

**West Contra Costa Unified School District
Olinda Elementary School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Deyda Mendoza**
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**BOARD OF EDUCATION
2017 - 2018**

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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: **6/23/17**.
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:

Amandeep Randhawa		
_____	_____	_____
Typed name of school principal	Signature of school principal	Date
 Kim Royce		
_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District
 Olinda 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	Ruth Horton	6/30/19	
#2	Carol Vidaure	6/30/19	
#3	Edda Martinez	6/30/18	
#5	Moushumi Sen		
<i>School/Other Members</i>			
Tchr #1	Amber Burtch	6/30/19	
Tchr #2	Manjot Pannu	6/30/19	
Tchr #3	Kim Royce	6/30/18	X
Other	Jeanette Cole	6/30/18	
Principal	Amandeep Randhawa		

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

Theory of Action

If we foster a culture of learning together through providing teachers with high quality professional development and intra-district collaboration of effective practices, then we will see the quality of our instruction improve, and we will build the confidence of our teachers to provide consistent, differentiated, rigorous instruction, which will promote student engagement and achievement.\

If we provide multiple, positive opportunities to engage with our families through both social and academic events, then we will see improved home-school relationships that will support our students' social and emotional well-being.

If we build a community that promotes college and career readiness through a variety of ongoing learning opportunities, then we will model and encourage a growth mindset that will resonate with students as they continue the journey of being a lifelong learner.

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: Review, discuss, and adjust plan according to needs disclosed through assessment data.	or	Process: Olinda ILT/Teachers to be reviewed by SSC members.
Step 2	Gather input from (check all that apply) X ELAC X Others PTA; AAPAC	Process: Will continue to solicit input from all stakeholder groups.	or	Process: ILT/Staff and parents meetings.
Step 3	SPSA strategies development	Process: Discuss with ILT/Staff and SSC	or	Process: ILT/Staff and SCC members.
Step 4	Budget development	Process: Discuss with ILT/Staff and SSC	or	Process: State & Federal
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: Utilize Benchmark and informal assessments and other STAR Reading testing.	or	Process: Staff and SCC members.

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
Staffing: Increase in K enrollment	* Possible additional FTE
Facilities maintenance: Asphalt around the school and along the track Parking lot issues Painting game areas on the school yard	* To be Repaired To be reconfigured Paint assistance
Facility capacity (space for classrooms/programs): Increase in enrollment for K	* Address space issues should we get an additional class
Safety: Crossing Guards	* Request volunteers
Materials availability: Limited funds for supplies, laminator and playground equipment	* Funding
Technology: Providing supports for the one-to-one initiative and supporting tablet sharing	* Developing a plan that will assist teachers in sharing tablets effectively or receiving another COW
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support: Purchasing STAR Math, providing more arts, music and science programs, science curriculum that aligns with NGSS	* Funding
Other: Playworks support with a part time coach to train and facilitate Jr. Staff	* Funding

* 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: STAR Reading and Early Literacy Assessment	XArea of concern XArea of strength	We had 60% of students in grades K-6th that have demonstrated +1% increase in their IRL with an additional 57% of students scoring @ or above benchmark; 51%
	Benchmarks: Math	XArea of concern Area of strength	Our math benchmark in the fall indicated that 67.5% K-6th grade students scored at the mastery level and we decreased in the spring with 60% of K through 6th grade students scoring mastery. Kindergarten: 7% approaching 1st grade: 12% approaching 2nd grade: 16% approaching 3rd grade: 55.3% approaching and 8.5% needs intervention 4th grade: 60% approaching and 22.9% needs intervention 5th grade: 46.3% approaching and 14.6% needs intervention 6th grade: 56.5% approaching and 4.3% needs intervention
	Benchmarks: ELD	Area of concern XArea of strength	We have had 14/64 (21%) of our EL students who have successfully been reclassified this year
	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			

