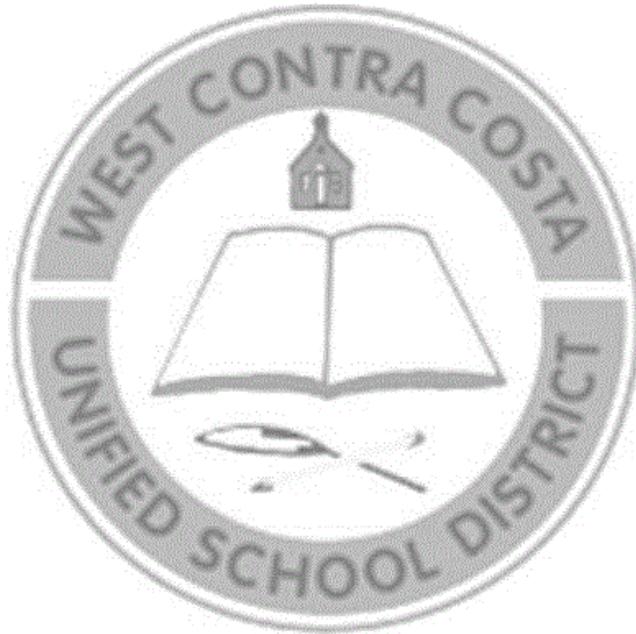


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

HANNA RANCH ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Greg Santiago
Principal:	Greg Santiago
Address:	2480 Refugio Valley Road
City:	Hercules, CA 94547
Telephone Number:	231-1441
E-mail address:	GSantiago@wccusd.net



BOARD OF EDUCATION

2018 - 2019

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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:

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: October 17, 2017
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:

Greg Santiago
Typed name of school principal

Greg Santiago
Signature of school principal

Date

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				
Parent #1	Chelsea LaForest		6/30/19	
Parent #2	Gladys Kwok		6/30/19	
Parent #3	LaShante Smith		6/30/19	
Parent #4	Gloria Guzman		6/30/19	
Parent #5	Mary Sambajon		6/30/19	
School/Other Members				
Teacher #1	Alissa LaPorte		6/30/18	
Teacher #2	Elizabeth Henry		6/30/18	
Teacher #3	Lori Cole		6/30/18	
Other	Rosa Gomez		6/30/18	X
Principal	Greg Santiago		6/30/18	

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:
		SSC will review SBAC and STAR data as well as grade level team analysis reports		The Principal will prepare STAR? SBAC data for review and Grade Level Data Teams will analyze data and report to SSC in November and March/April
Step 2	Gather input from	Process:	or	Process:
		SSC will review CCSS Standards and 21st century skill building practices adopted by the school		Principal will gather and organize and input data to present to SSC
Step 3	SPSA strategies development	Process:	or	Process:
		The principal will include smart goals developed by the Hanna Ranch staff and place them into the SPSA. The 2017-2018 SPSA will be updated to reflect new and additional educational and socioemotional goals by November 2018. The SPSA will be presented to the SSC and placed up for a vote at the end of November.		The principal and staff will review and revise our goals and strategies for 2018-2019 and present them to the SSC
Step 4	Budget development	Process:	or	Process:
		SSC will review and refine proposed budget to fund strategies and approved the final budget		The principal and staff will develop budget proposals to fund strategies. Principal will present proposed budgets to SSC for refinement and final approval.
Step 5	Finalize and submit SPSA for School Board Approval	Date: 12/1/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		The principal will monitor the progress of our goals and strategies and update the SSC in September, January, and May		The principal and staff will collect and analyze data, complete SPSA monitoring forms for SSC feedback and approval

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

Hanna Ranch Theory of Action

	<i>If...</i>	<i>Then...</i>	<i>Action Steps</i>	<i>NOTES / SMART GOAL</i>
<i>Achieving Students</i>	If we teach the process of understanding to analyze why we came to an answer, rather than focus on the answer itself	We will be able to increase problem-solving skills in our students.	~Review the "why" a student got an answer right or wrong instead of the "what"	
	If we teach and model proactive instructional and behavior management skills	We will increase engagement, the joy of learning, and maintain a safe environment to keep students in the learning zone	~Create a safe zone where students can fail without feeling devalued or embarrassed	
<i>Invested Employees</i>	If the adults and students develop and practice efficacious mindsets	<i>We will become an inclusive school culture dedicated to academic achievement and socioemotional growth</i>	~We will utilize various strategies, including: growth mindset curriculum, mindfulness and researched- based techniques to increase student confidence.	
<i>Engaged Community</i>	If we work on building relationships with students, parents, and staff	We will increase the trust and collaboration of our community and students.	~Increase academic proficiency through positive teacher-student relationships and parent communication. According to John Hattie and Carol Dweck, this is one of the largest most substantial ways to increase student achievement and strong socio-emotional growth.	

