West Contra Costa Unified School District
Tara Hills Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Contact Person:	**Robert Mendoza**
Principal:	**Robert 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.

   X 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 5, 2018**.

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:

Robert Mendoza		
Typed name of school principal	Signature of school principal	Date
Josephine Knutsen		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Tara Hills 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	**Iliana Cabrera**		
#2	**Josh Cleberg**	**2017**	
#3	**Gabriella Davis**	**2017**	
#4	**Kaite Risner**	**2017**	
#5	**Heather Wilson**	**2017**	
School/Other Members			
Tchr #1	**Josephine Knutsen**	**2017**	
Tchr #2	**Shabana Johnson**	**2016**	
Tchr #3	**Kelsey Holdredge**	**2017**	
Other	**Alicia MaClean**	**2017**	
Principal	**Robert Mendoza**		

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

Theory of Action

Learning and Teaching (ELA Goal)

If we deepen the implementation of our daily literacy practice through Accelerated Reader (STAR) in our classroom; then staff will improve their monitoring of student independent reading and comprehension skills. Students will increase literacy skills while fostering a love of reading that will improve academic achievement in all subject areas.

Adult Learning practices (School climate Goal)

If we build professional learning communities focused on mindfulness and adult self-awareness for certificated and classified staff; we will develop personal relationships with both student and parents which will lead to a higher level of engagement from students and parents.

Student Culture and Climate (School Climate Goal)

If we continue our activities for No Place for Hate and implement Mindfulness and Growth Mindset; classroom management and cultural responsiveness will increase and grow our school's awareness and ability to address our diverse student population. Students will feel respected and grow their self-awareness and regulation skills.

Teoría de Acción

Aprendizaje y Enseñanza (Objetivo del ELA)

Si profundizamos la implementación de nuestra práctica diaria de alfabetización a través de programa STAR Lector Acelerado (Accelerated Reader [STAR]) en nuestro salón de clases; Entonces el personal mejorará su supervisión de las habilidades de lectura y comprensión independiente de los estudiantes. Las destrezas de alfabetización crecerán en los estudiantes mientras se incentiva el amor por la lectura que mejorará el rendimiento académico en todas las materias.

Prácticas de Aprendizaje de Adultos (Objetivo de del ambiente escolar)

Si construimos comunidades profesionales de aprendizaje enfocadas en la atención plena y la auto-conciencia de adultos para el personal certificado y clasificado; Desarrollaremos relaciones personales con ambos los estudiantes y los padres el cual conducirán a un mayor nivel de compromiso de parte de los estudiantes y padres.

Cultura estudiantil y ambiente escolar (Objetivo del ambiente escolar)

Si continuamos con nuestras actividades de "No Hay Lugar para el Odio" e implementamos Atención Plena y el Crecimiento de la Mentalidad; El manejo del aula y la capacidad de respuesta cultural aumentarán y se desarrollara la conciencia y capacidad de nuestra escuela para dirigirse a nuestra diversa población estudiantil. Los estudiantes se sentirán respetados y sus habilidades de auto-conciencia y regulación crecerán.

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: **Discuss with Staff and SSC, work with Learning Center to support FBB and BB students in Tier II; Staff development used for tier I interventions.**	**or**	Process: **staff meeting, council meetings, community of care, PLC and academic conferencing, principal/teacher meetings, meetings with parents.**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **Special Education**	Process: **Discuss with SSC and Staff, review with ELAC, Review with ILT**	**or**	Process: **Principal discussing with ELAC, members of site council discussing with staff and parents**
Step 3	SPSA strategies development	Process: **school-wide we developed goals based on our student needs, SPSA, ILT, and ELAC provide input. SPED. worked closely with principal, staff, and community of care to provide Tier II services**	**or**	Process: **Weekly meetings with principal and specialist to discuss our Tier II and III students, weekly collaboration, staff meeting, academic conferences.**
Step 4	Budget development	Process: **Discuss with ILT, SSC, ELAC, and Staff**	**or**	Process: **Staff meeting, PLC, ILT, SSC, meetings. Principal and Site Council**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **December 6, 2015**		
Step 6	SPSA monitoring	Process: **Provide all staff with an electronic copy of the plan and have a hard copy available for parents and community. In January, 2016, ensure that each committee has a hard copy of the plan and refers to the plan for the committees outcomes. Present to ELAC.** **At the academic conferences and staff meetings refer to the plan for monitoring**	**or**	Process: **Members of Site Council that are on the staff**

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:	*	
X	Facilities maintenance: **Playground yard painting, parking lot flooding**	*	**Request maintenance to repair and improve**
	Facility capacity (space for classrooms/programs): **NA**	*	**NA**
X	Safety: **Before School and After School Supervision**	*	**Funding for staff to supervise students who are dropped off early or picked up late.**
	Materials availability: **NA**	*	**NA**
	Technology: **NA**	*	**NA**
X	Fiscal Support: **Lack of funding for staff to supervise before and after school.**	*	**Find money in the budget to cover the staff, look for funding elsewhere**
	Compliance Support: **NA**	*	**NA**
	Curriculum and Instruction Support: **NA**	*	**NA**
	Other: **NA**	*	**NA**

