West Contra Costa Unified School District
Mira Vista K-8 School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Gabriel Chilcott**
Principal: **Gabriel Chilcott**
Telephone Number: **(510) 231-1416**
Address: **6397 Hazel Avenue**
Richmond, CA 94805-2099
E-mail address: **gchilcott@wccusd.net**

BOARD OF EDUCATION
2017 - 2018

BOARD PRESIDENT : ELIZABETH BLOCK
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Superintendent		
Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address Matthew.duffy@wccusd.net		

Deputy Superintendent		
Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address nrashidchi@wccusd.net		

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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)*
   ILT

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: **6/14/2017**.

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:

Gabriel Chilcott		
Typed name of school principal	Signature of school principal	Date
Elena Ruiz		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Mira Vista K-8 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	**Elena Ruiz Duarte**	**9/18**	**X**
#2	**Jennifer Ounjian**	**9/17**	
#3	**Mark Frey**	**9/18**	
#4	**Yerania Torres**	**9/17**	
#5	**Aja Dotson**		
School/Other Members			
Tchr #1	**Linda A. Zittel**	**10/17**	
Tchr #2		**10/17**	
Tchr #3	**Steve Lucas**	**10/17**	
Principal	**Gabriel Chilcott**	**TBA**	

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 Mira Vista K-8 School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

If we look at authentic data and collaborate around how it informs our work and how we should improve and communicate this to all members of our community

Then every member of our community will be able to articulate our past growth and specific goals for further improvement. Furthermore, this understanding will lead to increased meaning, more efficient work, and increased achievement

If students staff and community feel safe (intellectually, physically, psychologically) and valued (for their authentic strengths, as learners, for their differences, for their struggles, for their curiosity)

If we pause and consider how all of our decisions affect our historically underserved populations before implementation
Then they will come to school everyday ready to explore, learn, and support each other.

Then we will ensure that our plans moving forward are all mindful of closing all achievement gaps.

If all members of our community feel valued and welcome on campus and we invite them in with specific asks for help
Then the community will be on campus more, feel comfortable volunteering, and who we see on campus will mirror our overall population.

If we think about every educational choice we make through the lens of whether we should blend in technology and how that should look if we do so
Then all community members will be comfortable failing and improving in the use of technology and improve grade over grade until they leave our schools ready to take their place in the 21st century workplace.

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		
		SSC Actively Involved in Task	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **working in conjunction with ILT and staff**	or	Process: **ILT and staff members**
Step 2	Gather input from (check all that apply) **X** ELAC　Others	Process: **a coordinated effort with ILT and staff**	or	Process: **working in conjunction with ILT and staff**
Step 3	SPSA strategies development	Process: **Collaborate with SSC, ILT, ELAC, and staff to update previous year's SPSA, and budget.**	or	Process: **Collaborate with SSC, ILT, ELAC, and staff to update previous year's SPSA and budget.**
Step 4	Budget development	Process: **Collaborate with SSC, ILT, ELAC, and staff to update previous year's SPSA and budget.**	or	Process: **Collaborate with SSC, ILT, ELAC, and staff to update previous year's SPSA and budget.**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **October 2017**		
Step 6	SPSA monitoring	Process: **working in conjunction with ILT and staff**	or	Process: **ILT and staff members**

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**
X	Staffing: **Mira Vista is staffed as an elementary while having many of the issues of a secondary school.**	**X***	**Teachers volunteer ot teach electives and interventions to ensure that we can support all of our students.**
	Facilities maintenance:	*	
X	Facility capacity (space for classrooms/programs): **We have more classes than classrooms**	**X***	**We will have to double up the Science Lab and Bandroom and collapse at least one computer lab**
	Safety:	*	
	Materials availability:	*	
	Technology:	*	
	Fiscal Support:	*	
	Compliance Support:	*	
	Curriculum and Instruction 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: **We are giving the STAR tests every month and seeing consistent improvement.**	Area of concern **X** Area of strength	**We are giving the STAR tests monthly and reviewing the data during our trimester data conversations. In addition we are including more release time for teachers to assess the data and continue to improve.**
	Benchmarks: **Data Conversations**	**X** Area of concern Area of strength	**The concern is not in the data, which helped us look at individual student data to ensure that we were keeping track of movement, but that our overall structure was insufficient. Especially due to the fact that we only completed the first set of benchmarks.**
	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:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	**X** Area of concern Area of strength	**For the most parts our grades are above average, but there is a disparity with many students with straight A's and a large number with D's and F's.**
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Student Support Data		
Choose 2	Attendance:	Area of concern **X** Area of strength	**Our data indicates we improved all but one month in 16-17.**
	Suspension	**X** Area of concern Area of strength	**Our data shows that we are suspending African American students and Special Education students at a disproportionate rate.**
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	

