West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

HIGHLAND ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	David Ranch
Principal:	David Ranch
Address:	2829 Moyers Road
City:	Richmond, CA 94806
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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:

Shared Decision Making, African American Parents Advisory Committee, English Learners Advisory Committee

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: March 29, 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:

David Ranch		
Typed name of school principal	Signature of school principal	Date
Francesca Mann		
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	Shivani Singh			March, 2020	
Parent #2	Patricia Magana			September, 2019	
Parent #3	Elsa Interiano			March, 2020	
Parent #4	Ernest F. Newell			Septemeber, 2021	
Parent #5	Loren Laumer			March, 2020	
School/Other Members					
Teacher #1	Sheri-Ann Hasenfus			September, 2019	
Teacher #2	Francesca Mann			September, 2020	x
Teacher #3	Dani Lewis			September, 2020	
Other	Linda Rhea			September, 2019	
Principal	David Ranch			N/A	

<u>Membership Composition:</u>

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:
				Instructional Leadership Team and Grade Level collaborative meetings
Step 2	**Gather input from**	Process:	or	Process:
		Collect and discuss minutes from AAPAC, ELAC, and SDM.		
Step 3	**SPSA strategies development**	Process:	or	Process
				ILT, SDM use research based approaches to develop targeted intervention strategies.
Step 4	**Budget development**	Process:	or	Process:
				Areas of need are identified by ILT, AAPAC, and ELAC; needs are prioritized whole staff through consensus building protocol; principal drafts budget
Step 5	**Finalize and submit SPSA for School Board Approval**	Date: SPSA is approved by SSC by vote.		
Step 6	**SPSA monitoring**	Process:	or	Process:
		SSC approves monitoring protocol conducted by principal and ILT. Any needs identified during Round 1 are approved by SSC.		

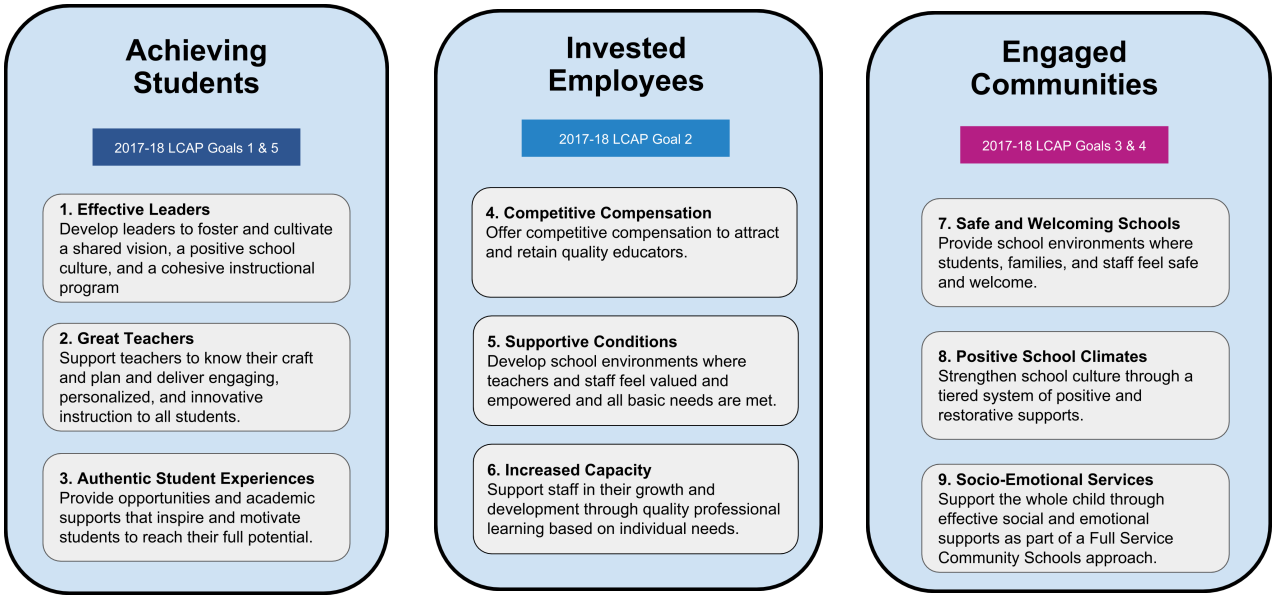
Executive Summary

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



Our Theory of Action

Highland Theory of Action

Staff Development

If our veteran staff is given sufficient opportunity to de-privatize its practice through collaboration, peer observation, and shared objectives, best practices in teaching and learning will become normalized throughout the school.

School Climate

If teachers, parents, and other community members have a range of opportunities for positive, productive, and engaging interactions with one another, school climate will benefit both in terms of parent satisfaction and student behavior.

Teaching and Learning

If blended learning is thoughtfully incorporated into our classrooms, student learning will become more highly differentiated and self-directed.

