

**West Contra Costa Unified School District
Margaret Collins Elementary School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Denise Pinney**
Principal: **Denise Pinney**
Telephone Number: **(510) 231-1446**
Address: **1224 Pinole Valley Road
Pinole, CA 94564-1300**
E-mail address: **dpinney@wccusd.net**



**BOARD OF EDUCATION
2017 - 2018**

**BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
MADELINE KRONENBERG
TOM PANAS
MISTER PHILLIPS**

Superintendent Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address Matthew.duffy@wccusd.net		

Deputy Superintendent Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address nrashidchi@wccusd.net		

Contents Page

- School Site Council (SSC) Recommendations and Assurances
- SSC Roster
- Executive Summary
- Theory of Action
- Stakeholder Involvement
- System-wide Barriers
- Data Analysis
- Action Plan for Improving Student Achievement (Academic)

Required Student Achievement Plan

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Plan

Science
History/Social Studies
ILT Goals
Other 1
Other 2

- Overall Budget Summary
- Agreements

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.

English Learner Advisory Committee

Other (*list*)

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 Improvement 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: **Tuesday, April 25, 2017.**
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Denise Pnney

Typed name of school principal

Signature of school principal

Date

Julie Willis

Typed name of SSC chairperson

Signature of SSC chairperson

Date

West Contra Costa Unified School District
Margaret Collins Elementary School
2017 - 2018
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		Term ends on:	Identify Chair Person:
<i>Parent/Community Members</i>			
#1	Sumi Godfrey-Wong	6/08/2019	
#2	Dave Olsen	6/08/2019	
#3	Mark Anthony Garcia	6/08/2019	
#4	Madeline Richardson	6/08/2019	
#5	Carlos Ramirez	6/08/2019	
<i>School/Other Members</i>			
Tchr #1	Greg Takahashi		
Tchr #2	Marie Franke		
Tchr #3	Janet Belanoff		
Other	Delmi Figuero		
Principal	Denise Pinney		

Membership Composition:

Elementary (10 total)

- 1 Principal
- 3 classroom teachers
- 1 other school staff
- 5 parents/community members

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, 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.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

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 Margaret Collins Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

COLLINS ELEMENTARY SCHOOL THEORY OF ACTION

LEARNING AND TEACHING

IF we collaborate over common core lesson studies, use authentic assessments to drive those lessons and work with students in small groups,
THEN we will see increased student engagement, more rigorous instruction and increased student achievement for all students.

STUDENT CULTURE AND CLIMATE

IF we develop and implement school-wide expectations, procedures and protocols for student behaviors, including making personal connections with all students,
THEN we will see more consistent behaviors, more trust toward the teachers, increased student engagement, reduced referrals, and an improved overall school climate.

ADULT LEARNING AND COLLABORATION

IF we work together to be inclusive and inviting, while asking families for specific help,
THEN we will see more parent/family involvement and support.

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: After staff review, data is reviewed with SSC during monitoring meetings	or	Process: ILT, School Faculty (in grade levels) and Principal
Step 2	Gather input from (check all that apply) X ELAC X Others ILT	Process:	or	Process: School Faculty and Principal
Step 3	SPSA strategies development	Process: Review with SSC	or	Process: ILT, School Faculty and Principal
Step 4	Budget development	Process: SSC will review and offer input and approve	or	Process: ILT, Principal and School Faculty
Step 5	Finalize and submit SPSA for School Board Approval	Date: June 6, 2017		
Step 6	SPSA monitoring	Process: SSC to review monitoring round 1 and monitoring round 2 report	or	Process: ILT to review strategies and complete monitoring rounds 1 and 2 report for SSC review.