	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*
	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	42% percent of our students rated proficient or advanced on the 2016 SBAC testing. With the 36% not close to achieving standard. Our benchmark scores showed similar numbers.	We will see a 5% increase over the previous years SBAC scores, or by June 2018 each band will show 5% movement to the band above.	Our expectation is that our historically underserved populations (African American & Latino) will show 50% improvement above that of our population as a whole.	Our SMART Goals are tied to SBAC scores and trimester metrics will be designed in the Fall to support our implementation of the Lucy Calkins writing curriculum.	1 Improve student achievement for all students.	Increase SBAC ELA proficiency 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:	Cost:	Site Funding Source
1	Tutor to assist in K/1st grade classes to support targeted students	Ongoing from August	9419	LCFF
2	Send teachers to workshops and conferences		1000	LCFF
3	Teachers will engage in PD and/or Collaboration	6x/year beginning October 2017	4300	LCFF
4	Teachers will be supported with the acquisition of supplemental instructional materials to encourage reading and writing across the curriculum.	Before school through the year	2263	LCFF
5	Purchase books for class libraries	September	5000	LCFF
6	Purchase materials/supplies for students including library books, and on-line licenses	September	5000	LCFF
7	Purchase materials/ supplies for PD	Ongoing	333	LCFF
8	Pay for contract for after school tutoring	First day of School	1000	LCFF
9	Pay for subs for academic conferencing	Ongoing	4172	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	30% of Mira Vista students scored proficient or above on the 2016 SBAC testing.	The 2018 SBAC results will show a 5% increase over the previous year. Each benchmark will indicate this growth by the same increment of improvement.	Our expectation is that our historically underserved populations (African American & Latino) will show 50% improvement above that of our population as a whole.	Benchmarks, Smarter Balance, grade level designed metrics, teacher collaboration	1.1 improve student achievement for all students.	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Tutor to assist in K/1st grade classes to support targeted students	Ongoing beginning first day of school 2017	9419	LCFF
2	Teachers will engage in PD and/or Collaboration	Ongoing beginning in August 2016	4300	LCFF
3	Teachers will be supported with the acquisition of supplemental instructional materials.	Ongoing beginning in August 2016	3263	LCFF
4	Pay for contract for after school tutoring	Ongoing beginning first day of school 2017	1000	LCFF
5	Pay for subs for academic conferencing	6x/year beginning in October	4000	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)	14.5% 24/167 students reclassified in 16-17.	There will be a 1.2 GE improvement by June for ELs school wide as measured by monthly STAR assessments.	English Language Learners	STAR Reading, ELD Placement tests	4.1 Allocate Services to ELL students	English Learner (EL) reclassification rate will increase (4E) to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Translating documents to create more inclusive communication.	Ongoing beginning in August 2017	500	LCFF
2	Schedule Upper Division Tutor to assist in K/1st grade ELD students for two hours to support targeted students	Ongoing beginning in August 2017	9419	LCFF
3	Teachers will engage in PD and/or Collaboration around ELD	6x/year beginning in October 2017	3333	LCFF
4	Teachers will be supported with the acquisition of supplemental instructional materials for ELD.	Ongoing beginning in August 2016	3500	LCFF
5	Teachers will be supported with the acquisition of supplemental instructional Technology over $500 for ELD	Ongoing beginning in August 2017	2000	LCFF
6	Pay for subs for academic conferencing	Ongoing beginning in August 2017	4000	LCFF

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
African American	On the 2016 SBAC AA 19% fewer students scored at or above standard on the math portion and 17% fewer on the ELA portion.	African American students will have 2.5% more students at or above proficient as measured on the 2017 SBAC above the school goal of a 5% gain for a total of a 7.5% increase.	African American	Benchmarks, Smarter Balance, internal writing prompts, teacher collaboration	3. Increase parent and community engagement, involvement, and satisfaction.	Number of Parent University graduates, including parents of unduplicated students and students with exceptional needs, will increase (3B, 3C) 347 graduates of Parent University 500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	The staff of Mira Vista will learn and refine the use of culturally competent teaching practices, specifically exploring how our words and actions reaffirm the historical mistrust of our institution.	Ongoing beginning in August 2016	1500	LCFF
2	"Mafanikio" Academic Coaching program	Beginning September 2017		

3	African American Leadership Training will train at least 2 cohorts of parents	Beginning September 2017		

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	Mira Vista improved every month but one in 2016-17 and attendance was over 95% for the first time in memory	We will maintain 95% and continue to increase month over month in 2017-18.	All, with focus on Latino and African American.	powerschool attendance data	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 Students will be recognized monthly in Student of the Month and perfect attendance assemblies	September 2017	1000	LCFF
2 The A2A program will be utilized to its potential			

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	Messaging around our student goals and celebration of those acheiving these goals needs to be increased with students and community. Community feedback and the ILT were used to come to this conclusion. In addition, literature about 90/90/90 schools indicated that posting academic and achievement goals creates a climate of academic success.	Through better communication and feedback around community, parent Nights (Math night, Science Night, State of the School, etc.), and student achievement will improve involvement and understanding of school goals by 25% as measured by our internal survey.	We are targeting our African American and Latino subgroups with a specific eye toward shrinking the achievement gap. In addition, we will use our data to highlight those students who are underperforming to focus on their skill needs.	Turn-out for events, parent conferences, parent universities, PTA meetings. Better understanding of school priorities by staff and community as measured by ILT polling and surveys given in the Fall and Spring. Better understanding of school-wide student expectation as measured by participation in Renaissance Reading, Accelerated Reader,	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) CA Healthy Kids Survey results showed increased positive climate. View full results at http://www.wccusd.net/Page/8103 on the Student Climate tab Report CA Healthy Kids Survey key findings and subgroup comparison

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Supplies for PDs and Parent Meetings	September and ongoing	1000	LCFF
2	Contract DIGS for garden curriculum	beginning of school and ongoing	8000	LCFF
3	Contract to Girls Inc or like	September 2017	2500	LCFF
4	Prudent Reserve	September and ongoing	33000	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	80 distinct families attended one of our Parent Universities throughout 16-17	We will increase attendance 1/3 to 120 families attending Parent Universities or State of the School in 17-18.	All, with special focus on the historically underrepresented subgroups of Latino and African American.	Parent Sign in sheets, count of parents on night.	4. Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Number of Parent University graduates, including parents of unduplicated students and students with exceptional needs, will increase (3B, 3C) 347 graduates of Parent University 500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Extra teacher hours to plan for and attend nights	September 2017		
2	Translation	September 2017		
3	Purchase materials and supplies for parent events	Ongoing		

4	Purchase snacks for parent events	Ongoing		

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	124221	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	124,221.00

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.