

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

MADERA ELEMENTARY



Board Approval Date: December 5, 2018

Contact Person: _____

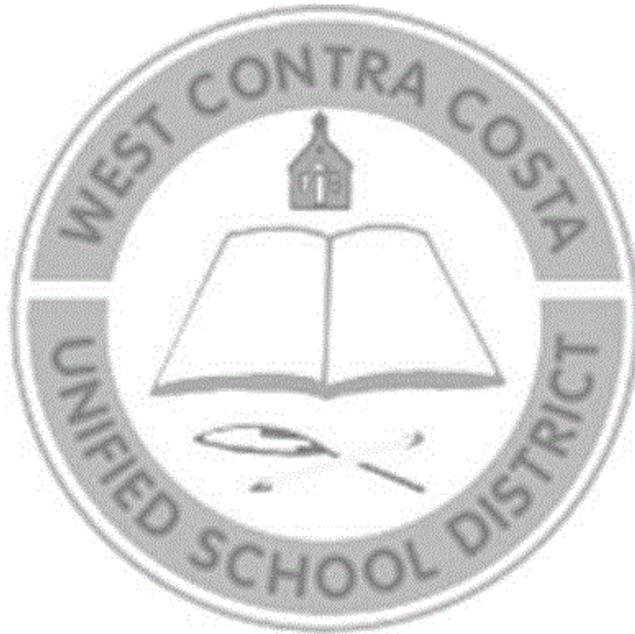
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BOARD OF EDUCATION

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 24, 2018 [Redacted]

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 Makela [Redacted]

Typed name of school principal

[Redacted]

Signature of school principal

May 24, 2018 [Redacted]

Date

David Adler [Redacted]

Typed name of SSC Chair

[Redacted]

Signature of SSC Chair

May 24, 2018 [Redacted]

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)		Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Nancy Kawase			6/2019	
Parent #2	Apple Szostak			6/2018	
Parent #3	David Adler			6/2019	X
Parent #4	Josh Sussman			6/2019	
Parent #5	Laureen Wong			6/2019	
School/Other Members					
Teacher #1	Carl Blake			6/2019	
Teacher #2	Elizabeth Bashor			6/2018	
Teacher #3	Linda Smetana			6/2019	
Other					
Principal	Alison Makela			NA	

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 will analyze data and present findings to SSC.
Step 2	Gather input from	Process:	or	Process:
		The SSC gathers information from sub-committees, ELAC, AASAT and other parent groups.		
Step 3	SPSA strategies development	Process:	or	Process:
				With staff input, ILT develops strategies by analyzing data and aligning priorities with school goals and vision. Specific strategies then are outlined based upon need. Strategies chosen must have a research base.
Step 4	Budget development	Process:	or	Process:
		With staff input, ILT's analysis of school data, pedagogical trends and best practices, curricular expectations, and consideration of strategies needed to meet the needs of the school, the budget is developed with the goal of maximizing scarce resources for the biggest overall gain.		
Step 5	Finalize and submit SPSA for School Board Approval	Date: 6/1/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		In partnership with ILT, SSC looks at data to monitor the success of chosen strategies and makes necessary adjustments as needed.		

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

Madera Elementary School's Theory of Action

Theory of Action

Madera Elementary School

"People see not only with their eyes but with their beliefs." Laurie Pessah

At Madera, plans and actions are built upon foundational beliefs and understanding drawn from educational research, theory, and best practices.

We believe the following:

The task of public education is to, with parents, raise children who maintain and nurture the best habits of a democratic society; children who are smart, caring, strong, resilient, imaginative and thoughtful.

Democracy requires citizens who have the capacity to step into the shoes of others, even those we dislike, to weigh alternatives, to listen respectfully to other viewpoints with the possibility in mind that we each have something to learn from others. It requires us to research and weigh evidence and distinguish fact and opinion. It requires the skills and competencies to be well informed; to read, write and speak effectively and persuasively; and to handle numbers and calculations with competence and confidence.

