West Contra Costa Unified School District
Harding Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Linda Takimoto**
Principal: **Linda Takimoto**
Telephone Number: **(510) 231-1413**
Address: **7230 Fairmount Avenue**
El Cerrito, CA 94530-3797
E-mail address: **ltakimoto@wccusd.net**

BOARD OF EDUCATION
2017 - 2018

BOARD PRESIDENT : ELIZABETH BLOCK
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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		

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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.

   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: **October 19, 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:

Linda Takimoto		
Typed name of school principal	Signature of school principal	Date
Isaac Mankita		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Harding 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:
Parent/Community Members			
#1	**Monica Baum**	**June 2018**	
#2	**Eowyn Mader**	**June 2019**	
#3	**Isaac Mankita**	**June 2018**	**X**
#4	**Summer Medina**	**June 2019**	
#5	**Jennifer Mangel**	**June 2018**	
School/Other Members			
Tchr #1	**Kim Souza**	**June 2019**	
Tchr #2	**Adam Mccormick**	**June 2019**	
Tchr #3	**Margaret Breeding**	**June 2018**	
Other	**Mark Harrington**	**June 2018**	
Principal	**Linda Takimoto**	**n/a**	

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

Theory of Action

Teaching and Learning:
1. IF we provide instruction in a workshop model THEN Our students will be able to become self-directed, independent learners
Areas of Focus: Teachers College Units of Study in Writing and Reading, Math Lesson Study, FOSS

2. IF all teachers implement sequentially aligned curricula and instructional practices (TCRWP, lesson study in math, and FOSS) THEN All students will see growth in core academic skills
Areas of Focus: Continue building systematic training for all teachers in implementation of TCRWP, engage teachers in lesson study for workshop model in math and supporting each other in providing FOSS while
providing opportunities for teachers to collaborate and spend time in each other's classrooms to become familiar with the sequential and coherent nature of the curriculum we are implementing

Student Culture and Climate:
IF we explicitly teach and model social and emotional concepts and skills (e.g. PLAYWORKS, Upstanders Alliance, Caring School Community) across our school community THEN Students will be more available for academic instruction and build self awareness and self management skills
Area of Focus: Adopt a universal language and common practices that are modeled and communicated to all students and parents

Adult Learning and Collaboration:
IF we work collaboratively in grade-level and cross grade-level teams dedicated to lesson planning, analyzing student work, and building capacity of our teachers THEN All teachers will provide instruction for all students using rigorous, relevant, and engaging common core-aligned lessons
Areas of Focus: Promote a culture of learning, collaboration, and constant adaptation (e.g. TCRWP, lesson study in math, FOSS and shared reading and book study groups) by providing opportunities for collaborative work time dedicated to examination of student work and teacher practice

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: **Principal, ILT, and grade level teaching teams**
Step 2	Gather input from (check all that apply) **X** ELAC Others	Process:	or	Process: **Regular ELAC meetings as calendared by the committee**
Step 3	SPSA strategies development	Process:	or	Process: **ILT meetings with input from faculty and SSC**
Step 4	Budget development	Process: **Principal with the assistance from State and Federal Programs**	or	Process: **ILT meetings with input from faculty and SSC**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **May 25, 2017**		
Step 6	SPSA monitoring	Process:	or	Process: **Principal and ILT with oversight from SSC**

