000	LCFF
2	Grad Tutor Additional Hours	Ongoing		
3	Library Instructional Aide	Ongoing	5000	LCFF
4	Teacher Professional Development & Collaboration	Ongoing	2000	Title I
5	Teacher Tutoring Hours	Ongoing		
6	Study Trips	Ongoing	2500	Title I
7	Cabe Conference (Parents & Teachers)	Trimester 3	2000	LCFF
8	Subs for Academic Conferencing	Ongoing	950	Title I
9	Pay for part time Grad Tutor	Ongoing		

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
ELA	For 2016-17, AA students grew on average 1.04 year GE. Of the 22 students, 12 grew 1 or more years.	By June 2018, African American students will increase 1 year's reading growth according the the STAR assessment.	African American Students	STAR Reading Assessment	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Grad Tutor Support	Ongoing		
2	Materials & Supplies	Ongoing	1000	LCFF
3	Hours for Tutoring	Ongoing	1000	LCFF
4	Teacher Collaboration - LC writing curriculum and MyMath curriculum planning	Ongoing	1722	Title I
5	Intervention Software	Ongoing	712	Title I
6	Materials and Supplies for students	Ongoing	1500	Title I
7	Grad Tutor Support	Ongoing		

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	Monthly attendance reports. 2016-17 attendance for the year- 93.41%.	By June of 2018, our attendance will increase by .5% as measured by monthly attendance reports.	All Students	Monthly attendance reports	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Materials & Supplies - incentives for AHU	Ongoing	1000	LCFF

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
School Climate	According to a staff survey, 90% of students know most or all of the Toolbox tools and 90% of teacher have a designated Tool Time. Last school year, there were 12 incidents that led to suspensions.	By June 2018, teachers will implement 12 toolbox tools and teach lessons as measured by staff survey and students survey; with support from the Mindful Life Project.	All Students	Staff Survey Student Survey Suspension Data	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Increase positive climate and safety (6C)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	The Mindful Life Project Contract	Trimester 1	11774	LCFF
2	Materials & Supplies - Incentives & Award	Ongoing	1000	Title I
3	Subs for Conferencing - socio-emotional support needs	Ongoing	950	Title I
4	Purchase additional PE equipment to reduce playground conflicts.	Trimester 3	500	LCFF
5	Planned Parenthood Contract	Ongoing		
6	Pay for study trips	Ongoing	2500	Title I
7	Portable Speaker for assemblies, recess, PE and building school culture.	Ongoing	1000	LCFF
8	Pay for study trips for students	Ongoing	1000	LCFF

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
Parent Involvement	Last year we held 3 family nights with 50 people on average in attendance.	By June 2018, Chavez Elementary staff will host 3 family nights with 55 people in attendance at each event as measured by sign-in sheets.	All Students	Family Night Sign In Sheets	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	California School Parent Survey (CSPS) results will measure increase in engagement, involvement, and satisfaction (3A)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Purcahse Materials & Supplies - paper, manipulatives, art supplies, pens, markers, pencils, and materials and supplies for parent meetings	Ongoing		
2	Host Babysitting for Parent events	Ongoing	678	Title I
3	Fund Parents to attend conferences (CABE)	As needed		
4	Teacher Collaboration to plan events and organize community involvement	Each Trimester		
5	SCOW 80% for outreach to parents - all calls, fliers sent home, announcements at coffee hour, marquee, monthly calendar	Each Trimester	36781	LCFF
6	Light snacks for parent events	Ongoing	698	Title I
7	Hours for Translation	Ongoing	1442	Title I

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	126133	0.00
LCFF	167150	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	167,150.00
Title I	126,133.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **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).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs

- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

  - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
  - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
  - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
  - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.