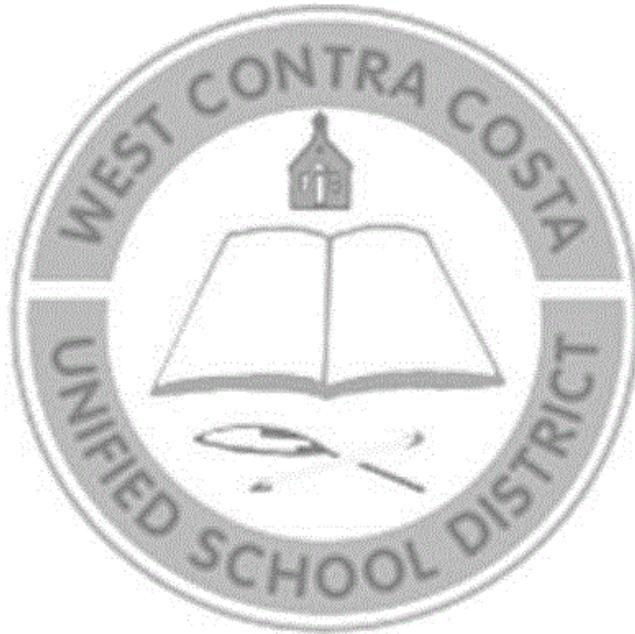


West Contra Costa Unified School District  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2018-19

**BAYVIEW ELEMENTARY**



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Courtney Harris
<b>Principal:</b>	Armando Torres
<b>Address:</b>	3001 16th Street
<b>City:</b>	San Pablo, CA 94806
<b>Telephone Number:</b>	231-1401
<b>E-mail address:</b>	atorres@wccusd.net



**BOARD OF EDUCATION**

**2018 - 2019**

**BOARD PRESIDENT: VALERIE CUEVAS**

**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

**ELIZABETH BLOCK**

**MADLINE KRONENBERG**

**TOM PANAS**

**SUPERINTENDENT**

**MATTHEW DUFFY**

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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:

SSC

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 Control Accountability 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: \_\_\_\_\_
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Courtney Harris

Typed name of school principal

Signature of school principal

Date

Laura Colberg

Typed name of SSC Chair

Signature of SSC Chair

Date

## 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 Person:
Parent/Community Members				
<b>Parent #1</b>	Alma Guiza			
<b>Parent #2</b>	Ellen Howard			
<b>Parent #3</b>	Gilma Lazo		2018	
<b>Parent #4</b>	Nancy Quintana		2020	
<b>Parent #5</b>	Claribel Rivera			
School/Other Members				
<b>Teacher #1</b>	Laura Colberg			
<b>Teacher #2</b>	Armando Troche			
<b>Teacher #3</b>				
<b>Other</b>				
<b>Principal</b>	Armando Torres			

**Membership Composition:**

**Elementary (10 total)**

**5 Parents/community members**

**3 Classroom teachers**

**1 Other school staff**

**1 Principal**

## 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>	<b>Analyze local assessment data</b>	Process:	or	Process:
		SSC will review School site assessment results at the beginning middle and end of the school year.		
<b>Step 2</b>	<b>Gather input from</b>	Process:	or	Process:
		Teachers, ELAC, AAPAC, and community stake holders.		
<b>Step 3</b>	<b>SPSA strategies development</b>	Process:	or	Process
				Lead Teachers will continuously analyze data to assess success or necessary changes to SPSA strategies.
<b>Step 4</b>	<b>Budget development</b>	Process:	or	Process:
		Review success of budget allocations and make changes as needs arise.		
<b>Step 5</b>	<b>Finalize and submit SPSA for School Board Approval</b>	Date:		
<b>Step 6</b>	<b>SPSA monitoring</b>	Process:	or	Process:
		Continue to meet regularly to assess success and necessary changes.		

## 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.

**2018-19 Roadmap Goals:  
Nine Key Strategies**

**Achieving  
Students**

2017-18 LCAP Goals 1 & 5

**1. Effective Leaders**

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

**2. Great Teachers**

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

**3. Authentic Student Experiences**

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested  
Employees**

2017-18 LCAP Goal 2

**4. Competitive Compensation**

Offer competitive compensation to attract and retain quality educators.

**5. Supportive Conditions**

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

**6. Increased Capacity**

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged  
Communities**

2017-18 LCAP Goals 3 & 4

**7. Safe and Welcoming Schools**

Provide school environments where students, families, and staff feel safe and welcome.

**8. Positive School Climates**

Strengthen school culture through a tiered system of positive and restorative supports.

