

**West Contra Costa Unified School District  
Verde Elementary School  
Title I - Schoolwide**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
Contact Person: **Eric Acosta-Verprauskus**  
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2017 - 2018**

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### Required Student Achievement Plan

ELA  
Math  
ELD  
African American  
Attendance  
School Climate  
Parent Involvement

### Optional Student Achievement Plan

Science  
History/Social Studies  
ILT Goals  
Other 1  
Other 2

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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.

English Learner Advisory Committee

Other (*list*)

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: **April 25, 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:

<u><b>Eric Acosta-Verprauskus</b></u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u><b>Merrill Pierce</b></u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District  
Verde 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:
<b><i>Parent/Community Members</i></b>			
#1	Elizabeth Azamar	2017	
#2	Irma Corral	2017	
#3	Leticia Puga	2017	
#4	Aron Morgan	2017	
#5	Ladonnike Morgan	2017	
<b><i>School/Other Members</i></b>			
Tchr #1	Katherine Culley	2016	
Tchr #2	Merrill Pierce	2016	X
Tchr #3	Francisco Mijango	2016	
Other	Martha Nieto-Serrano	2017	
Principal	Eric Acosta-Verprauskus	2016	

**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 Verde Elementary School's specific SPSA plan of action for the 2017-18 school year.

## **Theory of Action**

Follow this link to view Verde's Theory of Action

<https://docs.google.com/a/wccusd.net/document/d/1cPKOMA8NedXOjSGY-IDceAvnhKiSfuV5jINfVzMiwU/edit?usp=sharing>

TLL: If we use data to drive our teaching and learning, then we will see high impact planning to strategically target each student's needs resulting in all students urgently growing

ALC: If we develop a collaborative community of student leaders focused on strong character and achievement, then we will see students using their Toolbox to solve problems, embodying our core values, and having self-efficacy, resulting in a safe inclusive student culture centered on learning and emotional intelligence.

SCC: If we create systems and structures for effective adult collaboration and learning then we will see empowered adults with a plan and supports to solve problems of practice resulting in positive staff culture focused on improvement and solutions.

## 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:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
<b>Step 1</b>	Analyze local assessment data	Process: <b>The SSC will monitor and discuss the academic achievement of all students.</b>	<b>or</b>	Process: <b>The Instructional Leadership Team (ILT) consists of the principal and lead teachers from grades K-6. The ILT will meet monthly with the SSC and weekly with support staff to address academic concerns, recommend intervention strategies, and advise on needed supplemental materials and supplies.</b>
<b>Step 2</b>	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC Others	Process: <b>These groups will meet monthly with the SSC to share data gathered from classroom walk through, personal observations and parent and district conferences.</b>	<b>or</b>	Process:
<b>Step 3</b>	SPSA strategies development	Process:	<b>or</b>	Process:
<b>Step 4</b>	Budget development	Process:	<b>or</b>	Process: <b>The Principal will develop a budget with the SSC and ELAC elected members.</b>
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date:		
<b>Step 6</b>	SPSA monitoring	Process: <b>The SSC will be responsible for the monitoring of the SPSA. With the help of the different advisory groups they will monitor the implementation and gathering of evidence.</b>	<b>or</b>	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:	*
Facility capacity (space for classrooms/programs):	*
<input checked="" type="checkbox"/> Safety: <b>Fencing needs to be adjusted to keep campus face.</b>	*
Materials availability:	*
<input checked="" type="checkbox"/> Technology: <b>A projector, screen, and audio system needs installed in MPR</b>	*
Fiscal Support:	*
Compliance Support:	*
<input checked="" type="checkbox"/> Curriculum and Instruction Support: <b>Classroom libraries need to be provided</b>	*
Other:	*

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

## Data Analysis

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading: <b>Star Reading</b>	XArea of concern Area of strength	<b>On average, Verde students read 2 years below grade level</b>
	Benchmarks: <b>TCRWP Writing Rubrics</b>	XArea of concern Area of strength	<b>On average, Verde students write 2 years below grade level</b>
	Benchmarks: <b>CELDT</b>	XArea of concern Area of strength	<b>Verde has 40 potential LTELs in upper grades.</b>
	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)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance: <b>A2A</b>	XArea of concern Area of strength	<b>Verde's attendance averaged 94% in 2016-17</b>
	Suspension <b>CA State Report Card</b>	Area of concern XArea of strength	<b>Verde received highest ranking for low suspension rate on state report card</b>
	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	<p>Reading diagnostic indicated that Verde Students read at an average Instructional Reading Level of 1.8 The majority of students read 2-3 years below grade level.</p> <p>Writing diagnostic indicated that Verde Students scored, on average, scored a 10.8 out of 44 on a rubric for narrative writing.</p>	<p>By end of 2017-18, the average instructional reading level of each classroom at Verde Elementary will increase by 1 year as measured by star reading.</p> <p>By end of 2017-18, the average writing level of each classroom will increase by 1 year as measured by Units of Study Writing Rubrics</p>	School Wide	Renaissance Learning Assessments Units of Study Writing Rubrics	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	Increase SBAC ELA proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Extra Teacher Hours for PD / Collaboration		June 6	4286	Title I	
2	Extra Teacher Hours for Tutoring		June 6			
3	Contract for Students - Growing Educators		June 6	48600	LCFF	
4	Subs for academic conferencing		June 6	1200	LCFF	
5	Study Trips		June 6	3000	LCFF	
6	Snacks for PD		June 6	1000	LCFF	
7	Materials and Supplies		June 6	2501	LCFF	
8	Subs for Academic Conferencing		June 6	1500	Title I	
9	Extra Teacher Hours for PD/Collaboration		June 6	800	LCFF	
10	Extra Hours for PD/Collaboration		June 6	2640	Title I	