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
X	Staffing: **Learning Center is understaffed for the number of students who need Tier II support with differentiated and targeted instruction in both ELA and Math. Harding does not have a School Community Worker, community engagement worker, or any administrative staff besides the principal to assist with program implementation and management including the hight percentage of special education.**	X*	**Engage parent volunteer support.**
X	Facilities maintenance: **Classrooms on south side or west wing get unbearably hot on warm sunny days.**	X*	**Fans and moving instruction to auditorium or outside on grass under trees.**
	Facility capacity (space for classrooms/programs):	*	
X	Safety: **Too many access points onto campus by community at all times of day and night.**	X*	**Consistent communication about community use of the front door, wearing IDs, and signing in and out of the office. Investigate the ability to lock the yard and/or building during school hours or getting appropriate gates.**
X	Materials availability: **Classrooms need leveled libraries at and below grade level; school library collection needs updating and expanded expository reading, values themed books, and Teachers College mentor texts.**	X*	**Find community/corporate funding/grants and community volunteers to level books currently in classrooms.**
	Technology:	*	
X	Fiscal Support: **Office/classroom supply budget does not adequately cover (at less than $26 per student) basic needs, i.e. paper, pencils, toner, pens, etc.**	X*	**Ask parents for donations.**
X	Compliance Support: **Requirements and needs necessitate staff time outside the contract day or time in lieu of focus on instruction.**	X*	**Revise the bell schedule to provide teachers with 12 days of noon dismissal for students so they have 3 consecutive data analysis and planning days 4 times a year - September, November, March, and May. and/or allocate funds for extra hours and subs for teacher release time.**
X	Curriculum and Instruction Support: **Time is needed for systematic and differentiated teacher professional development in and outside of the instructional day.**	X*	**Revise the bell schedule to provide teachers with 12 days of noon dismissal for students so they have 3 consecutive data analysis and planning days 4 times a year - September, November, March, and May. and/or allocate funds for extra hours and subs for teacher release time.**
	Other:	*	

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

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	Accelerated Reader/Star Reading: **Grade level summary reports**	**X**Area of concern Area of strength	**Student grade level equivalency growth rate slows as students progress up the grade levels. Student Growth Percentiles go from 80 in first grade to 48 in 6th grade.**
	Benchmarks: **Teachers College Rubrics**	Area of concern **X**Area of strength	**Student volume and % of students at mastery continues to increase; all students wrote at least one piece in each of 3 main genres; more than 50% of the science fair projects received 90 points or more out of 100 - a 22% increase; writing scores on CELDT for ELs are now an area of strength for ELs, exceeding reading levels and almost matching speaking and listening.**
	Benchmarks: **District Math Constructed Response**	**X**Area of concern Area of strength	**Summary scores of about 70% mastery was maintained but assessment does not adequately reflect the breadth of student mastery needed to be successful in the long term.**
	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 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: **ADA reports**	Area of concern **X**Area of strength	**Daily attendance averages over 96%**
	Suspension **Power School incident report**	Area of concern **X**Area of strength	**Total number of suspensions went from 24-11 and disproportionality for Black students continues to go down.**
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	

	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*
	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	School-wide average of students at mastery in all genres went from 44% in 2014-15 to 52.4% in 2015-16 and stayed close at 51% in 2016-17. ELs made the most growth in each of the last two years. Reading growth decreased as students progressed through grade levels: Student Growth Percentiles went from 80 in 1st grade to 48 in 6th grade.	By June 2018 100% of teachers will collaborate/plan writing instruction by grade level and teach all Teachers College Units of Study for Writing within the same time frames by unit, and 50% of teachers will implement teachers College Units of Study for Reading as measured by an annual writing/reading workshop calendar and Instructional Rounds Notes.	All Students	Grade level unit planning and collaboration/instructional rounds notes and Teachers' College Units of Study for Writing pre and post assessment rubric and student checklists, and STAR reading data.	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 from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Calendar professional developement (PD) and collaboration hours	August	6000	LCFF
2	Provide all teachers with planning and collaboration time	Throughout the year	5000	LCFF
3	Provide beverages, snacks, for PD and collaboration days.	Throughout the year		LCFF
4	Purchase materials and supplies that support Teachers College implementation, such as: easels, carpets, journals, notebooks, binders, chart paper/storage/display items, markers, lined paper, clipboards, pens, lamination film, printer ink, leveled trade books/libraries, library books storage/display containers, Teachers' College Units of Study for Reading and Writing curriculum and support materials.	Throughout the year	1394	LCFF
5	Principal will participate in a Principal's PLC and practice instructional rounds for teacher feedback and collaborative writing practice improvement.	Throughout the year		
6	Support teacher attendance at Teachers College PD locally and at Columbia in NYC	Throughout the year	2489	LCFF
7	Contract with a Teachers College Trainer for teacher and administrator PD	August		