	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>
Choose 2	Attendance: Monthly Attendance Rates	XArea of concern XArea of strength	From August to March, we have had 5 months in which attendance has been 95% or above and 3 months in which our attendance was 94%, this is attributed to the Thanksgiving, Winter and February holidays. Students and families taking extended vacations and Independent Study packets not being completed appropriately. The conclusion of the school year resulted with the last 2 months of attendance at 95.67% and 95.42%.
	Suspension Suspension Rates	XArea of concern XArea of strength	Decrease in suspensions for the 2017-2018 school year, with a total of 7 suspensions resulting of 3 students compared to 2016-2017 school year which resulted in 22 suspensions
	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	Based on the STAR Reading/Early Literacy data for May 2017, 60% of K-6th grade students demonstrated 1% or more proficiency growth in their grade equivalent IRL, with 57% of students scoring at or above benchmark.	By May 2018, 70% of students in grades Kindergarten through 6th grade will move up one Instructional Reading proficiency level and 75% will be at or above grade level, as measured by the Renaissance Learning Star and Early Literacy Reading Assessment.	Kindergarten - 6th graders	Renaissance Learning Star and Early Literacy Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	By June 2018, 56% of 3rd grade students will have growth of 9 months or more on the STAR Reading grade level equivalent assessment. (8A)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Tutoring by teachers for students who are performing at approaching grade level in ELA , interventions support for primary grades, tutor support in the Learning center		Nov. 2016 - April 2018	1529	LCFF	
2	Engage teachers and Administration in Professional Development		Aug. 2017 - Ongoing			
3	Theater assemblies and workshops		Aug 2017 - Ongoing			
4	Analyze student performance data during Academic Conferences		Winter and Spring Trimester			
5	Purchase Materials and Supplies for instruction and Professional Development including on-line licenses		Ongoing	500	LCFF	
6	Conference with at risk students and students will check out books at their reading level		Ongoing			
7	Monitor student progress by using online assessment and implement AR word count and reading minutes monthly incentives through a school wide reading competition and provide reading incentives		Ongoing			
8	Allocate dedicated reading time, buddy reading time and read alouds in the classroom		Ongoing			
9	Purchase materials and supplies for students and non-fiction books for school library		Ongoing	503	LCFF	

10	Reading and technology night for families	Fall/Spring		
11	Offer students book club opportunities	Ongoing		
12	Teachers purchase AR leveled books for classroom libraries	Fall		
13	Teacher Collaboration	Ongoing	200	LCFF
14	Teachers to attend conferences	Ongoing	1500	LCFF
15	Pay for intervention teacher and lower division tutor to work with targeted students	Ongoing	7529	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	60% of our K-6th graders scored at the mastery level on the Benchmark 3 assessment in May.	By May 2018, all students in grades Kindergarten through 6th grade will move up one proficiency level as measured by the STAR Math assessment.	All students at approaching level	STAR Math Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	In 2017-2018, 35% of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark assessment items. (8A)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Afterschool homework club utilizing Khan Academy		Nov. 2017 - April 2018	1529	LCFF	
2	Analyze student performance data during Academic Conferences		Winter and Spring Trimester			
3	Purchase Materials and supplies		Ongoing	594	LCFF	
4	Math University Night and Technology Night for families		Fall and Spring			
5	Teacher professional development		Nov. 2017 - April 2018	200	LCFF	
6	Math Festival		Spring			
7	Teacher Collaboration		Ongoing			
8	Teachers attend conferences		Ongoing	1500	LCFF	
9	Purchase online license for STAR Math		Fall			
10	Purchase online software		Ongoing			
11	Pay for intervention teacher to work with targeted students		Ongoing	1529	LCFF	

