

**West Contra Costa Unified School District  
Montalvin Manor Elementary School  
Title I - Schoolwide**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
Contact Person: **Katherine Acosta-Verprauskus**  
Principal: **Katherine Acosta-Verprauskus**  
Telephone Number: **(510) 231-1405**  
Address: **300 Christine Drive  
San Pablo, CA 94806-1199**  
E-mail address: **kacosta-verprauskus@wccusd.net**



**BOARD OF EDUCATION  
2017 - 2018**

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

<b>Superintendent</b> Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address <a href="mailto:Matthew.duffy@wccusd.net">Matthew.duffy@wccusd.net</a>		

<b>Deputy Superintendent</b> Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address <a href="mailto:nrashidchi@wccusd.net">nrashidchi@wccusd.net</a>		

## 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*)  
**Instructional Leadership Team**  
**SSC**

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: **6/6/17**.
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:

<u><b>Katherine Acosta-Verprauskus</b></u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u><b>Erica Hix</b></u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District  
Montalvin Manor 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:
<b><i>Parent/Community Members</i></b>			
#1	<b>Colleen Baidoo</b>	<b>2019-2020</b>	
#2	<b>Karen Cañas</b>	<b>2019-2020</b>	
#3	<b>Gabriela Gonzalez</b>	<b>2019-2020</b>	
#4	<b>Angela Robinson</b>	<b>2019-2020</b>	
#5	<b>Ofelia Vega</b>	<b>2019-2020</b>	
<b><i>School/Other Members</i></b>			
Tchr #1	<b>Erika Hix</b>	<b>2018-2019</b>	<b>X</b>
Tchr #2	<b>Stephanie Lucero</b>	<b>2018-2019</b>	
Tchr #3	<b>Ronald Serranzana</b>	<b>2018-2019</b>	
Other	<b>Sheila Ramirez - SCOW</b>	<b>2019-2020</b>	
Principal	<b>Katherine Acosta-Verprauskus</b>	<b>NA</b>	

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

## **Theory of Action**

TLL: If we create an environment of collaboration among teachers focused on improving instruction then the shared responsibility and accountability will create a structure for continuous improvement in teaching and learning for all students.

ALC: If we provide professional development that is both collaborative and job embedded as well as engage in cycles of inquiry/data analysis/reflections then we will increase teacher capacity to positively change outcomes for students.

SCC: If we work as a cohesive system and focus the teaching and learning on the instructional core - knowledge and skills/student engagement/alignment of content/and rigor and effectively communicate to all stakeholders then we will provide students the opportunity to reflect and take ownership of their learning.

## 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
<b>Step 1</b>	Analyze local assessment data	Process: <b>The SSC will be the secondary body involved in ensuring the local data has been analyzed to ensure we know our areas of strength and our opportunities of growth and that our theory of action is urgently driving us towards filling out gaps.</b>	<b>or</b>	Process: <b>The ILT led by the principal will be the primary group of stakeholders involved in the analyzing of the data and development of the theory of action and site plan. The ILT members will gather and analyze student performance data from a variety of sources, select strategies that will address the academic and non academic needs of students and upon completion will present of the data and plan to the SSC.</b>
<b>Step 2</b>	Gather input from (check all that apply) ELAC <input checked="" type="checkbox"/> Others ILT and SSC	Process:	<b>or</b>	Process: <b>The ILT will provide additional support to the SSC in gathering input for the SPSA from all pertinent stakeholders.</b>
<b>Step 3</b>	SPSA strategies development	Process: <b>The SSC will be the secondary body involved in ensuring the SPSA strategies developed adequately address our areas of strength and our opportunities of growth and that our theory of action is urgently driving us towards filling out gaps.</b>	<b>or</b>	Process: <b>The ILT members will gather and analyze student performance data from a variety of sources, select strategies that will address the academic and non academic needs of students and upon completion will present of the data and plan to the SSC.</b>
<b>Step 4</b>	Budget development	Process: <b>Budgets are approved by the SSC.</b>	<b>or</b>	Process: <b>Budgets are developed by the principal with input from the SSC and ILT.</b>
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date: <b>May 2017</b>		
<b>Step 6</b>	SPSA monitoring	Process: <b>Ongoing by the SSC</b>	<b>or</b>	Process: <b>The SSC will rely on the expertise of the Principal and ILT to help monitor the implementation and effectiveness of the SPSA. The ILT will analyze the data and select strategies that will improve student achievement, behavior, attendance, safety and climate. The SSC and stakeholders will meet periodically to be kept abreast of the student achievement data, budgets, and of any mitigation needed to be made to ensure we are on track to meet our goals.</b>

