

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

SHELDON ELEMENTARY



Board Approval Date: December 5, 2018

Contact Person: _____

Principal: Melissa Sigars

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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:
Instructional Leadership Team (ILT), English Language Advisory Committee (ELAC), other staff and parent constituents.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: March 22, 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:

Melissa Sigars

Typed name of school principal

Signature of school principal

3/16/2018

Date

Bernadette Solorzano

Typed name of SSC Chair

Signature of SSC Chair

3/16/2018

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	Tara Medlock		6/18	Parent
Parent #2	Sheila Jackson		6/18	Parent
Parent #3	Da'Shon Pointer		6/18	Parent
Parent #4	Barbara Sherich		6/18	Parent
Parent #5				
School/Other Members				
Teacher #1	Katherine Wolfman		6/18	Teacher
Teacher #2	Melissa Sigars		N/A	Principal
Teacher #3	Bernadette Solorzano		6/18	Secretary
Other	Leatha Ferreira			Teacher
Principal				

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:
				Whole staff review at the beginning of the year and report given to SSC
Step 2	Gather input from	Process:	or	Process:
				Each school based committee (ILT, ELAC, Staff, etc.) reviews the appropriate data and makes recommendations to report to the SSC
Step 3	SPSA strategies development	Process:	or	Process:
				Principal, ILT and the staff develop the appropriate strategies
Step 4	Budget development	Process:	or	Process:
		SSC determines budget with input from the staff and ELAC.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				ILT monitors the SPSA each time it meets and develops strategies to meet our goals. The principal then reports the findings to the 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

Sheldon Theory of Action

Theory of Action

Achieving Students:

If we develop: dynamic teachers and if we give students authentic experiences, then we will see achieving students

Engaged Communities:

If we maintain: safe environments and build a positive school climate and support students socially and emotionally, then we will see engaged communities.

Invested Employees:

If we provide quality working conditions and build professional capacity, then we will see invested employees.

S.M.A.R.T Goal- *English Language Arts:*

80% of students at Sheldon will be at or above their grade level in reading as measured by spring 2019 STAR and Early Literacy assessment.

Actionable items:

- Charlotte Knox Writing & ELA Consultation and Collaboration
- STAR Assessments (2/Trimester)
- Online Programs (Lexia Learning, Newsela, Reading A-Z)
- Grad Tutor and Learning Center
- Academic Conferencing
- Professional Development (onsite and conferences)
- Materials and supplies
- Field Trip funding

S.M.A.R.T. Goal- *Math:*

There will be a 10% growth toward proficiency on each Math SBAC Interim assessments for 3rd-6th graders each trimester during the 18/19 school year.

- Online Programs (Dreambox)
- After school tutoring
- Performance Tasks (at least 1/Trimester) C.O.I.
- Academic Conferencing
- Professional Development (onsite and conferences)
- Materials and supplies
- Field trip funding
- Math Night

S.M.A.R.T. Goal- *English Language Development:*

~~*80% of Sheldon EL students will reclassify by 6th grade as measured by Reclassification standards.*~~

- Charlotte Knox Writing and ELA Consultation and Collaboration
- Academic Conferencing
- ELD Blocking
- Professional Development (onsite and conferences)
- Materials and supplies

S.M.A.R.T. Goal- *African American Achievement:*

~~*80% of 6th Grade African American Students will be proficient on the Spring Math SBAC Interim.*~~

- Online Programs (Dreambox,)
- After school tutoring
- Academic Conferencing
- Professional Development (onsite and conferences)
- Materials and supplies
- Field trip funding
- Mafanikio

S.M.A.R.T. Goal- Social/Emotional Support for Students:

All teachers will facilitate at least one Sanford Harmony lesson per month in their class.

- Sanford Harmony Program
- C.O.S.T.
- S.C.O.W
- Mindfulness
- Professional Development (onsite and conferences)
- Materials and supplies

S.M.A.R.T. Goal- Parent Engagement:

80% of Sheldon parents will have access to Class Dojo through their classroom teacher.