Democracy also requires citizens who are artists and inventors, knowledgeable about and appreciative of the accomplishments, performances, products and inventions of others and also capable of producing, performing and inventing. We are dedicated to making children's thinking visible by allowing them to think, imagine, design, invent and create, in all curricular areas, using the tools of the arts and sciences.

Such habits of mind and competencies are sustained by enthusiasm and engagement, as well as care and respect for ourselves and others, a willingness to persevere, deal with frustration and reliable habits of work. Our mission is to create a culture conducive to this kind of work and thinking, in which all in our community can best maintain and nurture such democratic habits.

Therefore, our community must be prepared to spend time even when it might seem wasteful hearing each other out. We must deal with each other in ways that lead us to feel stronger and valued, not weaker and less valued. We must expect the most from everyone, hold all to the highest standards, and respect our different ways of exhibiting excellence. We must believe in the innate goodness of all people and strive to work in ways that brings about the best in people.

"Every block of stone has a statue inside it and it is the task of the sculptor to discover it." -Michelangelo

The Reggio Emilia philosophy outlined here reflects our beliefs and the kind of program we aspire to create:

1. **The Child as Protagonist:** Children are born thinkers, doers, and planners. Young children are resilient, driven by relationship, and predisposed towards health. As educators and caregivers, adults can

support the development of competent and resourceful human beings by understanding that children are active constructors of knowledge, not empty vessels needing to be filled with information. Asking a young child questions like—“What do you notice?” and “What are you wondering?”—sends the message that you expect them to be doing both. This sort of questioning creates opportunities for you, the adult, to learn. It also communicates to the child that you assume that a curious and pattern seeking mind is very much alive inside them - that you believe they are thinking thoughts that will benefit the world.

2. **Environment as the Third Teacher:** In the municipal schools of Reggio Emilia, Italy, the teachers refer to the classroom environment as the third teacher because there are two co-teachers for each group of children. Students thrive in an environment that is welcoming and supportive of exploration, creation, collaboration and discovery by competent and resourceful human beings. Knowing that the health of the developing brain is profoundly influenced by interactions with environments, we believe that it is an issue of human rights to provide nurturing, sensory rich, relational environments for children, outdoors and in, in which they are free to play and explore.
3. **The Role of Documentation:** In an environment designed for children’s learning, adults must also position themselves to learn from the children. Developing a habit of capturing evidence of learning and a process for reflecting on what has been captured, supports a reciprocity of understanding and solidarity between adults and children. As adults, based on what you’ve observed, what do you notice and what do you wonder about the children and the learning process?
4. **The Hundred Languages:** With materials in hand, children can express and discover ideas that would otherwise remain invisible to themselves and to the world. The products children create reflect back to them a tremendous insight about who they are. So with that in mind, what do we want to offer children an opportunity to see? The opportunities we provide to children are limited by the image we hold about their competencies. Through their work, children receive messages about their own potential, their own value. Documentation encourages and reminds us to stretch our image of children as a protagonist of their own learning, which in turn allows adults to create environments rich in exploration and expression.
5. **Children as Citizens:** What are the implications for our approaches with children when we think of them as citizens with rights rather than children with needs? What if a school was the place where we demonstrate, in particular, how these citizens have a right to a voice, a right to belong, and a right to play? How would our future communities benefit from the support of these rights now? How might the contributions of children benefit our current communities? In children’s fresh viewpoints, their capacity for metaphor, and their willingness to imagine, there is great inspiration for us all. Schools can take leadership in our communities as places where these perspectives flourish and their present resource is put to use.
6. **Parents as Partners:** Parents are children’s first, most important teachers. How can we model our strong value in the competencies of children so that parents have confidence to see their children as the capable young citizens they are? How can we invite parents to identify and focus on the gifts their children bring to the world? How can we support parents to be advocates for the rights of their children to rich opportunities for meaningful, playful learning? How can we remain open and responsive to the distinctive wisdoms parents bring to our communities?
7. **Children and Adults as Researchers and Co-Creators:** A healthy relationship between childhood and adulthood is vital for our communities. Adults who are willing to see children as competent seekers of relationship and meaning and who are, in turn, seeking meaning and relationship with the perspective of children, support childhood to become an adulthood that can do the same for the next generation.