## 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).

<b>Barrier Description</b>	<b>Strategy for Overcoming Barrier</b>
<b>X</b> Staffing: <b>need to hire a school community outreach worker and a graduate tutor</b>	<b>X*</b> working with human resources to expedite hiring
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
<b>X</b> Technology: <b>Students having difficulty with typing skills due to no typing class.</b>	<b>X*</b> <b>Implementing a typing program for families and students during the day and after school to support school program.</b>
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

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading: <b>STAR Reading</b>	Area of concern XArea of strength	<b>STAR Reading in the 2016-2017 school year was 1.2 years in reading as a collective, surpassing our school goal by 2 months.</b>
	Benchmarks: <b>Lucy Calkins writing rubric</b>	Area of concern XArea of strength	<b>Our student grew on average over 2 years in writing on narrative when comparing pre and post data. Students grew over 1.5 years in writing as a collective when looking at the pre and post Opinion data.</b>
	Benchmarks:	Area of concern Area of strength	
	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: <b>STAR Math</b>	Area of concern XArea of strength	<b>STAR Math in the 2016-2017 school year was 1.1 years in math as a collective, surpassing our school goal by 1 month.</b>
Other:	Area of concern Area of strength		
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance:	Area of concern Area of strength	
	Suspension	Area of concern XArea of strength	<b>Through the use of restorative justice, Toolbox, and Saturday school our suspensions for the year are well under the state average with under 1% suspensions.</b>
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern 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	In the 17-18 school year students grew an average of 1.2 years in reading (K-6th grade). Students need to be able to grow at least 1 year in reading in order to be ready for the rigors of the following year. Diagnostic data on each student was acquired using Renaissance Learning STAR literacy Assessment and differentiated goals were created for each pupil for differentiated goal setting.	By June 2018 students K-6th grade will on average grow at least 1 year in reading as measured by the end of year STAR reading assessment and at least 40% of students will score at grade level.	All Montalvin Students with a focus on students not on track to meeting their projected one year growth goal.	Ren Learn STAR Test	1 and 2	Increase SBAC ELA proficiency (4A,2A,28)  Increase % of employees who stay with us for at least 5 years
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Full time Literacy coach provides high quality instructional feedback to improve teacher practice in literacy with the focus of reading workshop, writing, ELD, and differentiation.		On-going all year	45045	Title I	
2	Internal and external professional development for teacher with a focus on writing using the Lucy Calkins Teacher's College Reading and Writing Program.		On-going all year			
3	Content specific release planning for data analysis and teacher collaboration about once a month for every teacher at Montalvin and time carded teacher hours for PD and collaboration.		On-going all year	2310	LCFF	
4	Materials and supplies to support technology instruction in literacy and the integration of these subjects, including software to enhance learning. For example, education websites like Starfall.		By October			
5	Purchase materials including, but not limited to, incentives, supplemental readings, and necessary supplies including on-line licenses. For example, awards and certificates for AR program.		As needed	1500	LCFF	
6	Read aloud program to support literacy intervention with our K-2 students with a focus on our African American boys to support with reading engagement.		By Fall	3000	Title I	

7	Inquiry approach teacher collaboration with the support of the Mills College Teacher's Scholars. Teachers will form inquiry groups and use the inquiry model to study a problem of practice along side their colleagues. Mills Teacher's Scholars faculty will train our teachers and facilitate the research process. Teacher leaders will be selected to support sustainability of the model.	By Fall	3183	Title I
8	Teachers will participate in teacher led instructional rounds twice a year released by substitutes to learn from the practice of their colleagues in the areas of math and literacy.	Fall and Spring		
9	Full time Literacy coach provides high quality instructional feedback to improve teacher practice in literacy with the focus of reading workshop, writing, ELD, and differentiation.	On-going all year	72067	LCFF
10	Conduct study trips	On-going all year	1215	Title I

# 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 the 16-17 school year students grew an average of 1.1 years in math (K-6th grade) . Students need to be able to grow at least 1 year in math in order to be ready for the rigors of the following year. Diagnostic data on each student was acquired using Renaissance Learning STAR math Assessment and differentiated goals were created for each pupil for differentiated goal setting.	By June 2018 students K-6th grade will on average grow at least 1 year in math as measured by the end of year STAR assessment and at least 40% of the class will score in the at grade level range.	All Montalvin Students with a focus on students not on track to meeting their projected one year growth goal.	Ren Learn STAR math	1 and 2	Increase SBAC Math proficiency 240/o I -64.5 points (4A,2A,28)  Increase % of employees who stay with us for at least 5 years
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Providing students with math and science materials and supplies, including on-line licenses to support the integration of math and science instruction for student engagement in all classrooms, particularly in the upper grade.		By December	8000	LCFF	
2	Content specific release planning for data analysis and teacher collaboration about once a month for every teacher at Montalvin and time carded teacher hours for PD and collaboration.		On-going	1500	LCFF	
3	Technology software to support the enhancement of blended learning and to support student conceptual and visual math understating through the program ST Math in K-6th grade.		By October			
4	Inquiry approach teacher collaboration with the support of the Mills College Teacher's Scholars. Teachers will form inquiry groups and use the inquiry model to study a problem of practice along side their colleagues. Mills Teacher's Scholars faculty will train our teachers and facilitate the research process. Teacher leaders will be selected to support sustainability of the model.		By Fall			
5	Teachers will participate in teacher led instructional rounds twice a year released by substitutes to learn from the practice of their colleagues in the areas of math and literacy.		By Fall and Spring			