8	Provide teachers with NewsELA Pro accounts	August	2000	LCFF
9	Provide teachers with Rime Magic kits	August		LCFF
10	Provide teachers with Rime Magic PD	September	1650	LCFF
11	Pay for subs for teacher release time to observe each other	September	8615	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	In 2015-16 constructed response benchmark scores went up overall, averaging 77.75% of students at mastery for all CRs. This remained about the same in 2016-17 but the assessments do not give students and teachers comprehensive data on the breadth of skills needed.	By June 2018,100% of teachers will create/identify, administer and analyze, as a grade level group, pre/post assessments in vertically aligned key concept areas as measured by collaboration and lesson study notes. A new baseline will be established.	All Students	Teacher created/identified concept area pre/post assessments; Instructional rounds/lesson study collaboration notes.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Calendar collaboration and PD time for lesson study learning and planning	August	7000	LCFF
2	Plan systematic collaboration time focused on math instruction and data analysis	August	5000	LCFF
3	Provide math lead teachers with REACH Institute and Silicon Valley Math Institute planning/sharing time to build site teacher capacity, facilitate data analysis and have teachers offer peers instructional coaching in lesson study.	Throughout the year		
4	Pay for subs for teacher release time to observe each other	Throughout the year	7720	LCFF
5	Teachers will outline an instruction and assessment plan by focal concept areas.	October	3949	LCFF

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)	2016-17 data is the baseline measure for ELs on the Teachers College Writing rubrics. ELs scored at an average of 37.76 % on all aspects of all genres.	By June 2018, in addition to daily ELD, 100% of teachers will conduct small group instruction 3 times weekly and confer with ELs 1 time weekly in writing and/or reading workshop as measured by conference and collaboration notes.	English Learners	Teachers College Units of Study conference notes, student checklists, writing rubrics, and collaboration and instructional rounds notes.	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 from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Support and build an active ELAC	Throughout the year		
2	Increase communication between EL families and teachers with translation.	Throughout the year		
3	Systematically calendar EL focused data analysis, PD, and collaboration time	August	4091	LCFF
4	Provide teachers with NewsELA Pro accounts for informational reading within student ZPD	August		LCFF
5	Provide teachers with Rime Magic PD and curriculum kits	September		LCFF

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 Student Achievement	2016-17 data is the baseline measure for AAs on the Teachers College Writing rubrics. AAs scored at an average of 46.3 % on all aspects of all genres.	By June 2018, 100% of teachers will build relationships by conferencing at least weekly with AA students in writing and/or reading workshops. Additionally, staff allies will be identified for all AA students performing below grade level in writing and reading.	African American Students	Teachers College Units of Study for Writing conference and teacher collaboration analysis notes; STAR reading and Teachers College writing rubrics/checklists.	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 from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide teachers with Units of Study for Reading and Writing materials, resources, and PD	August	3000	LCFF
2	Identify low performing students and their adult ally	September		
3	Provide PD on effective communication	October		
4	Read and engage faculty in discussion and reflection on practice for Identity Safety in the Classroom	Throughout the year		
5	Analyze STAR and writing data systematically in calendared collaboration time	Throughout the year		
6	Create an African American Site Advisory Team	October		
7	Engage community in a shared read and discussion of Rothstein's "The Color of Law"	January		

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	Monthly attendance averages 96% but 15 students, most in under-performing sub-groups are performing below grade level, are chronically absent, tardy/late and/or picked-up early from school.	By June 2018, Student Study Team meetings for attendance issues will be held each trimester for all students with chronic attendance issues in that trimester.	All Students	District and student attendance reports and office sign in and out logs.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) student	All schools will maintain 95% or above attendance rate. % students chronically absent will decrease by 3%

Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1 Calendar a day for for SST meetings each trimester.	August		LCFF

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	Although suspensions were cut by about half, 24 to 11 and disproportionality improved, teacher and office BEST discipline data show daily student conflict and basic social teasing/bullying at all grade levels.	By June 2018, 100% of teachers will implement Caring School Community class meetings and buddy activities.	All	Power School suspension/incident data and log entries.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspensions will decrease again by 25% and % of students disciplined will match their % of student population.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Calendar monthly discussion time for SEL curriculum reflection, collaboration and planning	August	1500	LCFF
2	Provide PD and materials for new SEL curriculum	August	500	LCFF
4	Form a LGBTQ site advisory commitee	November		LCFF
5	Add to the group activities and leadership opportunities, i.e. Circle of Friends, Student Council and committee work, Green Tigers, performing arts group, Jr PLAYWORKS coach, Upstanders Alliance, etc.	October		

