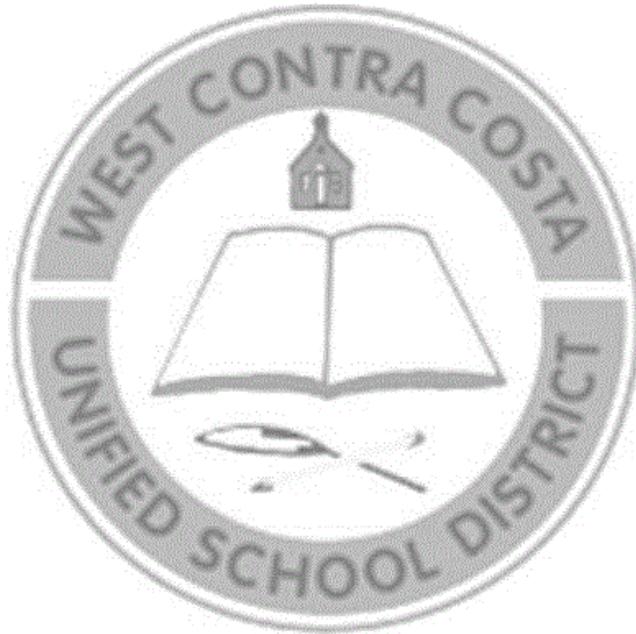


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

MIRA VISTA K-8



Board Approval Date:	December 5, 2018
Contact Person:	Gabriel Chilcott
Principal:	Gabriel Chilcott
Address:	6397 Hazel Avenue
City:	Richmond, CA 94805
Telephone Number:	231-1416
E-mail address:	gchilcott@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:

Instructional Leadership Team

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: 5/23/2018
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:

Gabriel Chilcott

Typed name of school principal

Signature of school principal

Date

Rhonesha Evans

Typed name of SSC Chair

Signature of SSC Chair

5/23/2018

Date

Elementary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Rhonesha Spry			9/2019	X
Parent #2	Maribel Lopez			9/2020	
Parent #3	Alex Ward			9/2020	
Parent #4	Shalice Otis			9/2019	
Parent #5	Erika Garcia			9/2020	
School/Other Members					
Teacher #1	Steven Lucas			9/2019	
Teacher #2	Caralee Spafford			9/2020	
Teacher #3	Ulrike Bauer			9/2019	
Other	Linda Zittel			9/2020	
Principal	Gabriel Chilcott				

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:
		Every meeting the SSC reviews pertinent data on attendance and achievement to create and monitor the SPSA.		
Step 2	Gather input from	Process:	or	Process:
				The principal gathers input from multiple stakeholders and presents the outcomes to the SSC for review.
Step 3	SPSA strategies development	Process:	or	Process:
				This task is delegated to the ILT to develop and implement specific strategies.
Step 4	Budget development	Process:	or	Process:
		The SSC is involved with every step of the budget development process.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		The SSC reviews the monitoring forms and makes decisions about next steps and how the budget may be improved in the future.		

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

MiraVista Theory of Action

Mira Vista Theory of Action

If we look at authentic data and collaborate around how it informs our work and how we should improve and communicate this to all members of our community Then every member of our community will be able to articulate our past growth and specific goals for further improvement. Furthermore, this understanding will lead to increased meaning, more efficient work, and increased achievement if students staff and community feel safe (intellectually, physically, psychologically) and valued (for their authentic strengths, as learners, for their differences, for their struggles, for their curiosity)

If we pause and consider how all of our decisions affect our historically underserved populations before implementation then they will come to school every day ready to explore, learn, and support each other. Then we will ensure that our plans moving forward are all mindful of closing all achievement gaps.

If all members of our community feel valued and welcome on campus and we invite them in with specific asks for help Then the community will be on campus more, feel comfortable volunteering, and who we see on campus will mirror our overall population.

If we think about every educational choice we make through the lens of whether we should blend in technology and how that should look if we do so Then all community members will be comfortable failing and improving in the use of technology and improve grade over grade until they leave our schools ready to take their place in the 21st century workplace.

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	The data shows that we make at least 1 grade level growth on average, but that there are too many students still below grade level. If we are going to shrink the achievement gap, we need to see 1.5 GE growth (or equivalent in Early Literacy) for those students who come in below the mean.
	STAR Reading	Area of concern	The data shows that we make at least 1 grade level growth on average, but that there are too many students still below grade level. If we are going to shrink the achievement gap, we need to see 1.5 GE growth (or equivalent in Early Literacy) for these students who come in below the mean.
	Benchmarks: IAB and Internal Math	Area of concern	The single stand work we did in 2017-18 was useful, but limited. We saw growth and most grades hit their goals, but we think we will be better served with taking a summative assessment (hopefully figure out how to use IAB)3x throughout the year to track movment. Overall, our internal metrics didn't give us a great read on expected results on the SBA, which is our underlying structure.
	Benchmarks: Writing	Area of concern	Writing remains an area of concern, but we feel we are on the right track. The assessment results showed solid improvement with the exceptions being students that were suggested by other means of assessment. As a whole, we saw much more writing and believe that continued work with Teachers College Reading Writing Project will yield positive dividends.
	SBA:	Area of concern	Our scores are continuing the 5 year trend upward, but this is still an area of concern due to the number of students who are proficient or above and the significant gap for our historically underserved communities, especially African American achievement.
	LTEL Data:	Area of concern	We continue to have too many students remaining in ELD past five years.
	ELPAC	Area of concern	ELPAC s reflective of our ELA assessments, but we beleive the focus on both reading through STAR and AR and writing through TCRWP will show significant improvement.
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	Our attendance slipped in 2017-18 for the first time in 5 years.
	Suspension	Area of concern	There is significant disproportinality in our discipline data for African American and Special Education Youth.
	Parent/Community Survey	Area of strength	Our community trend is positive, with most of our parents seeing the school as safe and welcoming.
	Healthy Kids Survey	Area of concern	The students at Mira Vista have high rates of happiness and feel that they are supported on campus.
	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	On average our internal TCRWP assessments showed solid improvement from 10% proficient or above to over 50%. 2018 SBA results (latest available) shows that schoolwide we have 44% of our students proficient or above.	We will see a 5% increase over the previous years SBA scores, or by June each band will show 5% movement to the band above. Our internal TCRWP assessments will be calibrated by Septemeber and show at least 60% of our students proficient by our April assessment with the requisite gains reflected in our trimester data.	Our expectation is that our historically underserved populations (African American & Latino) will show 50% improvement above that of our population as a whole.	TCRWP rubrics grades K-5, and DBQ's 6-8. District benchmarks.	1 Improve student achievement for all students.	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	67% upper Division Tutor to assist in K/1st grade classes to support targeted students, and 27% Upper Division Tutor attached to the Learning Center						12675
2	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.						2228
3	Teacher Hours for Tutoring/PD						2535
4	Study Trip						2000
5							
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.						4500
7	Online Licenses						2193
TOTAL					0		26131