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
<input checked="" type="checkbox"/> Staffing: Declining enrollment means multi-aged classrooms for now and in future at upper grades	<input checked="" type="checkbox"/> quality teacher to implement multi-age strategies using Common Core outcomes and technology
<input checked="" type="checkbox"/> Facilities maintenance: Older infrastructure which requires upkeep and updating	<input checked="" type="checkbox"/> new white boards in all indoor classrooms, drapes to be removed, old ramp to be replaced, lift to be installed
Facility capacity (space for classrooms/programs):	*
<input checked="" type="checkbox"/> Safety: drapes need removing, outdoor speaker system to be installed, old ramp in cafeteria to be replaced, modern lift to be installed	<input checked="" type="checkbox"/> Maintenance and Operations are aware of the issues.
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Benchmarks: ELA	<input checked="" type="checkbox"/> Area of concern Area of strength	Needs aligning with curriculum and SBAC testing
	Benchmarks: Math	<input checked="" type="checkbox"/> Area of concern Area of strength	Need replacement mechanism for data collection -- teachers to decide on school wide MyMath assessment and IXL data. District to implement SBAC Math Interim Assessments two times a year plus spring assessments.
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance:	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Suspension	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Parent/Community Survey:	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Healthy Kids Survey:	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	Using STAR EOY data at each grade level, we want all grades to meet the median SGP of 65%; 15% more than average expectations. Students will be targeted with MTSS at various levels: 1-25 SGP=intervention; 25-50 SGP=additional small group instructional support.	By June of 2018 we will increase student growth percentile (SGP) at all grade levels to a median 65% (whole class average) as measured by the STAR EOY report.	Students with a 50 SGP or lower in differentiated groups.	STAR monthly monitoring and STAR trimester benchmarks	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 . Grow 10 pts. from 16-17, closer to level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Analyze student data to identify and group students for learning center and small group interventions		September, 2017	2361	LCFF	
2	Adapt and supplement curriculum and differentiate instruction for students to meet their level - Learning Center		September, 2017	1000	LCFF	
3	In Academic Conferences with grade level teams, we will collaborate around student data (using ELA Benchmark 1 if available and monthly STAR data) and facilitate student movement in groups as necessary. We will brainstorm ideas for supporting those struggling students.		December, 2017, March 2018	1787	LCFF	
4	Using data and names of targeted students from academic conferences at grade levels, we will identify and target those student by offering afterschool Tutoring and or enrichment classes to close achievement gap-number of students and days TBD in December conferences		January, 2018	1331	LCFF	
5	Purchase color copier ink to create certificates that will both reward and promote student participation and for data analysis.		December, 2017			
6	Purchase materials and supplies to support learning including on- line licenses and technology		ongoing	1900	LCFF	
7	Family Language Arts night - Writing with Art and Language Arts, Art Show		May, 2018			

8	RTI2 - use grad tutor and additional RSP aide hours to support additional time with struggling students	ongoing		
9	Will conduct SSTs for those students that are not making adequate progress. Will pay for substitutes to cover teachers during the day for parent conferences.	ongoing		
10	Conduct afterschool enrichment for program enhancement and social/emotional growth	ongoing	600	LCFF
11	Implement 20 minutes of daily sustained silent reading in each classroom	ongoing		
12	Continue professional development to train teachers on how to set up and monitor points from Accelerated Reader	September, 2017	1200	LCFF
13	Create and print reading logs for both in-class reading and reading at home	September, 2017		
14	Purchase more AR leveled library books	ongoing	1000	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	Baseline - 2015 SBAC 3rd=43% below; 4th=41% below; 5th=65% below; 6th=55% below standard	By June 2018 the percentage of all grade level students who meet standard will increase 10% as measured by IXL base (September to May). In grades 3-6, students SBAC scores will increase by 10% across the grade levels.	Students scoring in the "not met standard" band	IXL, SBAC	Improve student achievement for all students an accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC ELA proficiency . Grow 15 pts. from 16-17, closer to level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	After initial IXL assessment , we will analyze student data to identify target students for small group instruction and RTI. IXL has been purchased for three years: 6,500 first year, 2,750 second and third years.		September, 2017	3102	LCFF	
2	In Academic Conferences with grade level teams, we will collaborate around student data (using IXL monthly data) and facilitate student movement in groups as necessary. We will brainstorm ideas for supporting those struggling students. Funds will pay for subs to cover teacher classrooms during the day.		December, 2017, March, 2018	1787	LCFF	
3	Using data from IXL and assessments from MyMath, and data conferences at grade level, we will identify and offer after school tutoring to those struggling students - number of students and hours of tutor to be determined.		November, 2017	1930	LCFF	
4	Purchase materials and supplies for PD		ongoing	3000	LCFF	
5	Present Family Math Nights		October 2016, March, 2017			
6	Receive/Present PD for IXL		as provided by district and math coaches (5&6)	1000	LCFF	
7	Illuminate Training and other CCSS Training		As available and provided by district			