Notes:

Vision - "snapshot of student's abilities and accomplishments"

- Academically proficient
- Self motivated
- Moral character
- College and career ready
- Emotionally intelligent
- Problem solvers
- Critical thinkers
- Think beyond self - members of the community

Mission - "the movie - how we are going to get to our vision"

- Outside support and resources
- Reflection
- Rigorous, scaffolded instruction
- Collaboration with stakeholders
- High expectations
- Collaboration and PD
- Community building

Core Values

- Dedication
- Compassion
- Challenge
- Creativity
- Diligence
- Humor
- Trust
- Respect
- Happiness

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	Winter STAR reading benchmark results shows that only 60% of our students meet or exceeds standards
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	37% of our students did not meet standard proficiency in ELA, according to the SBAC
	LTEL Data:	Area of strength	
	ELPAC	Area of concern	
	Other: SBA Math	Area of concern	40% did not meet standard proficiency in Math according to the SBAC
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Continued increase attendance last 4 years (96.35 currently)
	Suspension	Area of concern	
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of strength	The 5th grade students reported that the adults at the school care about them (99%)
	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	20% students performed in the "Needs intervention" band on the second ELA STAR in grades K-2	Students in K-2 who are struggling, will receive intervention to increase comprehension in reading language arts and phonemic skill awareness. By 2nd benchmark 2017-2018, the number of students in the same band will decrease to 15% using components of our early intervention program	students performing @ 1 year below grade level in K-2	STAR 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 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Kindergarten Entry exam			June 5, 2018		
2	Instructional Aide			August 22, 2016		16542
3	Afterschool early intervention program			October 2016		2900
4	Pay for subs for academic conferencing					1200
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1945
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7						
TOTAL					0	23587

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	56% of our students scored at or above proficiency according to the 2nd Math Benchmark.	In 2019, 66% of our students will score proficient according to the 2nd Math Benchmark.	K-5	McGraw-Hill My Math unit assessments	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	Four hours of professional development for My Math online			September 1, 2018		1274
2	Purchase materials and supplies for students			on-going		1831
3	Extra teacher hours for afterschool tutoring			on-going		2070
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
6						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1275
TOTAL					0	7450

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)	Our base line data is being disaggregated by the state since moving to the ELPAC. We anticipate our students will show positive results increasing our reclassification rate by 10%	Teachers will use the core and supplemental materials to increase student performance during ELD. As a result, the number of students will move up ELPAC scaled scores.	English Language Learners	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 to 13%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	ELPAC release questions			September, 2018		
2	Teaching ELA/ ELD standards and strategies for writing and comprehension			on-going		
3	Conferences			when available		700
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		1532
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		750
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		592
TOTAL					0	3574

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	African American students scored an average of 62% proficient in the Winter IBA 2017-2018	African American Students will increase student proficiency by 10% in the 2018-2019 school year	AA	Winter IBA	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Teacher will use Sharoky Hollie protocols of call and response/engagement			September, 2018		
2	Teachers will receive additional training in CRP ~ Latest research and techniques			November 2018		
3	Staff will review data and strategies and will share best practices in increase effectiveness			on-going		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		500
7						
TOTAL					0	1000

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	on the Winter IAB, Students in Special education scored at an average of 50% collectively	students scores will increase by 10% on the Winter IAB 2019	SpEd	Winter IAB	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points to move closer to SBAC ELA level 3	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1							
2							
3							
4							
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 18, 2018		1000	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		2000	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		2000	
TOTAL						0	5000

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	77% of 5th grade students believed that are motivated to learn most or all of the time	85% of 5th grade students will believe that they are motivation is a crucial aspect to success	5th grade students	California Healthy Kids survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparisons	
https://docs.google.com/document/d/10GeTVobip7tc-ihncQ2McrhQ8QskOVgK23vic3QBZ4w/edit							
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Continue Book Club on Mindset and SEL.			September, 2018			
2	Begin alternative recess program (Lunch activity choices)			August, 2018			
3	Extra clerical hours.			on-going		250	
4							
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			on-going		1000	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			on-going		2000	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			ongoing		1000	
TOTAL						0	4250

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	We will be holding at least 1 CCSS parent information night per semester. At our last CCSS family night only 7 families attended	Increase family attendance	All Hanna Ranch Families	Attendance	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.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1							
2							
3							
4	Extra clerical hours for parent events			as needed		250	
5	Provide light refreshments for parent events and meetings.			At time of meeting		1000	
6	Offer translation for parent events and meetings.			as needed		500	
7	Arrange child care for parent events and meetings.			as needed		500	
TOTAL						0	2250

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	47111	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	47111
Title I	0

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.