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	32% of students scored proficient or above as measured by the 2017 SBA.	The 2018 SBAC results will show a 5% increase over the previous year. Each benchmark will indicate this growth by the same increment of improvement.	Our expectation is that our historically underserved populations (African American & Latino) will show 50% improvement above that of our population as a whole.	We will develop a summative assessment that will be given and reflected upon three times per year for grades K-2 and we hpe to utilize the IAB results in the same manner for grades 3-8.	1.1 improve student achievement for all students.	Grow 10 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	67% upper Division Tutor to assist in K/1st grade classes to support targeted students, and 27% Upper Division Tutor attached to the Learning Center						12174
2	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.						2228
3	Teacher Hours for Tutoring/PD						2536
4	Study Trips						2000
5							
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.						4486
7	Online Licenses						2193
TOTAL					0		25617

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)	Mira Vista RFEF'd 11% of ELD studnets in 2017-18	There will be a 1.2 GE improvement by June for ELs school wide as measured by monthly STAR assessments. By June 15% of ELD students will RFEF.	English Language Learners	STAR Reading, ELD Placement tests	4.1 Allocate Services to ELL students	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	67% upper Division Tutor to assist in K/1st grade classes to support targeted students, and 27% Upper Division Tutor attached to the Learning Center					11175
2	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					2727
3	Teacher Hours for Tutoring/PD					2536
4						
5						
6						
7						
TOTAL					0	16438

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	27% of AA students scored at or above proficiency in ELA and 15% in Math as measured by the 2016-17 SBA.	African American students will have 2.5% more students at or above proficient as measured on the 2018 SBA above the school goal of a 5% gain for a total of a 7.5% increase.	African American	Benchmarks, Smarter Balance, Interim Balanced Assessment, internal writing prompts, teacher collaboration	3. Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	67% upper Division Tutor to assist in K/1st grade classes to support targeted students, and 27% Upper Division Tutor attached to the Learning Center					11175
2	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					2228
3	Teacher Hours for Tutoring/PD					2535
4						
5						
6						
7						
TOTAL					0	15938

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	12% of Students with a Disability scored in the Standard Exceeded or Met in the ELA Smarter Balanced Assessment in the 17-18 school year	The total number of Students with a Disability who are scoring in the Standard Exceeded or Met range of the ELA Smarter Balance Assessment will increase 2.5% in the 18-19 school year.	Students with a Disability	-Progress monitoring: benchmark assessments -ELA Smarter Balance Assessment scores from 18-19 school year	1.1 improve student achievement for all students.	
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.			Ongoing		500
2	Provide professional development opportunities: on and off site including conferences, peer observation and teacher extra hours for training.			Ongoing		500
3						
4						
5						
6						
7						
TOTAL					0	1000

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	74% of student respondents gave the top two scores for feeling like they belonged at Mira Vista. 70% chose a 3 or 4/4 when asked if they felt that the adults at MV all cared about them.	80% of students will respond with a 3 or 4 when asked about belonging, being supported, and feeling safe at MV as measured by our internal survey.	All, with a particular focus on our African American and Latino students.	Internal Survey and California Healthy Kids Survey.	4. 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 comparison.
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	DIGS Contract for Garden					10000
2	Girls Inc					2000
3						
4						
5						
6						
7						
TOTAL					0	12000

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	Over 50% of Mira Vista parents attended Parent University or other outside of school activities in 2017-18	We will hit the 50% mark again and use that momentum to double attendance in AASAT and PTA meetings beginning in October and throughout the year.	All, with a particular focus on our African American and Latino students.	Sign in Sheets	Goal 3 Increase parent and community engagement, involvement, and satisfaction.	500 parents will graduate from Parent University and African American Site Advisory Team (AASAT).
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	No costs associated with this goal.					
2						
3						
4						
5						
6						
7						
TOTAL					0	0

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	Our Attendance fell a bit in 2017-18, putting us above 94.5, but well below our 95% goal.	We will have 95% attendance each month of the school year.	All, with focus on Latino and African American.	Powerschool attendance data	4. Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate.
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						
3						
4						
5						
6						
7						
TOTAL					0	500

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	97623	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	97623
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.