8	Purchase supplemental materials and supplies - (i.e. Triumphs math for tutoring and RSP)	ongoing	4000	LCFF
9	Conduct afterschool enrichment program (STEM such as Rocket Club)	ongoing		
10	Purchase color printer ink for clear data analysis	ongoing		

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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)	Baseline - 22/70 (27% of students were reclassified by May, 2017 as measured by WCCUSD Reclassification Criteria).	By May, 2018, 25% of EL students will be reclassified as RFEP as measured by WCCUSD Reclassification Criteria.	EL students	WCCUSD Reclassification Criteria	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	% of Early adv/Adv on CELDT to increase 3% Increase reclassifications by 11%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Identify and cluster ELs based on WCCUSD data and monitor students for groups at benchmarks, working toward reclassification criteria for spring.		August, 2017	1500	LCFF	
2	In Academic Conferences with grade level teams, we will collaborate around student data (using Benchmark 1 and 2) and facilitate student movement in groups as necessary. We will brainstorm ideas for supporting those struggling students. Will pay for substitutes to cover classrooms during the school day.		December, 2017, March 2018,	2287	LCFF	
3	Reclassify students based on paperwork from RAP Center		November, 2016, February 2017			
4	Utilize Grad Tutor to work with ELD groups when appropriate for with those students in the bridging and emerging levels during school day.		ongoing			
5	Utilize Grad Tutor's extended day to conduct small groups of ELD for new comers and nearly new students, before school for 30 minutes and after school for 45 minutes.		August - May			
6	Purchase supplemental materials and supplies, snack for tutoring, certificates and awards for students' achievements		as needed	2000	LCFF	
7	Use funds to pay for translation of newsletters and parent information		ongoing			

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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 Students	AA students in middle band of assessment graphic, struggling AND far below.	By June, 2018, targeted students in need, as identified by STAR will improve in either their oral reading fluency (grades 2-6) or letter sound awareness (grades K-1) by 7% of their assessment each month as measured by STAR.	African American students, grades K-6	STAR, Early Literarcy	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	10 point growth in ELA, 15 point growth in math
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Have explicit conversations about AA students and record findings/data		monthly at grade level meetings			
2	Use Pre-referral manual to discover strategies for students targeted at grade level meetings		August			
3	Implement buddy reading across grades/ability levels		monthly by all staff			
4	Provide positive reinforcement (verbal praise, cougar cash, etc.) for target behaviors and goals met		monthly by all staff			
5	Hold professional development on diversity and culture		three times a year			
6	Each teacher to focus on targeted student for 10 minutes daily for specific learning goal		daily, all teachers with one targeted student per month			
7	explicitly create and articular goals for lessons for targeted students		teachers			
8	Start social skills/conflict medication group to target at risk students		SCOW, psych, teachers, intern			
9	Student work, writings and photos in classrooms to represent population					

