

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

CHAVEZ ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Alison Evert
Principal:	Alison Evert
Address:	960 17th Street
City:	Richmond, CA 94801
Telephone Number:	231-1418
E-mail address:	aevert@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

Table of Contents

OVERVIEW	School Site Council (SSC) Recommendations and Assurances SSC Roster Stakeholder Involvement Executive Summary Theory of Action Data Analysis
-----------------	---

REQUIRED ACTION PLAN FOR STUDENT ACHIEVEMENT	ELA Math ELD African American Student Achievement Special Education and Inclusive Environment Social/Emotional Support for Students Parent Involvement
---	--

OPTIONAL ACTION PLAN FOR STUDENT ACHIEVEMENT	Attendance Science History/Social Studies ILT Goals Other 1 Other 2
---	--

SUMMARY	Overall Budget Summary Agreements Title I Centralized Services
----------------	--

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:

ILT, ELAC

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: May 25th 2018
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:

Alison Evert

Typed name of school principal

Signature of school principal

May 25th 2018

Date

Stephanie Sequeda

Typed name of SSC Chair

Signature of SSC Chair

May 25th 2018

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				
Parent #1	Stephanie Sequeira		8/2020	
Parent #2	Blanca Retano		8/2020	
Parent #3	Lupita Villanueva		8/2019	
Parent #4	Yessica Godinez		8/2020	
Parent #5	Jazmin Rodriguez		8/2020	
School/Other Members				
Teacher #1	Mrs. Vanessa Drake		8/2020	
Teacher #2	Mrs. Ana Guzman		8/2019	
Teacher #3	Mrs. Lizbeth Arellano		8/2020	
Other	Mr. Matthew Sloan		8/2019	
Principal	Ms. Alison Evert		Never	

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
Step 1	Analyze local assessment data	Process:	or	Process:
				ILT reviews data and makes recommendations to the SSC
Step 2	Gather input from	Process:	or	Process:
				ELAC and site admin gather feedback on programs and input from parents and teachers
Step 3	SPSA strategies development	Process:	or	Process:
		SSC creates, funds and then monitors SMART goals to increase student achievement		
Step 4	Budget development	Process:	or	Process:
		Site admin and SSC develop a budget to support the goals of the SPSA using data and input from teachers and stakeholders		
Step 5	Finalize and submit SPSA for School Board Approval	Date: May 25th 2018		
Step 6	SPSA monitoring	Process:	or	Process:
		SSC monitors goals twice per year-round one (fall) and round two early spring		

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

Chavez Theory of Action

Theory of Action

	If...	...Then
Achieving Students	If we intentionally refine our instructional practices and sharpen the implementation of our Response to Intervention...	...then we will see student achievement soar.
Engaged Communities	If we provide students with tools to collaborate, advocate, solve conflict and communicate...	...then we will be a safe and welcoming community.
Invested Employees	If we develop as professional learning communities...	...then we will provide teachers with the tools to impact student achievement.

Vision

Chavez Scholars think beyond themselves and are problem solvers. They continually develop emotional intelligence and strong moral character as they gain academic proficiency and self-motivation. They are on track for college and career success.

Mission

Through collaboration, reflection, transformative professional development and the use of all available resources, we are a school and community that holds high expectations for teaching and learning to support Chavez Scholars on their path to college and career success.

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	N/A	
	STAR Reading	Area of concern	Many students are reading below grade level. We regularly monitor through DDI and data chats and provide intervention through reading specialists, universal design and Learning Center Intervention. In February average growth for grades 2-6 was .46 years.
	Benchmarks: IAB Socres	Area of concern	50+ % Students grades 3-6 are performing below benchark in grades 3-6. The rigor of the assessment is more difficult that instruction and analyzing the data is difficult due to the logistics on the reporting system.
	Benchmarks: MyMath Benchmarks	Area of strength	By the third benchmark (given in February) 9% of kinder and 14% of students in grades 1 and 2 scored below benchmark.
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	Although EOY attendance data is not yet available, there was an increase in attendance for March 2018 from March 2017 - 93.47 and 91.5% respectively. Although attendance has increased, it is still lower the 95% average.
	Suspension	Area of strength	For the 2017-18 school year, we had 14 students suspended which was down from 2015-16 of 20. We've continued to implement Toolbox, Mindfulness and various alternatives to suspension that help support the socio-emotional wellbeing of our students.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

