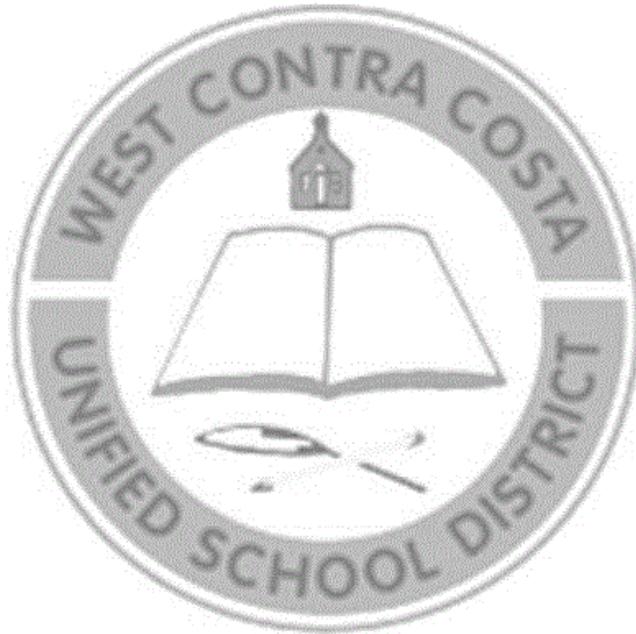


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

KING ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Joanne Sundberg
Principal:	Joanne Sundberg
Address:	4022 Florida Avenue
City:	Richmond, CA 94804
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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:
[Redacted]

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 3, 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:

Joanne Sundberg

Typed name of school principal

[Redacted]

Signature of school principal

5/8/18

Date

Mosses Buggs

Typed name of SSC Chair

[Redacted]

Signature of SSC Chair

5/8/18

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	Mosses Bugss			09/15/2018	*Chair Person
Parent #2	Genoveva Sigala			09/15/2018	
Parent #3	Angelica Almaras			09/15/2018	
Parent #4	Josselin Hernandez			09/15/2018	
Parent #5	Esmeralda Manjarrez			09/15/2018	
School/Other Members					
Teacher #1	Robert Mann			09/15/2018	
Teacher #2	Matthew Schaefer			09/15/2018	
Teacher #3	Gloria Renardson			09/15/2018	
Other	Karol Kidd			09/15/2018	
Principal	Joanne Sundberg				

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:	Process:
		Data will be presented to SSC for analysis and to inform decisions on the school program	ILT, teachers, and administrative staff
Step 2	Gather input from	Process:	Process:
		Faculty input on the SPSA gathered in May 2018 was compiled and shared with 2017/8 ILT for comment and shared with SSC	Principal
Step 3	SPSA strategies development	Process:	Process:
		Data gathered in all areas and analyzed for an area of focus.	Principal and ILT
Step 4	Budget development	Process:	Process:
		Principal will draft budgets based on plan created by ILT and present to the SSC for approval	Principal, ILT and SSC
Step 5	Finalize and submit SPSA for School Board Approval	Date: 6/30/2018	
Step 6	SPSA monitoring	Process:	Process:
		Principal, ILT and SSC will present plan	Principal and ILT will gather data and present it to 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**

**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

King Theory of Action

King 2018-2019 Theory of Action

School's Mission: At King Elementary we seek to create a safe learning environment where students can become confident, prepared lifelong learners and leaders. We believe that collaboration and trust between students, staff and parents can create an inclusive and nurturing place where all students can be successful.