Why Teachers College Reading and Writing Project (TCRWP) and Workshop?

The work of TCRWP lifts the level of work of students as readers and writers as well as teachers and leaders as professionals. Like TCRWP, *“Our work aims to prepare kids for any reading and writing task they will face or set themselves, to turn them into lifelong, confident readers and writers who display agency and independence in their future endeavors. That is, our aims reach*

beyond state testing and fulfillment of tasks for schools. We aim to strengthen a generation of readers and writers.”

“The Reading and Writing Project’s work reflects some core beliefs and values. One of the most important of these is that raising the level of literacy for children is an act of social justice... teachers’ involvement with the Reading and Writing Project is working if your students become powerful readers and writers who read and write for real reasons - to advocate for themselves and others, to deepen their own and others’ knowledge, to illuminate the lives they live and the world they are a part of.”

<http://readingandwritingproject.org/about/research-base>

Language regarding democracy and education adapted from and used with permission from the Mission Hill School, <http://www.missionhillschool.org/>.

Reggio Emilia philosophy as outlined by the Portland Children’s Museum, <http://www.portlandcm.org/about-us/our-philosophy>).

Based on these core understandings, we believe and base our work for the coming year on the following:

- 1. If we invest in our people through high quality, strategic professional development, then we will deepen the implementation of teaching and learning practices in our classrooms, thereby shifting programs, policies and pedagogy to reflect the needs of our students, address the whole child and create the conditions in which children can thrive. Quality professional learning keeps us inspired to push our own boundaries and test our own assumptions of what’s possible.**

ACTIONS:

- Continued allocation of time (teacher hours) and funds to support adult learning.
- VTS - Visual Thinking Strategies (*VTS provides for open-ended yet highly structured discussions of visual art, and significantly increases students’ critical thinking, language, and literacy skills along the way.*)
- Teachers College Reading and Writing Project (TCRWP) - Institutes, collaboration time, and release time for peer observation
- Number Talks workshop(s)
- REACH partnership, using Lesson Study to develop authentic collaboration and hone skills for teaching mathematics
- Book studies

2. If we deepen the implementation of quality teaching and learning practices in ways that allow, even expect, students to think deeply, independently, and creatively, developing foundational skills and demonstrating understanding of those skills in authentic, creative ways, then we will see improved student engagement, confidence and competence.

ACTIONS:

- TCRWP materials, Units of Study (UOS) and workshop pedagogy used for writing in every classroom.
- Support increased implementation of UOS for Reading and Balanced Literacy.
- Align math curriculum across grades to develop sound foundational understanding, consistency of methods, and improved first instruction.
- Provide excellence and differentiation in first instruction (Tier 1) and early intervention if needed.
- Shift from a focus on delivering curriculum to pedagogy and effective methods for teaching that raises rigor.
- VTS
- Create alignment between curriculum, instruction and assessment
- Support and enhance Science and Arts programs

3. If we develop a school environment and culture based upon Habits of Mind, positivity, trust, inclusion and communication, we will see increased engagement, ownership and collaboration within our school community.

ACTIONS:

- Book studies
- School handbook
- Caring School Community
- Foster understanding and appreciation of our differences - SpEd, race, culture
- Classroom, Yard and School facility improvements so that the environment serve as a “second teacher”, contributing to the growth and development of our children.
- Intentional use of technology and strategic planning for it’s use, including lessons re: digital citizenship.