6	Participation of 3 teachers in the Phil Daro lesson study PLC.	On-going		
---	--	----------	--	--

## 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)	in the 16-17 school year about 26 students were reclassified as a result of a emphasis of writing in ELD instruction. Most of our ELD students are in the intermediate level and upon further reflection, the data in the area of writing is holding students back from progressing/reclassifying. Due to the high percentage of EL students at levels 3-5 on CELDT Montalvin will focus on Writing during English Language Development time.	By June 2018 75% of EL students will grow on average 1 year in writing as measured by the Narrative, Opinion, and informational writing pre and post test.	EL students	School TCRWP pre and post assessment	1	English Learner (EL) reclassification rate will increase (4E)  % of students scoring Early Advanced/ Advanced on the California English Language Development Test (CELDT) will increase (4D)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Full time Literacy coach provides high quality instructional feedback to improve teacher practice in literacy with the focus of reading workshop, writing, ELD, and differentiation. See ELA for costs.		On-going throughout the year			
2	Internal and external professional development for teacher with a focus on writing using the Lucy Calkins Teacher's College Reading and Writing Program.		On-going throughout the year	5000	LCFF	
3	Principal participates in professional learning community to collaborate with other district principals on how to support teachers with delivering high quality writing.		By Fall			
4	Inquiry approach teacher collaboration with the support of the Mills College Teacher's Scholars. Teachers will form inquiry groups and use the inquiry model to study a problem of practice along side their colleagues. Mills		By Fall	3381	LCFF	

	Teacher's Scholars faculty will train our teachers and facilitate the research process. Teacher leaders will be selected to support sustainability of the model.			
5	Teachers will participate in teacher led instructional rounds twice a year released by substitutes to learn from the practice of their colleagues in the areas of math and literacy.	By Fall		
6	School wide focus of English language learners and academic language for inquiry cycle PLC.			

## 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
Student Achievement	Currently our African American Students are performing at 48% meeting and exceeding on the ELA SBAC and 16% meeting and exceeding in the area of mathematics. As a result we will focus on the area of math for our focus students.	By June 2018 African American students will grow at least 1 year in math as measured by STAR math with at least 30% scoring at grade level.	African American Students 3-6th grade	STAR Math	1	Increase SBAC Math proficiency (4A,2A,28)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Teachers will select focus students for corrective instruction during release data driven instruction meetings (see ELA and Math)		about once a month			
2	African American students will have access to ST Math mathematics learning software at school and at home to support visual and conceptual math learning. (See Mathematics)		By October			
3	2 BACR counselors for students with a focus on African American students to support restorative justice and to ensure maximize student learning time (see climate section for costs)		By October			
4	Implementation of saturday school one time a month to reduce suspensions.		on-going			
5	Read aloud program to support students in having positive relationships with reading and with adults on a one-to-one basis ( see ELA for costs)		By November			
6	On going meetings with AASAT and completion of the Family Friendly walk through twice a year.		By Winter and Spring			

## 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	Our 2016-2017 8 month attendance data is up for month 8 as compared to month 8 in the 2015-2016 school year with an improvement to 94.78% from 93.78%.	By month 11 our attendance rate for the 2017-18 school year will increase to 98% as measured by quarterly reports.	All students	Powerschool and attendance data	3	School attendance rates (54)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	SCOW will provide workshops for families and call home home as needed to support attendance.		on-going			
2	Band program class for upper grade students will increase student engagement and this will increase our student attendance.		Weekly			
3	Student PRIDE assemblies and awards night to celebrate students whom have great to perfect attendance and academic achievement.		on-going			

