

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

STEWART ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Peter Aloo
Principal:	Peter Aloo
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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, School Climate Team, Technology Committee, PTA and ASB

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 12, 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:

Peter Aloo

Typed name of school principal

Signature of school principal

Date

Valarie Collura

Typed name of SSC Chair

Signature of SSC Chair

Date

Elementary School Site Council Membership Roster

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

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Mariam Alam			2018-2019	
Parent #2	Rene Lunsford			2019-2020	
Parent #3	Sheryl Lane			2019-2020	
Parent #4	Shila Ramrakha			2018-2019	
Parent #5	Jenny Robins			2019-2020	
School/Other Members					
Teacher #1	Valarie Collura			2018-2019	Chair
Teacher #2	Tina Rodgers			2018-2019	Secretary
Teacher #3	Janice Muller			2019-2020	
Other	Veronica Gomez			2109-2010	
Principal	Peter Aloo			Permanent	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:

Task		Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
				Instruction Leadership Team (ILT)
Step 2	Gather input from	Process:	or	Process:
				Instruction Leadership Team (ILT)- Collect Data Share with grade level teams teachers analyze data and report back to ILT. ILT share the data with SSC.
Step 3	SPSA strategies development	Process:	or	Process
				Instructional Leadership Team and Staff
Step 4	Budget development	Process:	or	Process:
				Review data for 2017-2018 on Math, ELA, ELD,AA and Climate. Develop budget based on data analysis tachers and ILT. Math prioty and Project Based Learning as the engine to improve our math score.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				Instructional Leadership Team (ILT)

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

Stewart Theory of Action

Stewart K-8 School



**Home of the Seals
2018-2019**

The **THEORY OF ACTION** for Stewart School **guides our continuing efforts** to enhance all aspect of our educational programs, Kindergarten through 8th grade, with the final expectation that ALL students will realize increased levels of educational success in academic, social, emotional and behavioral domains.

Climate and Culture

If we develop a culture, where everyone in the school and greater community acts upon the belief that all students are capable of learning at high levels, **then** all students will have greater opportunities and the necessary supports to be successful.

Parent & Community Partnerships

If we increase meaningful engagement in every school activities and programs, **then** our students will benefit from greater support before, during and after school.

Learning & Teaching

If we ensure that, every lesson is planned using standards---based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, **then** we will accelerate learning and close the identified achievement gaps.

If we implement high quality **Project Based Learning (PBL)** on a recursive basis and engage in ongoing analysis of the learning and teaching process, **then** we will make responsive adjustments to instructional planning and delivery.

If we implement a reflection, process that is directly connected to a responsive professional development program based upon the learning needs of all students and staff, **then** the process of school improvement will be enhanced.

Continuous Improvement

If we engage in a deep and continuous process of data---driven decision---making with the best interests of our students in mind, **then** we will expand successful programs and support areas in need.

Resources

If we prioritize our needs based upon student outcomes, **then** we will make informed decisions when allocating resources.

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	Use STAR reading assessment K-5 in the Fall 2018 for baseline assessment. Winter and Spring assessments to determine students progress.
	STAR Reading	Area of concern	Use STAR reading assessment to in the fall as baseline. Winter and Spring assessment to determine students progress.
	Benchmarks: ELA site developed writing assessment	Area of concern	Each grade level will develop writing prompt and rubric for baseline assessment. The interval between the writing to be determined by each collaborative teams or grade level teams.
	Benchmarks: Math assessments are at the end of chapter in My Math textbook. Site developed baseline assessment to be given within first 3 three weeks of school to establish grade level goals.	Area of concern	Grade level teacher collaboration time to norm and grade baseline assessment.
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	95% of English learners students are reclassified or waiting to be reclassified as indicated in unofficial report.
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Attendance has slightly improved for K-5 from 94.32% to 94.58%, while grades 6-8 from 94.01% to 95.82%. Work continues on incentive programs for students and meetings with families.
	Suspension	Area of concern	We are in year two of Restorative Practices Training for our teachers and students. In 2016-2017 school year we have started seeing some positive results in students behavior in conflict management. In 2017-2018 are developing systematic school wide Behavior Management Plan together with Restorative Practices. Suspension have gone down by 3% compared to 2017-2018.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	According to the results from CHKS, student engagement an issue in middle school (6-8 grades). We are trending in the positive directions based some steps we have to address this issue.
	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	Over 20% of students in K-7 assessed on STAR reading assessment were not proficient.	3. 41% of K-7 students move from needing intensive intervention in reading to proficient as measured by the STAR reading assessment, administered on Spring, 2018	K-8	STAR reading and WCCUSD writing Benchmark	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA, STAR proficiency
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.			August 10, 2018		6000
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training			Ongoing		2500
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
4						
5						
6						
7						
TOTAL					0	9500