11	Contract for PD - Mills College	June 6	8600	Title I
12	Contract for PD - Mills College	June 6		
13	Materials and Supplies for students	June 6	17037	Title I
14	10 minutes pay for 168 days for 15 teachers to accommodate MOU	June 6		
15	Prudent reserve	Ongoing	11000	Title I

## 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	On average 9% of Verde students, as measured by 2017 SBAC, met or exceeded standard in mathematics.	Students will meet or exceed grade level math standards	School Wide	MyMath Assessments and IAB Assessments	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
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Extra Teacher Hours for PD / Collaboration		June 6	5000	Title I	
2	Extra Teacher Hours for Tutoring		June 6			
3	Study Trips		June 6	3000	LCFF	
4	Snacks for PD		June 6	300	LCFF	
5	Materials and Supplies		June 6	1071	LCFF	
6	Subs for Academic Conferencing		June 6	2000	Title I	
7	Extra Teacher Hours for PD / Collaboration		June 6	3000	LCFF	
8	Extra Hours for PD / Collaboration		June 6	2000	Title I	
9	Contract for PD - Mills College		June 6	8600	Title I	
10	Contract for PD - Mills College		June 6			
11	Materials and Supplies for students		June 6	2694	LCFF	

12	Prudent Reserve	Ongoing	5098	LCFF
13	Subs for academic conferencing	June 6	1000	LCFF
14	on line licenses	December	1615	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)	3 % of EL students were reclassified in 2014-2015. 10 % EL students were reclassified in 2015-16. 13% of EL students were reclassified in 2016-17. A large portion of students remain at a CELDT level 2 or 3 in danger of becoming LTELS.	English Learners will grow one year in reading as measured by Star Reading and one year in writing as measured by TCRWP rubrics.	ELs	ELPAC	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)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Subs for academic conferencing		June 6	1599	Title I	
2	Extra teacher hours for PD/Collaboration		June 6	3590	Title I	
3	Extra Teacher Hours for PD/Collaboration		June 6	4197	LCFF	
4	Contract for PD - Mills College		June 6	8800	Title I	
5	Contract for PD - Mills College		June 6			
6	Materials and supplies for students		June 6	2000	LCFF	
7	Extra Teacher Hours for PD/Collaboration		June 6	2000	Title I	
8	Extra Teacher Hours for Tutoring		June 6			
9	Study Trips		June 6	3530	LCFF	
10	Snacks for PD		June 6	400	LCFF	
11	Materials and Supplies		June 6			



12	Subs for academic conferencing	June 6	1000	LCFF
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## 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 Students	African American students are over represented in office referrals. In August/September of 2016-17 school year, African American students represented 15% of our population but represented 30% of our office referrals. This is an over representation.	Reduce African American student office referrals to less than 20% of office referrals.	African American Students	SWIS Data Management System	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)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Convene Culture and Climate Team monthly to analyze discipline data. Create plans of action and implement based on where most discipline occurs and view the data through the lens of reducing over-representation of African American students in office referrals.		June 6			
2	Create AASAT site team		June 6			
3	Align mental health support for African American students who are involved in discipline system		June 6			
4	Recruit mentors for African American students		June 6			

## 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	Student attendance for 2016-17 school year averaged 93%	Maintain student average attendance at or above 95% for duration of school year.	All	Powerschool / A2A	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 (5A)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Full time attendance clerk utilizes A2A to hold accountable and provide early intervention.		6/9/2018			

## 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	PBIS Tiered Fidelity Index scored a "partially implemented" on Positive Feedback and Acknowledgment at the end of 2016-17 school year.	By June 2018, we will rank at "fully implemented" on Positive Feedback and Acknowledgment on the PBIS Tiered Fidelity Index.	All	PBIS Tiered Fidelity Index	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students Goal 4	Increase positive climate and safety (6C)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Positive Principal Referral which students can earn for achieving greatness in their classroom		June 6	0		
2	Star Cards acknowledging positive student behavior which can be exchanged at Star Store for prizes		June 6	0		
3	Weekly Star Meeting full school which acknowledges student achievement, student behavior, and community.		June 6	0		
4	Teachers select students of the week whom are acknowledged at weekly Star Meeting		June 6	0		
5	Extra hours for yard supervisor		Ongoing	3451	LCFF	
6	Materials and supplies for students		Ongoing	1020	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	Students academic performance is, on average, below grade level. Students' social emotional skills need supported. Community involvement and ownership needs to increase.	Verde will host a series of parent events that focus on academic supports at home/school, social emotional supports at home/school, and community.	All Students	Sign-In Sheets for Parent Workshops	Increase parent and community engagement, involvement, and satisfaction. Goal 3	California School Parent Survey (CSPS) results will measure increase in engagement, involvement, and satisfaction (3A)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Materials and supplies for workshops		June 6	819	Title I	
2	Snacks for workshops and parent events		June	1500	Title I	
3	Babysitting		June 6			
4	Translastion		June 6	299	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	81270	0.00
LCFF	90477	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	90,477.00
Title I	81,270.00

## 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.