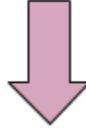
**9. Socio-Emotional Services**

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

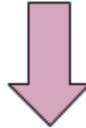
**Our Theory of Action**

**Bayview Theory of Action**

**Vision:** At Bayview Elementary, we envision that our students will leave Bayview not only with the academic capabilities they will need to succeed in 21st century college and career, but also with the social and emotional skills required to achieve personal growth and thrive in adulthood.



**Mission:** Our mission is to create lifelong critical thinkers who will advocate for themselves and their communities.



**Academic Core Values:** Explore, Empower, Excel

**Principles of Being:** Be Safe, Be Responsible, Be Respectful, Be Kind

Bayview Learners **EXPLORE**  
by:

1. Taking academic risks
2. Asking questions and being curious

Bayview learners  
**EMPOWER** by:

1. Using their voice to ask for help when they do not understand
2. Being active participants their learning

Bayview learners **EXCEL**  
by:

1. Believing in themselves
2. Working hard

Bayview  
2018-2019 Big  
Rocks



School Culture  
and Climate



Teachers College  
Writing Project  
and Workshop  
Model



African American  
Student  
Achievement



STEAM



**Theory of Action:** If we have shared expectations and common language among all stakeholders, implement trauma informed classroom management practices, and encourage our students to solve their own problems using their Toolbox, then our students will feel a sense of consistency, safety, and empowerment, leading to a more positive school culture and climate.



**Theory of Action:** If we implement a cohesive, aligned TK-6 reading and writing curriculum, systemically use data to drive our whole and small group instruction, and provide regular and ongoing feedback to students, then we will see steady academic growth in our students, leading to overall improved student achievement.



**Theory of Action:** If we are intentional about building relationships, maintain high expectations, and engage students in culturally relevant, rigorous, standards-based curriculum, then we will see an increase not only in African American student achievement, but in all student achievement.



**Theory of Action:** If we provide opportunities for hands on and project-based learning, incorporate technology into our teaching when relevant, and teach students to collaborate and use inquiry, then we will see student achievement increase, leading to more students being prepared for 21st century college and career.

Parent  
Engagement



**Theory of Action:** If we are intentional about building relationships and trust with families, and truly listen to their concerns, while suspending judgement, then our families will feel respected and valued as partners in their student's learning, leading to increased student achievement.



**Big Rock #1**  
School Culture and Climate



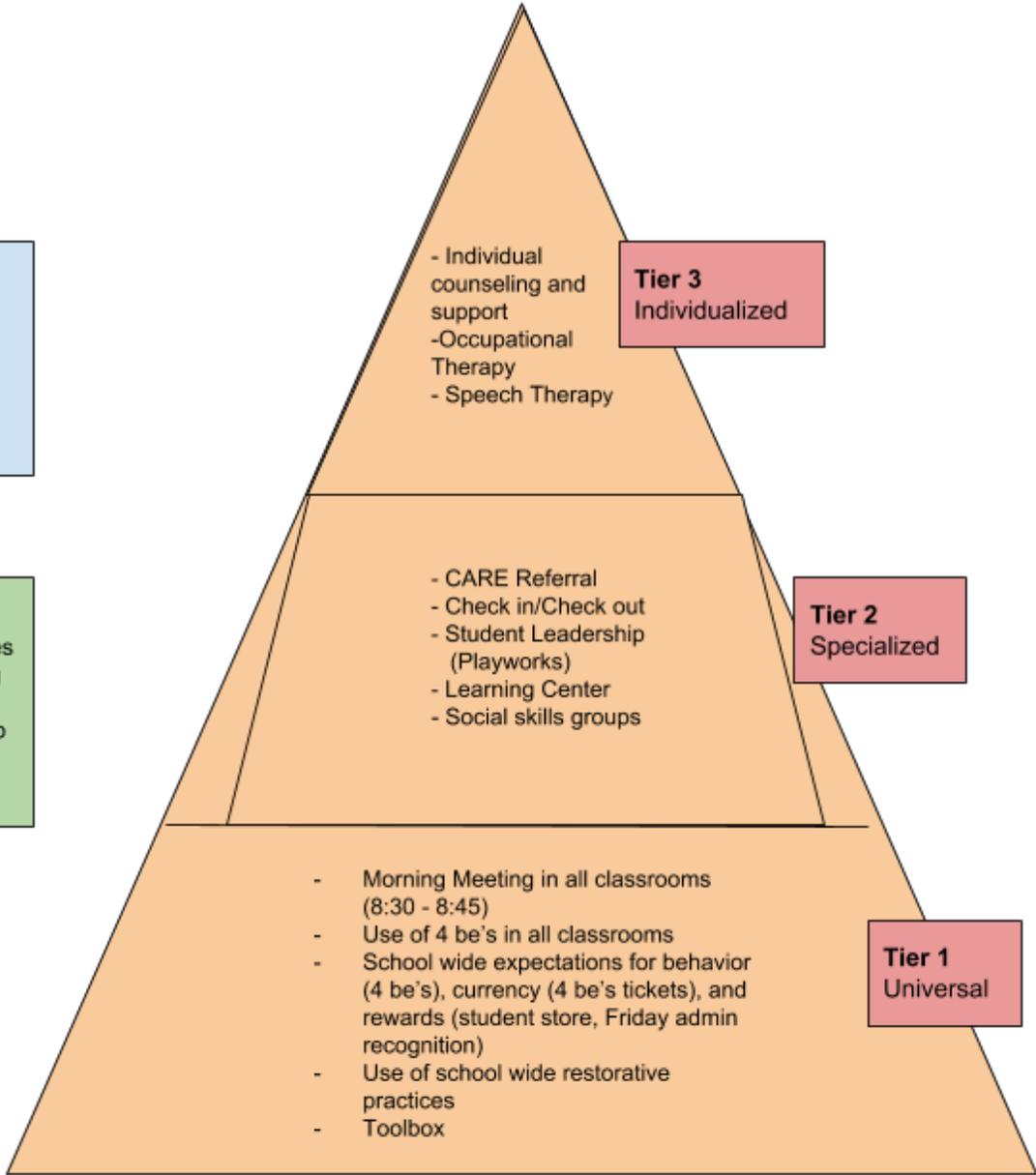
**Theory of Action:** If we have shared expectations and common language among all stakeholders, implement trauma informed classroom management practices, and encourage our students to solve their own problems using their Toolbox, then our students will feel a sense of consistency, safety, and empowerment, leading to a more positive school culture and climate.