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	Month 1, 2016, Collins was at 96.75% attendance; month 7, Collins was at 93.39% with an yearly average of 94.97%, a increase of 0.60% from the previous year.	By June 2018, 96% of all students will be in attendance and on time as measured by ADA actual year end report and number of Quarterly Awards presented at Perfect Attendance Assemblies.	marginal students chronic students	A2A reports Power school reports	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students.	Site to maintain 95% attendance, Decrease chronic absenteeism by 3%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Post Attendance Data in monthly newsletters and on bulletin board near office		September, 2017 and ongoing			
2	Clerk will call chronic and marginal students to identify potential supports/issues		September, 2017			
3	Attendance reports will be posted on the website as soon as it is available		TBD			
4	Present Perfect Attendance Rewards monthly		Monthly and Trimester	500	LCFF	
5	Principal will hold conferences with marginal and chronic students' parents/guardians		On-going			
6	Purchase color copier ink to create signs and certificates that will reward and promote student attendance		Ongoing			
7	Develop, implement, and explain school-wide attendance-related routines with teachers at staff meetings		Ongoing			
8	Teachers will engage students with rigorous and rewarding activities within the first five minutes of the day		Ongoing			
9	Staff will hold students and parents accountable to the 8:30 beginning of the day with full fidelity		Ongoing			
10	Implement a warning bell at 8:25, and follow the 8:30 bell immediately with announcements		Ongoing			

11	Highlight students with 100% attendance by naming them in the Collins Parent Newsletters	Ongoing		
12	Send monthly parent letters reminding parents about independent study for 5+ days	Ongoing		
13	Follow up with SARB for chronic attendance problems	Ongoing		

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
School Climate	There were 15 recorded suspension in the 2016-2017 school year. We reduced the number of referrals to the office between August and December and January to April from 92 to 38 referral a 33% decrease.	By June 2018 Collins School will record all referrals and suspensions in PowerSchool for accurate data. From January to June, 2018, Collins will reduce the number of referrals recorded from August to December, by 30%.	All students	number of referrals to the office	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students.	Decrease suspension rate by 2%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Continued training and implementation of BEST Practices		In house			
2	Use of four BEs strategies by making posters, having staff use it in their classrooms, and chanting it in the announcements		August, 2017		1000	LCFF
3	Continued Support and training staff in "Mindset" theory PD, and Responsive Pedagogy		November, 2017			
4	Pay clerical extra hours to support school climate and other areas of school focus		March, 2018			
5	Twice yearly assemblies at all graders for rules and procedures		August 2017, January 2018			
6	Implement Cougar Cash for prizes, students caught doing the right thing, reward students with prizes and coupons during assemblies		ongoing		3000	LCFF
7	Discuss with staff how CARE Meetings will be implemented to support students and their families with their needs, and define the criteria which lead to them (5 detentions -> 1 citation -> 3 citations -> CARE meeting).		September, 2017			
8	Request that parents add their email addresses on the emergency cards		August, 2017			
9	Purchase two comment boxes for anonymous comments on safety, bullying, social media issues that students do not want to be held as "telling on" or snitches. One at front and one in cafeteria.		August, 2017		100	LCFF

10	Purchase color copier ink to create certificates to reward and promote positive behavior and other materials and supplies	ongoing	1000	LCFF
11	Instruct staff to increase and hasten parent contacts for both positive actions and problem behaviors	August 2017		
12	Hold an assembly with students at necessary grade level when issues arise (social media, bullying, etc.) to discuss and implement school wide expectations, rules, and motto	as necessary		
13	Continue use of referrals	August 2017		
14	Contract with BACR to employee Intern for two days a week to counsel with individuals, groups, staff and parents	August 2017	9000	LCFF
15	Use translator to work with parents in home language	on going		