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 and concern	Data shows generally high achievement in the aggregate, with most students at or above grade level, however there are persistent gaps, which are not narrowing as much as needed over the course of students' time at Madera
	STAR Reading	Area of strength and concern	Data shows generally high achievement in the aggregate, with most students at or above grade level, however there are persistent gaps, which are not narrowing as much as needed over the course of students' time at Madera
	Benchmarks:	N/A	
	Benchmarks:	N/A	
	SBAC:	N/A	
	LTEL Data:	N/A	
	ELPAC	N/A	
	Other: SBAC Literacy	Area of strength and concern	As with STAR, results show strong aggregate results, but persistent gaps between high achievers and low achievers
	Other: SBAC Mathematics	Area of strength and concern	As with STAR, results show strong aggregate results, but persistent gaps between high achievers and low achievers
Student Support Data			
Choose 2	Attendance	N/A	
	Suspension	N/A	
	Parent/Community Survey	N/A	
	Healthy Kids Survey	N/A	
	Other: Parental Involvement	Area of strength	Parental involvement is a strength at Madera, but we need to involve more voices, particularly for our marginalized populations
	Other: Discipline	Area of concern	While Madera has few severe disciplinary problems, the vast majority of administrative and classroom consequences are assigned to boys.

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	1. STAR Reading Data. 2. Elementary Attitude Reading Survey (McKenna & Kear, 1990). 3. On-demand writing assessments.	By June of 2019, Students will (a) exhibit growth in literacy by developing a love of reading and writing and by advancing their foundational reading and writing skills at a pace that will result in at least grade-level proficiency by Elementary School graduation, and (b) demonstrate growth (amount TBD) on the Elementary Attitude Reading Survey (McKenna & Kear, 1990).	All	1. STAR Reading Data. 2. Elementary Attitude Reading Survey (McKenna & Kear, 1990). 3. On-demand writing assessments.		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	Develop/build out classroom libraries					
2	All teachers will participate in high-quality PD focused on practices that develop and support students' love of reading and writing					2500
3	Teachers will collaborate at least twice annually around norming for writing - becoming better aligned and more fluent in assessing student writing.					750
4	Teachers will collaboratively develop a structure for collection of qualitative evidence to document students' love of reading and writing.					750
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					2261
7	Materials and supplies for PD					1500
TOTAL					0	9761

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	(1) SBAC proficiency; (2) SBAC growth	Students will exhibit growth in mathematics by demonstrating an ability to use mathematical practices in novel, yet context-appropriate situations and by advancing their foundational mathematical skills at a pace that will result in at least grade-level proficiency by the end of 6th grade.	All	SBAC proficiency, SBAC growth, IAB data, SVM1 performance tasks		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	Teachers will engage in high-quality PD in mathematics instruction that focuses on math practices and developing students' higher-order thinking skills and is implemented through a balance of reflective practice and lesson study					1000
2	Teachers will collaborate at least four times annually around establishing standards for mathematics instruction and developing vertically-aligned curriculum (ex. Number Talks, Engage NY)					2500
3	A subset of teachers representing each grade span (K-2, 3-4, 5-6) with representation for all special programs (special ed, LEP, etc) will develop and/or choose an aligned product to represent a building-specific K-6 math assessment tool using SVM1 resources.					
4	Materials and supplies for PD					1500
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	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1500
TOTAL					0	9500