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 feedback in conference student study and individual education plan (SST and IEP) meetings and increased attendance at a CCSS parent ed night shows increasing interest in understanding CCSS and how to support their children with common core expectations. System for monitoring target student data not completed.	By June 2018 100% of Teachers will share and explain student reading assessment data at least twice annually with students in need of intervention and their parents/guardians. Site data and assessment team will assist teachers with monitoring targeted student data and interventions.	ELs, LIs, and students in need of intervention.	STAR and Early Literacy and other teacher identified reading measures such as the district kindergarten diagnostic, BPST, SORT, running records, San Diego Quick, and DIBELS.	Increase parent and community engagement, involvement, and satisfaction.	Number of Parent Survey Responses will increase by 8%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teachers will use the STAR parent letter and a parent conference organizer that outlines current academic progress data, action plans, and goal setting at November conferencing, SST, and IEP meetings.	November		
2	Provide translation for PTA, ELAC, parent ed nights, SSTs, IEPs, and conferences.	Throughout the year		
3	Conduct regular SSTs with all day meeting days set aside at least 3 times a year	October, January, and April/May		LCFF
4	Teachers will analyze reading data and plan targeted intervention	Throughout the year		
5	Teachers will send the RL growth reports home after fall and spring assessment periods.	September and June		
6	Teachers will conduct reading, writing, and math lessons for parents at a CCSS Parent Education Night	November		
7	The Principal will host a coffee hour monthly for communicating various topics, discussion and questions	October through May		LCFF
8	Provide PD on effective communication with families	October		
9	Form a Data and Assessment team to monitor targeted student progress and interventions	September		

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	Writing on science fair projects continues to improve with 50% of students scoring at least 90 of 100 possible points in 2016-17, 36% in 2015-16. School-wide average of students at mastery in all genres remained close to 52%.	By June 2017, 100% of teachers will provide at least one unit of informational writing and 2 units of FOSS.	All Students	Units of Study for Writing rubrics, and science fair project evaluations.	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 from 2016-17 score to move closer to SBAC ELA level 3

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide all teachers with the curriculum and supplies for Teachers College Units of Study for Reading and Writing	August		
2	Calendar writing collaboration and professional development	August		
3	Integrate writing instruction into science instruction and science project/experiement expectations	Throughout the year		
4	Plan science fair and communicate project expectations to all students.	February		
5	Calendar collaboration time for FOSS grade level planning and preparation	August		LCFF

Student Achievement

History/Social Studies

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
History/Social Studies	School-wide average of students at mastery remained about 52% at mastery.	By June 2018, teachers will provide at lease one unit of teachers college persuasive/opinion writing.	All students	Units of Study for Writing rubrics/checklists	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 from 2016-17 score to move closer to SBAC ELA level 3

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide all teachers with curriculum and supplies for Teachers College Units of Study for Reading and Writing	August		
2	Calendar Teachers College PD and collaboration time	Throughout the year		
3	Integrate social studies and history into reading and writing instruction.	Throughout the year		

Student Achievements

ILT Goals

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
Curriculum Alignment	Even though SBAC math scores for all students tested increased by 6%, we feel our writing focus has taken students as for as we can as it relates to math. This is a new goal and a data point and baseline will be established this year.	Teachers will gather and share data on effective instructional strategies for Number Sense/Systems. Teachers will share and analyze assessments for reliability in determining concept mastery.	All	Teacher created/identified concept area pre/post assessments; Instructional rounds/lesson study collaboration notes.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Calendar collaboration and PD time for lesson study learning and planning	August		
2	Plan systematic collaboration time focused on math instruction and data analysis	August		
3	Provide math lead teachers with REACH Institute and Silicon Valley Math Institute planning/sharing time to build site teacher capacity, facilitate data analysis and have teachers offer peers instructional coaching in lesson study.	Throughout the year		
4	Pay for subs for teacher release time to observe each other	Throughout the year		
5	Teachers will outline an instruction and assessment plan by focal concept areas.	October		

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	59908	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	59,908.00

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.