- PTA led events (Science night, movie nights, Shark Fest, etc.)
- Math Night
- Use of Class Dojo
- AAPAC
- ELAC
- SSC

Data Analysis

Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction	
Academic Data			
Choose 3	STAR Early Literacy	Area of concern	
	STAR Reading	Area of concern	On the 17-18 Winter STAR Reading Benchmark assessment, the 25 English Learner students who were tested scored an average of 14.0% correct. This is a -33.7 achievement gap.
	Benchmarks:	Area of concern	On the 17-18 Winter STAR Reading Benchmark assessment, out of 109 students, 38.5% of them either meet or exceed standards.
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other: STAR Reading	Area of strength	On the 17-18 Winter STAR Reading Benchmark assessment, the 25 English Learner students who were tested scored an average of 14.0% correct. This is a +2.1 achievement gap.
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	For the 2017-18 school year, we averaged 95% attendance rate.
	Suspension	Area of concern	For the 2017-18 school year, we had 54 days of suspension for 16 different students.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	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	52% of 3rd grade students were at or above their grade level in reading as measured by STAR Assessment in Spring of 2018.	80% of students at Sheldon will be at or above their grade level in reading as measured by Spring 2019 STAR and ____ assessment.	3rd Grade Students	STAR Assessment	Goal 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	Substitute for conferencing/PD/peer observations. Approximately 36 days. Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			June 2019		750
2	Food for in-house professional development			On-going		500
3	Provide professional development opportunities: on and off site including conferences			On-going		2000
4	Provide professional development opportunities: on and off site including consulting			On-going		2000
5	Purchase materials and supplies for students: instructional materials, technology, student incentives, and books.			On-going		4677
6	Pay for study trips for students			On-going		2500
7	Purchase materials and supplies for students: online licenses			September 2018		6000
TOTAL					0	18427

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	26.93% of 3rd-6th grade students met or exceeded standards on the Math 2017 SBAC assessment.	There will be a 10% growth toward proficiency on each Math SBAC Interim assessments for 3rd-6th graders each trimester during the 18/19 school year.	3rd-6th Graders	SBAC Interims	Goal 1	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	Substitute for conferencing/PD/peer observations. Approximately 36 days			June 2019		1750
2	Extra Teacher hours for tutoring			March 2019		3000
3	Food for in-house professional development.			On-going		500
4	Pay for study trips for students			On-going		2500
5	Provide professional development opportunities: on and off site including conferences			On-going		1750
6	Purchase materials and supplies for students: online licenses			On-going		8500
7	Purchase materials and supplies for students: instructional materials, technology, student incentives, and books.			On-going		3501
TOTAL					0	21501

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)	For the 17-18 school year, 13% of ELs reclassified.	23% of Sheldon EL students will reclassify by 6th grade as measured by Reclassification standards.	6th Grade ELD Students.	ELPAC	Goal 1	English Learner reclassification rate will increase to 13%
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.			On-going		1250
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		400
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		500
4	Send teachers/admin to conferences			On-going		2000
5						
6						
7						
TOTAL					0	4150

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	For the 2017-18 school year, 22% of 6th grade African American students met or exceeded standards on the Math SBAC.	32% of 6th Grade African American Students will be proficient on the Spring Math SBAC Interim.	6th Grade African American Students	SBAC/CAASPP	Goal 1	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	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		500
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		500
4						
5						
6						
7						
TOTAL					0	2000

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	For the 2017-18 school year, 85% of our special education students are mainstreamed in the general education classrooms.	For the 2018-19 school year, Sheldon will maintain that 85% of our special education students are mainstreamed in the general education classrooms.	TK-6th Grade	N/A	Goal 1	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase furniture					500
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
3	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					100
5						
6						
7						
TOTAL					0	2100

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	For the 2017-18 school year, we had 54 days of suspension for 16 different students.	For the 18-19 school year, Sheldon will decrease our suspensions by 10%.	TK-6th	Student suspensions.	Goal 4	Suspension rates will decrease by 2%.
Insert your Discipline Matrix Link here [_____]						
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.			On-going		1000
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		500
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		500
4	Send teachers/Admin to conferences			On-going		2000
5	Pay for contracts for students			On-going		15000
6						
7						
TOTAL					0	19000

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	For the 17-18 school year, 50% of Sheldon parents had access to Class Dojo through their classroom teacher.	80% of Sheldon parents will have access to Class Dojo through their classroom teacher.	TK-6th	California School Parent Survey	Goal 3	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Combine our SSC, ELAC, and AAPAC committees to have the meetings on the same night.			On-going		
2	Principal Evening parent gatherings			Ongoing		250
3	Each Teacher has access to Class Dojo at not cost.			On-going		
4						
5						
6						
7						
TOTAL					0	250

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		Sheldon will maintain a 95% attendance rate .	TK-6th			
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					1750
2						
3						
4						
5						
6						
7						
TOTAL					0	1750

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	69178	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	69178
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.