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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 involvement mostly surrounding PTA and PTA events as well as study trips; male mentor work day, art and science in class support, computer and library support	By June, 2018, there will be a 25% increase (based on November's trimester end baseline number of hours) in parent/adult volunteer (increasing non-PTA members) participation in site-based (day time academic) activities (i.e. Library, computer lab, classroom support, male mentor day(s), science experiments and multi-aged classroom support) as measured by parent sign in sheets and number of hours working in volunteer positions.	all students	Number of hours logged in volunteer pages as time spent in the classrooms, computer lab, library, et.al.	Increase parent and community engagement, involvement, and satisfaction.	Use of SCOW, Positive key findings in parent survey, additional parent participation in Parent University
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Fingerprinting "party" at Collins		September			
2	Monthly newsletters from Principal		Monthly			
3	daily, weekly notices posted on electronic sign		ongoing			
4	Weekly "BLUE FOLDER" with all PTA and school related information sent home (expected return Thursday)		Weekly			
5	BlackBoard - Connected messages		As needed			
6	Supplies light snacks for parent meeting and events and monthly "breakfast chats"		Ongoing	1000	LCFF	
7	Pay for extra SCOW hours for parent events/meetings		Ongoing			
8	translation of all information (newsletters, flyers, all calls)		as necessary			

9	Build a co-op calendar at the beginning of the year to increase number of parents on campus to one daily (or more) Use parents all over campus (yard duty, walking the halls, office support, copying, stuffing blue folders, etc.) rather than just in classrooms.	August		
10	Use of BACR intern to support students and families in need	weekly	4000	LCFF
11	Use of SCOW to do community outreach AND work with struggling families	daily		
12	purchase color copier ink to print colorful flyers for invitations and notifications of events	as necessary		
13	Monthly awards assemblies for students with invitations to parents to participate AND have monthly principal breakfasts at the same time so that principal is available to meet and chat with parents.	monthly	1000	LCFF
14	Monthly Family Fun nights in collaboration with PTA	monthly	500	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
Science	Fifth grade students are scoring below standard on the Science SBAC	5th grade students scoring at or above the standard will increase by 25% as measured by End Unit assessments and the Science SBAC	5th grade students	5th grade Science Text book assessments and SBAC	Improve student achievement for all students an accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC ELA proficiency (4A, 2A, 2B). Grow 10 pts. from 16-17, closer to level 3, and 5th grade SBAC Science scores to level 3
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	STEM Collaboration meetings three times a year with the teachers. Teachers meet at sites with other schools to work with ESCAPE, FabLab and other PD. This pays for extra teacher time.		Fall, Winter, Spring	500	LCFF	
2	Materials and supplies to sublimate PD. (ie, Owl pellets, soil, seeds, etc.)		Ongoing	2500	LCFF	
3	Annual Science Fair to be held displaying school wide science projects		April			
4	Use "traditional" open house date to hold science fair - build recycle robots to celebrate Earth Day and ecofriendly positive environmental impact.		April			
5	Highly suggest that all teachers sign up for the three-month long borrow of FOSS kits		three time a year			
6	collaborate with PVHS to bring WE Science Club to Collins twice a year to demonstrate experiments- must feed high school students who come to Collins		November and April			
8	collaborate with PVHS Rocket Club to come to Collins to support after school STEM activities -- need supplies and snacks		Spring			

Student Achievement

Other #1

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
VAPA	Student enrichment and enhanced learning and collaboration- drama for whole school; art show with one project completed by each student, art club	By June, 2018, we will increase to 100% the participation in art activities, drama and performances including special education students.	All students	Great parent participation, student performances and products	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 (4A, 2A, 2B). Grow 10 pts. from 16-17, closer to level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	All students participate in drama classes 50 minutes a week for 6 to 12 weeks with performance at end of the lesson		ongoing and spring			
2	materials and supplies to support VAPA coordinator in teaching and producing a spring art show for all students		spring	2500	LCFF	
3	Substitute for VAPA coordinator to go to all classrooms to teach art lessons (for one week) so teachers can continue and complete art projects for art show.		April/May			
4	Invite parents to drama performances in each classroom		April and May			
5	Invite parents to art show - allow students to take projects home.		May	1000	LCFF	
6	Investigate possible music programs for whole school		August			
7	Support for instrumental band - purchase recorders for fourth grade		ongoing	100	LCFF	

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	59485	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	59,485.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **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).
- **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.