STUDENT GOALS	TEACHER PRACTICE	PROFESSIONAL LEARNING
If students are going to ...	Assessment - Instruction - Curriculum <i>What will happen in every classroom to ensure student goals are met?</i>	And support will be provided by... (<i>Professional Learning Systems</i>)
<p>Reading Goal: By May 2019, students in grades K-1 will read on grade level or will average 1.5 years growth in Fastbridge.</p> <p>By May 2019, students in grades 2-6 will read on grade level or will average 1.5 years of growth in STAR.</p> <p>Math Goal: By May 2019, 50% of 3rd-6th grade students will be “at or near standard” according to the Math IAB.</p> <p>ELD Goal: By May 2019, 15% of ELD students will have met reclassification requirements.</p> <p>African American Goal: By May of 2019, on average our African American students will have the same achievement levels on STAR, Fastbridge and math benchmarks as their grade level peers.</p> <p>Climate Goal: By May 2019, we will reduce classroom referrals 20% from 2017-2018 levels.</p>	<p>Instructional Focus: Students regularly explain their thinking verbally and in writing. <u>Students provide evidence to back up their thinking so that teachers and classmates have insight into correct and incorrect answers.</u></p> <p>Students will share their ideas verbally through</p> <ul style="list-style-type: none"> ● Pair shares ● Systems that encourage all students to share (cold calling, equity sticks, etc.) ● Group work ● Class presentations <p>Students will share their ideas in writing through</p> <ul style="list-style-type: none"> ● Extended writing projects ● Think-write-share ● Stop and jots ● Explaining their answers in math with writing ● Google classroom (to use for peer editing) <p>Curriculum</p> <ul style="list-style-type: none"> ● ILT will determine a instructional focus strategy for the month. ● Teachers will incorporate the schoolwide instructional strategy into their daily lessons. <p>Assessment</p>	<p>Collaboration</p> <ul style="list-style-type: none"> ● Release days for unit planning ● Common assessments to inform plans ● Objectives developed in collaboration time ● Use Depth of Knowledge framework to incorporate more strategic and extended thinking opportunities ● Time to look at data and prep for goal setting conversations <p>Professional Development</p> <ul style="list-style-type: none"> ● High leverage academic practices/focus strategies <ul style="list-style-type: none"> ○ Modeling thinking and practice for students ○ Setting expectations for verbal responses ● Restorative practices series- <ul style="list-style-type: none"> ○ How do we continue to build teachers restorative practices toolkit? ○ How do we support focus students? ● Reading Intervention Strategies- <ul style="list-style-type: none"> ○ How do you create systems that work for your class? ○ What students should you target? ○ Invite a reading specialist to help teachers problem solve interventions

King 2018-2019 Theory of Action

- Teachers use SBAC practice tests and items to inform their unit plans.
 - Teachers use regular SBAC-like practice tests and share data with students and parents.
- Teachers, students and parents know students reading level, their goal, and have strategies to help the student meet their goal.
 - Pass out reading data at Open House.
 - Regularly send STAR reading data home.
 - Host reading nights with parents where we help parents understand how to support their students growth.

- Goal setting for reading
 - Establish ways to communicate reading performance and goals to students and families.
 - Analyze STAR data and what data reports mean as a staff.
 - Teachers share out strategies for helping students reach reading goals.

Coaching

- New teacher supports: PLC, buddy teacher, coaching
- Regular feedback to all teachers on focus strategies

King 2018-2019 Theory of Action

LEADERSHIP PRACTICE

How will admin and the ILT support the vision and goals?

The instructional leadership team will:

- support implementation of focus instructional strategy;
- make and protect time for release days and grade level collaboration;
- look at data together (STAR, ELD reclassifications, referrals, walkthrough data on instructional focus strategies)
- Commit to peer observations

Administrators will:

- Spend regular time in classrooms providing feedback and collecting data on implementation of instructional focus strategies
- Use walkthrough data to reflect on creating “safe and calm classrooms”
- Use STAR/SBAC/IAB data to reflect on effective classrooms and determine levels of support for teachers
- Participate in Grade Level Collaboration so that they know the common assessments and are aware of student data and trends

Below the Green Line Strategies:

- Highlight effective practices and school data at each professional development
- Support Climate Team to make staff meetings a time to build a more collaborative culture amongst staff;
- Ground all development and decisions in WHY this will ensure success for all students and teachers

Facilitation:

- By November, ILT will support grade team facilitation and begin taking responsibility for planning release days
- By mid-year, teachers are sharing best practices at the front of the room for PD