12	Pay for contracts for students/parents math night	Ongoing	1729	LCFF
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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)	During the 2016-2017 school year, 21% of our EL students were reclassified as measured by the reclassification writing assessment.	By June 2018, 20% of our EL students will be reclassified as measured by the writing assessment for reclassification.	English Learners who are RFEP eligible	WCCUSD reclassification assessment ELD writing	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	EL Reclassification rate will increase by 2% (4E)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Monitor the progress of EL students who are RFEP eligible towards English proficiency for 2017-2018 school year		On-going			
2	EL students who are not proficient will receive additional support by a tutor through the Learning Center to support their English language acquisition		Nov. 2017-April 2018			
3	Analyze student performance STAR reading and early literacy data after each benchmark to find ways of improving EL students' achievement		Every Trimester			
4	ELL students will receive targeted support during ELD instruction		Ongoing			
5	Peer observations of ELD instruction to support the implementation of strategies		Ongoing			
6	ELD/ALD blocking instruction for grades 1st-3rd to support language acquisition of students around early literacy		Ongoing			
7	Teacher Collaboration and planning around ELD curriculum and supports		Ongoing	200		LCFF
8	Sharing effective teaching practices		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
Reading	Based on the STAR Reading Assessment for 2nd-6th grade African American students, 27/37, 72% of students increased their proficiency level and 16/37 43% of students are at or above benchmark; with 15/22, 2nd & 3rd graders that moved up +1 proficiency level and 3/22 that moved up +.5 proficiency level.	By May 2018, African American students in grades 2nd-3rd will improve their instructional reading level by 1/2 a grade level and African American students in grades 4th-6th will improve their instructional reading level by 1 grade level, as measured by the STAR reading assessment.	2nd-6th grade African American students	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	Increase SBAC ELA proficiency by 10%. (4A)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Community outreach and support		Ongoing			
2	Intervention Support		Ongoing			
3	Afterschool tutoring for students scoring approaching/needs improvement/far below basic		Nov. 2017-April 2018			
4	Book Club		Nov.2017-April 2018			
5	Analyze student performance data during Academic Conferences		Winter and Spring Trimesters			
6	Teacher Collaboration		Ongoing			
7	Tutor support for small group reading instruction of students that are not meeting the standard, 250 hours		Dec. 2017- April 2018			
8	Teachers will utilize Culturally Responsive/Equitable Practices within their classrooms		Ongoing			
9	Establishing an African American Parent Advisory Committee (AAPAC)		Fall			
10	Incorporate culturally relevant literature in classroom libraries		Ongoing			

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	As of March 2017 the average attendance rate for Olinda is 95.14%.	By the end of the school year in June 2018, Olinda will keep an average rate of 95% for attendance, as measured by monthly attendance reports.	All Students	Power School Data, monthly attendance reports and teacher written attendance data in the school binder	Improve student engagement and climate outcomes , and allocate services to English Learners (EL) and Low Income (LI) students	Student responses on the LCAP Student Survey will show 2% increase in positive climate and safety related questions. (6C)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Input of daily attendance records diligently in Power School and attendance binders by teachers and clerk.		Ongoing through out the school year			
2	Teaching and reviewing proper hygiene practices on weekly basis		Ongoing			
3	Reward students with perfect attendance and 0 tardies per trimester by issuing certificates and recognition during school wide assemblies.		Each trimester			
4	Encourage and provide BEST practices		Ongoing			
5	Promote No Place for Hate program		Ongoing			
6	Encourage cooperative play and games through Playworks		Ongoing			
7	Monthly or bimonthly meetings for truant students with the Student Attendance and Review Team		Monthly/Bimonthly			
8	Incorporate Restorative Practices and Mindset initiatives		Ongoing			
9	Request for independent study packets need to be submitted to the office 2 weeks prior to travel and a copy should be submitted to the office		Ongoing			
10	Perfect Attendance recognition with incentives and certificates		Every Trimester			
11	Positive Calls from teachers		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	Based on the discipline summary in PowerSchool, there have been 3 student referrals recorded for the 1st trimester, 17 student referrals for 2nd trimester and a total of 7 suspensions of 3 students in grades 5 & 6	By the end of 1st and 2nd trimester there will be no more than 25 student referrals. By the end of the 3rd trimester, there will be no more than 20 student referrals.	All	Decrease in referrals and suspensions will be measured by log entries into PowerSchool.	Improve student engagement and climate outcomes by implementing practices and strategies that supports the social emotional growth of our students.	Number of out-of-school suspensions will decrease by 3%. (6A)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Caught Being Good tickets awarded for positive choices and weekly/monthly drawings held for incentives		Weekly/Monthly			
2	School wide referral system/Refocus procedures		Ongoing			
3	School wide expectations posted on campus and in classrooms and continuously referred to, with posters being made		Ongoing			
4	Purchase materials for Junior Staff and Student Council and behavior incentives (prizes for weekly/monthly drawings)		Ongoing	500	LCFF	
5	Teachers and Staff will incorporate Playworks to facilitate constructive play during recesses and PE		Ongoing			
6	Students will be recognized for Student of the Month, by being acknowledged during the morning assembly, with a certificate displayed on the bulletin, names published in the school newsletter and a principal's luncheon.		Monthly			
7	Trimester awards assemblies		Every Trimester	1000	LCFF	
8	Classes participate in creating a bulletin based on the monthly social skill		Monthly			
9	Instate conferences		Ongoing			
10	PD and Training on school wide behavior initiatives and sharing of effective instructional practices		Ongoing	258	LCFF	