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 strength	72% of first grade student scored "probable reader" in preparation for 2nd grade.
	STAR Reading	Area of concern	75% of students in grades 3-6 are currently considered below pathway to proficiency for state testing.
	Benchmarks: Writing	Area of concern	Only 27% of Highland students grades 1-6 scored proficient on expository writing benchmark,
	Benchmarks:	Area of concern	
	SBA: ELA	Area of concern	CAASPP-type questions continued to give students trouble; 31% proficient.
	LTEL Data 17 in fifth and sixth grades	Area of concern	17 LTEL's; 10 of those were Special Ed
	ELPAC	N/A	
	Other:	N/A	
	Other:	N/A	
Student Support Data			
Choose 2	Attendance	Area of concern	Currently at 94.7%; goal is 96% this year,.
	Suspension	Area of concern	37 suspensions through May of 2018
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of strength	Students show a high degree of connectedness to Highland (weighted score 3.51),
	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	27% of students scored Proficient on Informational Writing Benchmark	By spring of 2019, 35% of Highland students will score Proficient or higher on Informational writing benchmark	All	District Benchmark	Improve instructional practice through professional development and professional learning communities.	Measure CCSS implementation using classroom rubric

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire Bilingual Aide	August 2018		19833
2	Hire Instructional Aide 80%	August 2018	24734	
3	Purchase Lexia Subscription	August 2018	4000	
4	Hire Upper Division Tutor	August 2018	20439	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	August 2018	5384	1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	August 2018	2498	
7	Purchase Light snacks for PD	August 2018		1000
		TOTAL	**57055**	**22333**

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	In 2018, 24% of Highland students in grades 3-6 scored Level 3 or higher on the SBAC Interim Assessment.	By spring of 2019, 35% of Highland students will score Level 3 or higher on the SBAC Interim Assessment.	Grades 3-6	IAB Interim Assessment	Improve student achievement for all students and accelerate student learning increases for all EL. LI, and FY students.	Grow 15 points to move closer to Math SBAC Level 3.

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1				
2				
3	Hire 80% Instructional Aide for push-in interventionand after school African American College Track Math Club		1500	
4	Provide extra teacher hours to conduct after school tutoring.		1500	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		5000	1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		2498	
7				
		TOTAL	**10498**	**1500**

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	86% of current 5th and 6th grade one time EL's have been reclassified.	95% of 5th and 6th grade EL's will have been reclassified by spring of 2019.	English Learners	Reclassification criteria	Improve student achievement for all students and accelerate student learning for EL's.	EL Reclassification rate will increase to 13%

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire bilingual instructional aide (see ELA for costs).	August 2018		
2	Provide pull-out Instructional Aide support for Grade 4 and Grade 5 EL's (see ELA for costs)	August 2018		
3				
4				
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		5000	700
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		4500	
7				
		TOTAL	**9500**	**700**

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	14% of AA students in grades 3-6 performed at Level 3 or above on the SBAC interim assessment.	By spring of 2019, 25% of AA students in grades 3-6 will perform at level 3 or above on the SBAC Interim Assessment.	African American grade 3-6	SBAC IAB	Improve student achievement	Grow 15 points to move closer to to SBAC Math Level 3.

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire 80% Instructional Aide to lead after school math club (see Math for costs).			
2	Contract with Judy Fong (Growth Mindset and Khan Academy) to work with African American College Track Math Club (see math section for costs).			
3				
4				
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		2500	500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		1500	
7				
		TOTAL	**4000**	**500**

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	All ten of our SPED EL students in grades 4-6 are LTEL's	By May of 2019, 25% of Special Education Long Term English Learners will be reclassified as Fully English Proficient.	Special Education Students who are English Learners	ELPAC, STAR test, writing samples (reclassification criteria)	Improve student achievement for all students.	EL reclassification rate will increase to 13%.

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire 80% Instructional Aide (see ELA for costs)			
2				
3				
4				
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		1500	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		1500	
7				
		TOTAL	**3000**	**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	We had 37 suspensions through May of 2018	By May of 2019, suspensions at Highland will have been reduced from 37 to 20.	All	Suspension data (Powerschool)	Improve student achievement and climate outcomes.	Suspension rates will decrease by 2%

Highland Disipline Matrix

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Pay for study trips for students	August - June		4000
2	Pay for 50% of the 1/0 FTE Vice Principal	August - June		66114
3	Provide continued PDin Restorative Practices			
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others		1000	5000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives (PBIS), and books.		4000	1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		2500	
7				
		TOTAL	**7500**	**76614**

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	Highland held three parent nights in 2017-18	Highland will increase parent nights from 3 to 5 to include on-line literacy and a multi-cultural night.	All	Sign-in sheets	Increase parent and community engagement.	Report key findings from CA School Parent Survey.

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Contract with presenters for parent education on cyber-bullying and internet safety.		2000	
2				
3				
4				
5	Provide light refreshments for parent events and meetings.		2392	1000
6	Offer translation for parent events and meetings.		1000	
7	Arrange child care for parent events and meetings.		1000	
		TOTAL	**6392**	**1000**

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

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
Attendance	94.7% attendance to date	96% summative attendance	all	Attendance data	Improve student engagement and climate resources	All schools will maintain 95% or above attendance rates.

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			500
2	Extra clerical hours for attendance inquiry and support			
3				
4				
5				
6				
7				
		TOTAL	**0**	**500**

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

ILT Goals

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
ELA (writing)	One grade level (first) engaged in instructional rounds for Teachers College Observation.	Five grade levels will engage in instructional rounds aimed at	All	Records of roving sub/instructional rounds participation.	Improve instructional practice through professional development.	Ongoing professional development in CA State Standards

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Provide roving subs for instructional rounds			
2				
3				
4				
5				
6				
7				
		TOTAL	**0**	**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	103147	0
Title I	97945	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	103147
Title I	97945

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 activites 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.