**2018-2019 SMART Goal:** By June 2019, 100% of Bayview staff will have received ongoing professional development around trauma informed practices, and at least two practices or techniques will be observable in all classrooms, resulting in a 25% decrease of classroom referrals. Additionally, by September 2018, 100% of staff will have been introduced to our school wide PBIS approach to school culture and climate, and will begin to use shared language and expectations.



- School Culture and Climate Team
1. Mr. Troche (lead)
  2. Ms. Chandler
  3. Ms. Bernstein
  4. Ms. Sohail
  5. Ms. Ramos
  6. Ms. Cowan



**Big Rock #2**  
Teachers College  
Writing Project and  
Workshop Model



**Theory of Action:** If we implement a cohesive, aligned TK-6 reading, writing, and math curriculum, systemically use data to drive our whole and small group instruction, and provide regular and ongoing feedback to students, then we will see steady academic growth in our students, leading to overall improved student achievement.



**2018-2019 SMART Goal:** By December 2018, at least 50% of classrooms will implement at least one additional workshop model in ELA or Math. The goal will increase to 100% of classrooms using an additional workshop model (an increase of 50% since December) by June 2019. The additional workshop will go beyond the workshops in place for the 2017-2018 school year.



**TCWP Team**

1. Ms. Colberg (lead K-2)
2. Ms. Marymor (lead 3-6)
3. Ms. Orozco
4. Mr. Petersen
5. Ms. Lapin

**2018-2019 Student Achievement  
SMART Goals**

**TK - 2**

**Writing:** By June 2019, 80% of TK-2 students will improve the overall average scaled scores by at least 1.5 points as measured by the on demand narrative, informative, and argumentative TCWP prompts.

**Reading:** By June 2019, 80% of TK-2 students will grow at least 1 grade level in reading as measured by the early literacy FastBridge assessment (TK-1) and STAR (2).

**Math:** By June 2019, we will increase the number of TK-2 students meeting or exceeding the standards in Math by 10%, as measured by the My Math benchmarks.

**3 - 6**

**Writing:** By June 2019, 80% of 3-6 students will improve the overall average scaled scores by at least 1.5 points as measured by the on demand narrative, informative, and argumentative TCWP prompts.

**Reading:** By June 2019, we will increase the number of 3-6 students meeting or exceeding the standards in ELA by 10% (25% from a baseline of 15%) as measured by the SBAC assessment.

**Math:** By June 2019, we will increase the number of 3-6 students meeting or exceeding the standards in Math by 10% (22% from a baseline of 12%) as measured by the SBAC assessment.