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	Benchmark and performance assessment from the Spring 2018 administration, indicated that 40% of all Grade 6-7 and 10% of the graders students were unable to solve equations and inequalities in one.	By May of 2019, 53% of students in grades 7 and 8 will score on the Mathematics Diagnostic Test and District Benchmark, math performance task assessment through the use of explicit instruction.	All students	WCCUSD Math Benchmark for Fall 2018, Spring 2019 assessments and teacher formative and summative assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	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	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books			August, 2018		3000
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training			Ongoing		2000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		2000
4	Provide after school math tutoring for 94 hours (Three time per week)			September, 2018-May, 2019		8000
5	Parent Math Night teacher Stipend for 2 hours per teacher			January, 2019		
6						
7						
TOTAL					0	15000

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)	40% of English Learners (ELs) move from Intermediate to advance and 8% of Early Intermediate will move to Early advance or more CELDT level (s) between Fall of 2017 and Fall of 2018	95% of our ELL students will improve in English proficiency, as measured by the ELPAC administered October 2017 and May 2018. In Addition we will use STAR Reading and part of measurement.	English Learners	ELPAC and STAR reading	ELPAC, STAR reading and teacher made formative assessments and summative assessments. (Multiple Measures)	English Language Learner (ELL) Assessment & Reclassification - Continue to support and improve services for English Language Learner)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Grad-Tutor at 40% to support EL students in pushing model and after school tutoring under the supervision of certificated staff and support all students at learning center classroom.			August, 2018 to May, 2019		23792
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		2500
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		725
4	ELD parents engagement			September 2018		
5						
6						
7						
TOTAL					0	27017

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	Instructional practices do not regularly incorporate techniques and strategies that are culturally responsive and consider diverse learning styles.	By May 2019, 90% of the teachers will have integrated curriculum that teaches the contributions of diverse cultures especially that of African Americans on a regular basis as measured by teachers sharing best practices at faculty meetings	African Americans	African American students will be connected to curriculum and sharing their culture and contribution to the society. African American engagement in the classroom activities.	Increase parental engagement, involvement and satisfaction	Parent and teacher survey, purchase of cultural relevant materials for classroom. Number of students participating in Mafanikio After-School Enrichment Program. Students progress in ELA and Math. Number of students participating in African American Honors Gala event, and Mafanikio.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	African American parent engagement			September 2018-May, 2019		
2	Purchase books, materials that are cultural relevant.			August 2018-May, 2019		705
3	African American parent information night			October 2018		200
4	Mafanikio After-School Academic Enrichment Program			September, 2018		
5						
6						
7						
TOTAL					0	905

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 reading assessment data from Winter 2108 as baseline . 41% students K-7 needs intensive intervention.	41% of K-7 students move from needing intensive intervention in reading to proficient as measured by the STAR reading assessment, administered on Spring, 2018	K-8	STAR reading and WCCUSD writing Benchmark	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency
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, contracts, 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	15% percent of students referred to the office needed social emotional based on 2017-2018	15% of students referred to the office will be reduced by 12% as measured by reduction on emotional referral to the office and suspension data	All students	Office referral data.	Improve outcomes for all students	Reduce suspension and office referral for social emotional data.
Insert your Discipline Matrix here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Arrange contract for students: Mindful Life and Toolbox			August 2018- May 2019		2000
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018- May 2019		4000
3	Restorative Practices			August, 2018-May, 2019		
4	No Place for Hate (NP4H)			August, 2018-May, 2019		2000
5	Conduct study trips for students			August, 2018-May, 2019		2000
6	Materials and supplies for students including incentives			August, 2018-May, 2019		2000
7	Purchase materials and supplies for PD			August, 2018-May, 2019		500
TOTAL					0	12500

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	Only 15% of our parents are involved and engaged in our school activities based on parents volunteer log book sign-in.	By May of 2019, 40% of parents will be engage involve volunteering in the classrooms. The information will be collected through parental sign in sheets and request for volunteer badges data	All Students/All Parents	Parental volunteer sign in sheet and district parent request for volunteer badge, attendance SCC and ELAC Meeting.	Increase parental engagement, involvement and satisfaction	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	Provide light refreshments for parent events and meetings.			ongoing		250
2	Provide extra hours for teachers for parent events			ongoing		2000
3						
4						
5						
6						
7						
TOTAL					0	2250

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					
2						
3						
4						
5						
6						
7						
TOTAL					0	0

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	68172	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	68172
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.