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)	1. STAR Reading Data. 2. Elementary Attitude Reading Survey (McKenna & Kear, 1990). 3. On-demand writing assessments. 4. SBAC Summative Assessments for ELA and Mathematics	By June of 2019, Students will (a) exhibit growth in literacy by developing a love of reading and writing and by advancing their foundational reading and writing skills at a pace that will result in at least grade-level proficiency and eliminate all ELD-aggregate gaps by Elementary School graduation, and (b) demonstrate growth (amount TBD) on the Elementary Attitude Reading Survey (McKenna & Kear, 1990).	ELD Students	Star Reading, Elementary Attitude Reading Survey, ODWA, SBAC (where applicable)	1	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	Build collections of non-English books in each classroom and in the school library representing languages and about cultures represented at Madera					
2	Build classroom collections of leveled books that are appropriate for all students, regardless of reading level, IEP status or ELD status.					
3	All faculty will participate in high-quality PD focused on practices that develop and support students' love of reading and writing, and in particular address the language and vocabulary needs of English Learners, especially those at the low levels of English Proficiency.					
4	Materials and supplies for PD					1500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
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 focusing on data analysis, program planning, academic conferencing, and coaching support.					1500
TOTAL					0	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	1. STAR Reading Data. 2. Elementary Attitude Reading Survey (McKenna & Kear, 1990). 3. On-demand writing assessments. 4. SBAC Summative Assessments for ELA and Mathematics	By June of 2019, Students will (a) exhibit growth in literacy by developing a love of reading and writing and by advancing their foundational reading and writing skills at a pace that will result in at least grade-level proficiency and eliminate all ELD-aggregate gaps by Elementary School graduation, and (b) demonstrate growth (amount TBD) on the Elementary Attitude Reading Survey (McKenna & Kear, 1990).	AA Students	Star Reading, Elementary Attitude Reading Survey, ODWA, SBAC (where applicable)	1	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	Utilize district, school and classroom assessments to develop "early warning" alerts for all students who show signs of falling behind					
2	Increase parental involvement (percentage of parents who engage with the school), by hosting a series of family literacy and/or math nights with various themes, and in which students take the lead.					
3	All teachers will participate in high-quality PD focused on practices that develop and support students' love of reading and writing as well as differentiated instruction to develop competence and confidence.					1500
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000
TOTAL					0	4500

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	STAR Gap Analysis, SBAC Gap Analysis, Current Program Analysis	Madera staff will develop a rigorous academic MTSS program that adheres to the 80-15-5 rule.	All students	STAR Gap Analysis, Service Logs, Production of Program Documentation	1 and 2	Grow 10 points closer to SBAC ELA Level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Subset of Madera staff, including special education teachers, will convene to determine the feasibility and constraints of developing MTSS system, including recommendations for structure and staff training.					
2	MTSS team will develop MTSS guidelines and documentation, including assessment guidelines.					
3	Staff will participate in high-quality PD in differentiated instruction.					1200
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.					500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					500
TOTAL					0	2700

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	Discipline, achievement and attendance data (gap analysis), program documentation	Madera staff will align classroom procedures to reflect the needs of the whole child and to integrate SEL programming into current curriculum.	All students, with a focus on boys and impacted populations	Discipline, achievement and achievement data (gap analysis), program documentation	4	CA Healthy Kids Survey
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	A subset of Madera staff will convene to create a progression of SEL-based, K-6 content and skills that is vertically-aligned					
2	Yard-duty staff will be trained in SEL curriculum and in implementation of best practices.					
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training, including but not limited to Caring School Curriculum and lessons regarding inclusion.					1000
7	Provide collaboration time focusing on data analysis and program planning.					
TOTAL					0	3000

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	Parent leadership rolls.	Recognizing the difference between parental attendance and parental involvement, improve the volume, diversity and representation of parents who are "involved," particularly with our more marginalized populations.	All students, particularly those traditionally underserved.		3	CA Healthy Kids Survey
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Increase parental involvement (percentage of parents who engage with the school), by hosting a series of family literacy and/or math nights with various themes, and in which students take the lead.					
2	Create a Madera Org Chart to identify rolls and responsibilities, opportunities for parents to authentically participate in the school.					
3	Develop a tool for monitoring parent participation.					
4	Enhance communication and recruitment through various communication strategies.					
5						
6						
7	Arrange child care for parent events and meetings.					
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	34961	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	34961
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.