**Big Rock #3**  
African American  
Student Achievement



**Theory of Action:** If we are intentional about building relationships, maintain high expectations, and engage students in culturally relevant, rigorous, standards-based curriculum, then we will see an increase not only in African American student achievement, but in all student achievement.



**2018-2019 SMART Goal:** By June 2019, we will increase the number of 3-6 African American students meeting or exceeding the standards in ELA by 10% (23% from a baseline of 13%), as measured by the SBAC.

By June 2019, we will increase the number of African American students reading at or above grade level by 10% as measured by the 2018-2019 diagnostic reading assessment (FastBridge for TK-1 and STAR for grade 2).



African American Student  
Achievement Team

1. Mrs. Gonzalez-Troche  
(lead)
2. Ms. Jang
3. Mr. Brizzi
4. Ms. Nguy
5. Ms. Jacobs

**Big Rock #4**  
Parent Engagement

```
graph TD; A[Big Rock #4 Parent Engagement] --> B[Theory of Action]; B --> C[2018-2019 SMART Goal]; C --> D[Parent Engagement List];
```

**Theory of Action:** If we are intentional about building relationships and trust with families, and truly listen to their concerns, while suspending judgement, then our families will feel respected and valued as partners in their student's learning, leading to increased student achievement.

**2018-2019 SMART Goal:** By June 2019, we will increase the number of families attending school wide events, including monthly coffee chats, by 50%, as measured by sign in sheets and surveys. The 50% increase will be based on our initial family attendance at Back to School Night.

Parent Engagement

1. Ms. Cuevas
2. Mr. Wheeler
3. Ms. Barkett
4. Ms. Valera
5. Ms. Rodriguez

**Big Rock #5  
STEAM**

```
graph TD; A[Big Rock #5 STEAM] --> B[Theory of Action: If we provide opportunities for hands on and project-based learning, incorporate technology into our teaching when relevant, and teach students to collaborate and use inquiry, then we will see student achievement increase, leading to more students being prepared for 21st century college and career.]; B --> C[2018-2019 SMART Goal: By June 2019, we will host at least 3 school wide STEAM events during the actual school day or after school.]; C --> D[STEAM Team<br/>1. Ms. Hoy (lead)<br/>2. Ms. Wargowsky<br/>3. Ms. Berman<br/>4. Ms. Lauterio<br/>5. Ms. McCreddie];
```

**Theory of Action:** If we provide opportunities for hands on and project-based learning, incorporate technology into our teaching when relevant, and teach students to collaborate and use inquiry, then we will see student achievement increase, leading to more students being prepared for 21st century college and career.

**2018-2019 SMART Goal:** By June 2019, we will host at least 3 school wide STEAM events during the actual school day or after school.

**STEAM Team**

1. Ms. Hoy (lead)
2. Ms. Wargowsky
3. Ms. Berman
4. Ms. Lauterio
5. Ms. McCreddie

## 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	STAR Early Literacy	Area of concern	
	STAR Reading	Area of concern	STAR reading, only 17% of students are scoring at or above grade level.
	Benchmarks: Math IAB	Area of concern	
	Benchmarks:	N/A	
	SBA:	Area of concern	Not enough students are scoring high enough on the SBA.
	LTEL Data:	N/A	
	ELPAC	N/A	
	Other:	N/A	
	Other:	Area of concern	Not enough students are meeting reclassification requirements, to prevent them from being LTELs.
Student Support Data			
Choose 2	Attendance	Area of concern	Some growth seen but inconsistent from month to month.
	Suspension	Area of concern	Suspensions increased in the 17-18 school year despite focus on Positive school climate.
	Parent/Community Survey	N/A	
	Healthy Kids Survey	N/A	
	Other:	N/A	
	Other:	N/A	

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**  
**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	17% of students in grades 2-6 are on or above grade level according to Star Reading Data in March 2018.	By June 2019, 30% of students in grades 2-6 will be on or above grade level according to Star Reading.	All 2nd thru 6th graders.	STAR reading data.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth.	Grow 10 points from 2017-2018 score to move closer to SBA ELA level 3.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Implement TCWP. Substitute days (58 days)			On going	9280	
2	Facilitate Study Trips to enhance real world experiences.			On going		7000
3	Pay teachers extra hours for after school tutoring. (67 hours)					2777
4	Hire part time coach to work with ELA teachers and .8 instructional aide (Adi Lapin and Shamika Nelson)				84500	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					10258
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training. (106 hours) (24,000 for TC)				834	4160
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				500	
<b>TOTAL</b>					<b>95114</b>	<b>24195</b>