## 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 less than 1% suspensions in the 16-17 school year. Over 50 students have been referred to benefit from counseling by teachers and the SST process. In the 14-15 school year Montalvin implemented the Toolbox curriculum and has continued using the program to date.	By June 2018 80% of teachers will teach at least 8 Toolbox units to promote self regulating and coping skills as measured by an end of year staff survey and a suspension rate of less than 1%.	All students	Suspension records and staff survey	4	Suspension rates will decrease (64)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Toolbox ongoing Training and school wide roll out to support problem solving and coping with students and staff member		November	2500	LCFF	
2	Outside agency, BACR, counselors to support the emotional needs of high risk students on a weekly level.		January	9000	LCFF	
3	Saturday school school once a month as a behavior and academic intervention as an alternative to suspension.		Monthly			
4	Playworks coach to support responsible play during recess time and support positive school culture.		Daily			
5	Mid year check-in with teachers to ensure school is on track to introducing the Toolbox tools.		January			
6	PE equipment to support physical activity and a safe culture during play time.		By March			
7	Student led conferences to encourage student self-efficacy and parental involvement.		Twice a year			
8	Conduct Study Trips		On-going	1215	Title I	
9	Pay for contract for PD		On-going	3079	Title I	

## 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	5th grade Fitness Gram assessment showed us that most of our students are not physically active when compared to kids their age nationally. Furthermore, data around parent interest was gathered through parent meetings. Parents shared that health and social emotional support was a large concern of theirs. Finally, parents have reported a high need for further common core standards training through Coffee Tuesday parent meetings.	By June 2018, Montalvin will host 5 impactful parent partnerships events/series, including one parent orientation, offer Parent University to non-graduated parents, one session of cooking matters, one family night on the CCSS which is facilitated by the ILT.	Montalvin Families	Attendance at parent events	3	Number of Parent University graduates, including parents of unduplicated students and students with exceptional needs, will increase (38, 3C)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Babysitting hours to support parent engagement during school sponsored events on campus.		On-going			
2	Providing parent opportunities for learning about healthy eating and exercise to support development of the whole child. This will be achieved through 2 sessions of Cooking Matters classes and mental health related sessions.		March	1000		Title I
3	Providing parents an English as a Second Language (ESL) class twice a week with child care to support language acquisition with families.		On-going			
4	Monthly parent meetings, coffee Tuesdays to promote collaboration and professional development. Cost will cover catering for this event (coffee, pastries and such) provided by WCCUSD food services. This will include the 6th grade parent breakfast celebration and the family whole school celebration BBQ catered by WCCUSD food services.		Monthly	2185		Title I
5	Host 2 Parent University sessions for families, one spring and one in the fall.		Ongoing	1000		Title I

6	Student led conferences to encourage student self-efficacy and parental involvement.	Twice a year		
---	--	--------------	--	--

# **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	Brain research shows that student's education is maximized though experiential learning. Furthermore, integration of science into literacy and mathematics will support science skill mastery and student engagement. In the 16-17 school year 100% of classes participated in a science related study trip and teachers reported a significant increase in student engagement in the content learning.	By June 2018 100% of Montalvin students will have participated in a science related study trip to enhance mastery of science standards as measured by study trip attendance.	All Montalvin students	Teacher end of year survey	4	Increase positive climate and safety (6C)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Teachers will commit to planning a science integrated related study trip to enhance student mastery of science and math standards.		On-going	2215	Title I	
2	Teachers will receive STEM coaching and professional development through partnership with Lawrence Hall of Science and UC Berkeley.		On-going			
3	Montalvin will host a K-6th grade science fair		May 2018			
4	Teachers will collaborate on the planning of integrated units of study for math and literacy.		On-going			

## 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
Process goal to support quality instruction	Our instructional leadership team has been focused on ensuring that our collaboration meetings are focused and use time effectively with a focus on the area of writing. We have implemented the program of TCRWP school wide and would like to ensure key process are in place this year to make sure all teachers are successful.	By June 2018 100% of teachers will implement narrative, opinion, and information TCRWP units of study in writing as evidenced by pre- and post- on demand assessments analyzed during data driven instruction meetings.	Montalvin Staff	Agendas, end of year survey, TCRWP pre and post assessments, and teacher observations	2	Increase % of employees who stay with us for at least 5 years
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Grade level meeting agendas and ILT agendas will include at least 10 minutes of allotted time for two way communication		By October			
2	Monthly ILT Meetings to support in implementation of the SPSA and to ensure we meet our annual goals and stay true to our theory of action.		On-going			
3	Partnership with Mills College to support teacher professional Learning Communities with an emphasis on using the inquiry cycle to improve student achievement.		By October			
4	Host 2 sessions of instructional rounds to support teacher collaboration and professional development of writing.		By October and March			

## Overall Budget Summary

### Summary of Costs

#### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	66137	3,000.00
LCFF	102258	-3,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	105,258.00
Title I	63,137.00

## 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.