11	Extra hours for SCOW	Ongoing	5929	LCFF
12	Staff use Restorative Practices and facilitate circle meetings in the classroom	Ongoing		
13	Staff will be trained on Growth Mindset	Ongoing/Monthly	1800	LCFF
14	Teachers will be offered Mindful Life Professional Development	Ongoing	1750	LCFF
15	Incorporating VAPA into the school culture including assemblies and contracts	Ongoing	1450	LCFF

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	During the 2016-2017 school year as of April, Olinda offered the following parent community events: Back to School Night, Coffee Chats, Parent Technology Night, Family Coding Night, Math Festival and Open House. We had 74% of parents that attended Back to School Night, 53% that attended Open House and 2% that attended the other community events.	By June 2018, Olinda will increase the number of parent community events by offering one each trimester, in addition to Back to School Night, Open House and principal coffee chats. As measured by agendas and sign in sheets, 50% of parents will support Olinda's ELA and Math content goals by being active participants in school wide activities and attending the community events.	All	Yearly SSC Meeting Minutes	Increase parent and community engagement, involvement, and satisfaction	California School Parent Survey will measure increase in engagement, involvement, and satisfaction. (3A)
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Parents will be encouraged to support the teacher and volunteer in classrooms		Ongoing			
2	Parents will attend parent/teacher conferences		November			
3	Parents will attend Back to School Night and complete their hopes and dreams acitivity for their children		September			
4	Supporting PTA with coordinating community building activities		Ongoing			
5	School and PTA will host a parent Reading Night		February			
6	SSC will meet as needed to address issues concerning the school site plan to address student achievement		Ongoing			
7	Parent University Nights: Common Core, technology, ELA, math, science, social/emotional		Every Trimester			
8	Computer support for parents		Ongoing	200	LCFF	
9	Teachers will attend and participate in family engagement activities and create presentations		Ongoing			

10	Principal will host coffee chats with families	Every Trimester	800	LCFF
11	Teachers attend/support and lead Parent Community Events	Ongoing		
12	The school will offer parent university nights/festivals	Ongoing		
13	Teachers will share effective practices	Ongoing		
14	Hire a part-time School Community Outreach Worker (SCOW)	Fall		
15	Teachers will make an initial Welcome call to families at the beginning of the year and positive calls throughout the year	Ongoing		

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

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
ILT Process	Based on the STAR Reading data for May 2016, 54% of 2nd-6th grade students scored at the 50th percentile and above. 57% of our 2nd - 6th graders scored at the mastery level on the Math Benchmark 3 assessment in May. 65% of English Learners met or exceeded the ELD Benchmark 3 in May.	Our ILT will meet monthly/bimonthly and continue opportunities for staff to collaborate formally and informally to address our school's focus and 50% of the meeting will focus on student achievement, as measured by ILT agendas and meeting notes.	All	ILT monthly meeting agendas and notes. February 4th ILT District Wide Check-In Meeting.		
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	The ILT will facilitate collaborations that allow teachers to share best practices, instructional planning, small group instruction and data analysis that will promote and improve teaching and learning		Ongoing			
2	The ILT will review and research programs and Professional Development that will target our content goal and assist and support our new teachers		Ongoing			
3	The ILT will facilitate Professional Development for staff		Ongoing			
4	The ILT will attend Professional Development that address our SMART goals		Ongoing			
5	The ILT will attend Professional Development that address our SMART goals		Ongoing			
6	Equitable classroom reflection tool		Ongoing			
7	Peer Observation		Ongoing			
8	Continuous work on DDI calendar as needed		Ongoing			
9	Parent Engagement and Support		Ongoing			

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	32410	-319.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	32,729.00

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.