**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	By June 2018, 12% of 3-6 graders met or exceeded the standard in math as measured by the SBAC assessment.	By June 2019, we will increase the number of 3-6 students meeting or exceeding the standards in Math by 10% (22% from a baseline of 12%) as measured by the SBAC assessment.	3rd - 6th graders	Math IABs	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase the number of 3-6 students meeting or exceeding the standards in Math by 10% (22% from a baseline of 12%) as measured by the SBAC assessment.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Pay teachers extra hours for afterschool tutoring (67 hours)			monthly through June 2019		2777
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			June 2019		8258
3	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training. (106 hours)			October and April	500	4160
4	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				500	1500
5	Hire part time teacher to work with Math and Science students					39258
6						
7						
<b>TOTAL</b>					<b>1000</b>	<b>55953</b>

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**  
**Student Achievement**

**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)	As of January 2018, 16 students were recommended for reclassification.	By May 2019, we will increase number of students reclassifying by 25%, to 40 total.	English language learners-2nd through 6th graders.	ELPAC and STAR data	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	El reclassification rate will increase 13%.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Hire part time coach to work with designated and integrated (see ELA for costs)					
2	Materials and supplies for PD					1500
3	Send teachers and admin to conferences					10000
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				500	4258
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.(106 hours)				1050	4160
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1200	1000
7						
<b>TOTAL</b>					<b>2750</b>	<b>20918</b>

**African American Student Achievement**

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
African American	Suspensions increased in the 17-18 school year, including for African-American students. There were 38 suspensions last year and 60% were African American students.	Decrease the number of referrals and suspension by 50%	African American student population	Powerschool, STAR assessment and counts of meetings with the principal.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	suspensions will decrease by 2%
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Thru support from the City of San Pablo, have weekly meetings with our AA Girls Group.			beginning October 2018		
2	Thru BACR counselors, Identify a cohort of girls to meet weekly re empowerment, belonging, and having a voice.			beginning September 2018		
3	Meetings with the YMCA re support for our AA community around school climate, support, and pride.			beginning September 2018		
4	Established Clear discipline expectations and procedure with teachers and staff for students referred out of class.			throughout school year		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			June 2019	500	1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			throughout school year	800	500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			throughout school year	800	500
<b>TOTAL</b>					<b>2100</b>	<b>2000</b>

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Special Education and Inclusive Environments**

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
Special Education and Inclusive Environments	RSP students are not showing adequate progress in reading or math goals. More than 80% of RSP students are not showing improvements on STAR.	By May 2019 70% of RSP students in grades 2-6 will demonstrate at least one year of growth in reading, as measured by the difference in their STAR Reading scores from August and May.	Students receiving RSP services	STAR Reading scores	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Grow 10 points from 2017-2018 score to move closer to SBA ELA level 3.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Implement instructional cycle of instruction and data review in learning center.			August 2018		
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			throughout school year		500
3	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			throughout school year		500
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>1000</b>

**Social/Emotional Support for Students**

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
Social/Emotional Support for Students	Suspensions decreased from 101 in 2015-2016 to 16 in 2016-2017 but then increased again to 38 so far in 17-18.	By June 2019 the number of suspensions will not exceed those in the 2017-2018 school year.	All	Powerschool Data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will reduce by 2%.
Insert your Discipline Matrix Link here [ ]						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Contract for student assemblies			June 2019	1548	913
2	Purchase light snacks for PD			throughout school year		1500
3	Arrange contract for students: SENECA			August 2018		11000
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			throughout school year	800	4500
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			throughout school year		500
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			throughout school year		1000
7						
<b>TOTAL</b>					<b>2348</b>	<b>19413</b>

**Parent Involvement**

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
Parent Involvement	20% of parent participation attended at least one school event on the 2017-2018 school year.	By June 2019 Increase positive parent involvement in school activities and in classrooms to 30%	All	Actual parent involvement, sign-in sheets.	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Provide light refreshments for parent events and meetings.			throughout school year	2004	
2	Offer translation for parent events and meetings.			throughout school year		
3	Arrange child care for parent events and meetings.			throughout school year		
4	Pay teachers extra hours for parent events			throughout school year	583	
5						
6						
7						
<b>TOTAL</b>					<b>2587</b>	<b>0</b>

**Overall Budget Summary**

**Summary of Costs**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
<b>LCFF</b>	123479	0
<b>Title I</b>	105899	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	123479
<b>Title I</b>	105899

## **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).

**Professional Development:** 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.

## **Title I Centralized Services (Title I Schools Only)**

**The following programs and activities 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.