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	Our FastBridge and STAR data shows that our students are making progress in K-2 but are not quite on grade level. According to Fast Bridge fall data, our kindergartners scored 29 on average and our first graders scored a 27 on average. According to STAR, our average percentile rank for 2nd grade is 20.
	STAR Reading	Area of concern	Our STAR Reading data shows that students, on average, make very little progress after second grade. According to STAR, our average percentile rank is 13 for 3rd grade, 7 for 4th grade, 8 for 5th grade, and 13 for 6th grade.
	Benchmarks:	N/A	
	Benchmarks:	N/A	
	SBA:	N/A	
	LTEL Data:	Area of concern	Our data shows that our LTELs are struggling to meet all requirements in order to reclassify. We have 25 students who have been ELs for 5+ years. CELDT data showed that students were not making gains in reading and writing.
	ELPAC	N/A	
	Other:	N/A	
	Other:	N/A	
	Student Support Data		
Choose 2	Attendance	Area of concern	Our attendance slightly increased from 91.55% in 1617 to 92.59% in 1718. This is still below the district goal of 95%.
	Suspension	N/A	
	Parent/Community Survey	N/A	
	Healthy Kids Survey	Area of concern	This year we had no parents give permission for 5th grade students to take the CHKS
	Other:	N/A	
	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	Based on the 17-18 end of year assessments 18% of King students are reading at grade level; 21% are on watch; 61% are reading below grade level as measured by the STAR Early Literacy/Reading Assessment.--	By May 2019, 75% of King students in grades 3-6 will improve their reading ability by an average of 1 grade level based on the STAR assessment. By May 2019, 75% of King students in grades K-2 will improve their reading ability by an average of 1 grade level based on Fastbridge.	All students	STAR Reading and Fastbridge	Improve student achievement for all students and accelerate student learning increases for EL, LL, and FY	Grow 10 points to move closer to SBAC ELA level 3 and increase EL reclassification to 13%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Study Trips				5000	
2	Extra Hours for tutoring				3900	
3	Light snacks for PD					1000
4	Reading intervention (420 hours)				16380	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				12374	4500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					2500
7	Provide collaboration time (196 hours) focusing on data analysis, program planning, academic conferencing (10 days), and coaching support. Plus raises				10289	
TOTAL					47943	8000

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	20% of King students were at or above standard on the 2017-2018 Math IAB assessment	By May 2019, 50% of 3-6 grade students will score at or near standard as measured on the SBAC Interim Math Assessment	3-6 students	Interim SBAC Math Assessment	Improve student achievement for all students and accelerate student learning increases for EL, LL, and 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	Extra hours for tutoring				3900	
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				5004	6237
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1500
7	Provide collaboration time (196 hours) focusing on data analysis, program planning, academic conferencing (9 days), and coaching support.				7586	
TOTAL					16490	7737

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)	34/207 EL students are LTELs; only 17/207 are Early Advanced/Advanced on the CELDT; King reclassified 16 students in 2017-2018	By May 2019, 75% of King ELD students will move up one ELPAC level and 15% of King ELD students will meet reclassification requirements	ELD Students	ELPAC and Reclassification list	Improve student achievement for all students and accelerate student learning increases for EL, LL, and FY	Percent of students scoring MD/WD on the ELPAC will increase by 3%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				3146	6236
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1500
3	Provide collaboration time (196 hours) focusing on data analysis, program planning, academic conferencing (9 days), and coaching support.				6586	
4						
5						
6						
7						
TOTAL					9732	7736

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	23/114 African American students are reading at grade level according to Winter STAR	By May 2019, 75% of African American students will improve their reading ability by 1.5 grade levels as measured by STAR Reading/Early Literacy	African American	STAR Reading/Early Literacy Assessment	Improve student achievement for all students and accelerate student learning increases for EL, LL, and 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	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				2000	
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1200
4						
5						
6						
7						
TOTAL					2000	2200

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						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase rewards and incentives			All year	1000	
2						
3						
4						
5						
6						
7						
TOTAL					1000	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	111082	0
Title I	104535	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	111082
Title I	104535

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.