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	In February, students in grades 2-6 grew .46 years reading growth - close to on track to makes one year's growth.	By June 2019, all students in grades 2-6 will grow one year reading as measured by the STAR assessment.	Grades 2-6	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).	
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Reading Intervention (teacher hours)			T1 / ongoing	15000	
2	Library Media Specialist (1.5 days per week)			T1	7700	
3	Lower Division Tutor (computer lab)			T1	3750	
4	Study Trips					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				5084	2500
6						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				5361	2631
TOTAL					36895	5131

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	Benchmark 3 (K-2) - BB: K-9%, 1st - 14% and 2nd 14%. Benchmark 2 (IAB - grades 3-6): 3rd - 53%, 4th - 57% and 5/6th - 50%.	By June 2019, fewer than 20% of students will fall in the Below Basic category on Benchmark assessments - using number talks and lesson study as a school-wide strategy for math improvement.	All students	IAB Assessment and MyMath Benchmark	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Math Coach (.58)			T1		70061
2	Lower Division Tutor (computer lab)			T1	3750	
3	Study Trips					
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				2500	3068
6						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				5800	2600
TOTAL					12050	75729

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)	In 2017-2018 we reclassified 24 students in grades 2-6.	By June 2019, we will reclassify 40 students in grades 1-6.	ELLs	CELDT / Reclassification Data	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 to 13 percent
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Instructional Aid (.8)			T1	26280	
2	Conferences (CABE)			T1		2000
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				2500	2500
6						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			T1	4800	1000
TOTAL					33580	5500

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	In February 2018, African American students' reading growth was .5 on average - on track to meet one year's reading growth.	By June 2019, all African American students in grades 2-6 will increase by 1 grade level in reading as measured by the STAR.	African American Students	STAR	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	See ELA section for costs					
2						
3						
4						
5						
6						
7						
TOTAL					0	0

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	In 2017-2018, 6 of our 14 suspensions were students with IEPs - disproportionate with our student population of 11% of students having an IEP.	By June of 2019, we will decrease suspension of students with an IEP by 20% using Mindfulness, Toolbox and counseling services as measured by suspension reports.	Special Ed Students	Suspension reports pulled from Powerschool	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Mindful Life Contract (see Social Emotionals for costs)						
2	Toolbox (see Social Emotional for costs)						
3	BACR Counseling Services (district funded)						
4							
5							
6							
7							
TOTAL						0	0

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	By June of 2019, all teachers taught the 12 Toolbox Tools. MLP taught weekly classes to support socio-emotional growth.	By June 2019, all teachers will have taught all Toolbox tools to promote socio-emotional learning with support from the Mindful Life Project.	All students	Toolbox Survey	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%	
Insert your Discipline Matrix Link here []							
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1							
2							
3	SCOW (.8)				TI	35367	
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others				TI	22000	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					2000	
6							
7							
TOTAL						24000	37367

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	In 2018, Chavez hosted 3 family nights with 50+ people in attendance.	During the 2018-19 school year, Chavez will host a monthly event to engage and support parents (family night, workshops, Back to School and Open House) with the goal of informing parents and increasing student academic achievement.	All students	Attendance Sheets	Increase parent and community engagement, involvement, and satisfaction.	California School Parent Survey (CSPS) results will measure increase in engagement, involvement, and satisfaction	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1							
2							
3	Teacher collaboration hours to support family nights and parent events					1000	
4	Materials & Supplies to host events for parents					455	
5	Provide light refreshments for parent events and meetings.					500	
6	Offer translation for parent events and meetings.					300	
7	Arrange child care for parent events and meetings.					300	
TOTAL						2555	0

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	123727	0
Title I	109080	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	123727
Title I	109080

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.