* 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: **AR Goal Progress**	**X**Area of concern Area of strength	**Overall 30% of students in 2nd-6th grade met their AR goal for the 2nd Trimester** **2nd grade - .02% of students met their AR goal for the 2nd Trimester and 37% are reading at grade level according to the STAR assessment as of 4/17** **3rd grade - .07% of students met their AR goal for the 2nd Trimester and 37% are reading at grade level according to the STAR assessment as of 4/17** **4th grade - 33% of students met their AR goal for the 2nd Trimester and 38% are reading at grade level according to the STAR assessment as of 4/17** **5th grade - 74% of students met their AR goal for the 2nd Trimester and 31% are reading at grade level according to the STAR assessment as of 4/17** **6th grade - 27% of students met their AR goal for the 2nd Trimester and 30% are reading at grade level according to the STAR assessment as of 4/17** **Is AR being used in fidelity across grade levels ie. AR independent reading time, using reading logs, availability to take a quiz when needed, setting goals with students, and visual motivation charts?**

	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*
	Benchmarks: **STAR Reading Benchmark**	Area of concern **X**Area of strength	**At the beginning of the year 30% of 2nd-6th grade students were reading at grade according to the STAR benchmark assessment. Currently 34% of students in 2nd-6th grade are reading at grade level according to the STAR assessment as of 4/17.** **2nd grade - 42% of student were reading at grade level in 8/16 and 37% of students are reading at grade level in 4/17 - 5% decline** **3rd grade - 25% of student were reading at grade level in 8/16 and 37% of students are reading at grade level in 4/17 - 12% improvement** **4th grade - 26% of student were reading at grade level in 8/16 and 38% of students are reading at grade level in 4/17 - 12% improvement** **5th grade - 21% of student were reading at grade level in 8/16 and 31% of students are reading at grade level in 4/17 - 10% improvement** **6th grade - 36% of student were reading at grade level in 8/16 and 30% of students are reading at grade level in 4/17 - 6% decline** **Overall grades 3rd, 4th, and 5th grade students have made significant improvement in raising their grade level scores according to STAR assessment. There is a difference of 7 months in grade level from the beginning of the year until the most recent assessment. What has changed that is unfavorably impacting student achievement ie. curriculum, delivery, direct instruction, small groups?**
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	**X**Area of concern Area of strength	**AMAO Goal I Target not met - 56.5% of students met the goal and target was set for 63.5%** **AMAO Goal II 5 Years or Less Target met - 29.2% of students met the goal and the target was set for 26.7%** **AMAO Goal II 5 Years of More Target not met - 35.7% of students met the goal and the target was set for 54.7%** **The entire staff needs to look at CELDT and ELPAC and discuss the format and how lesson plans line up to the state expectations in order for students to make progress towards meeting the CELDT instruction and AMAO goals.**
	CELDT:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	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*
	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:	**X**Area of concern Area of strength	**The district's goal for attendance is 95% for every school in the district. In 2015-2016 the most recent data shows that Tara Hills had 93.6% for attendance. We would like to increase our percentage to 95% in the 2017-2018 school year. To increase 3% we will recognize students for perfect attendance monthly and quarterly with awards and assemblies.**
	Suspension	**X**Area of concern Area of strength	**There were 125 suspensions in the 2015-2016 school year. Our suspensions have gone up over the last 3 years from 80 in 2013-2014, to 110 in 2014-2015. We have a disproportionate amount of students being suspended that are African American. We are focusing on school climate with a focus on mindfulness that works to decrease discipline incidents.**
	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 September of 2017, 55% of 3-6 grade students are reading at grade level according to STAR Reading. In ELA SBA 40% Students Proficient	In June of 2018, 90% of 2-6 grade students will make one grade level of growth according to STAR Reading. In ELA SBA 50% of Students Proficient	2-6 Grade	STAR Reading (Grades 3-6) Final summative will be SBAC.	1 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**
3	Professional Development/Collaboration	October 2017-June 2018	3253	LCFF
4	Study Trips	August 2017-June 2018	2500	LCFF
5	subs for Academic Conferences and grade level meetings Monitor Illuminate and STAR data and use the Active Lessons recommended in correlation with the CCS	October 2017-June 2018	1287	LCFF
6	Student incentives: for their reading progress	October 2017-June 2018	1000	LCFF
7	Online Licenses: Renewing NewsELA	September 2017	2000	LCFF
8	Implementing the Treasures core curriculum	Daily		
9	conferences	October 2017-June 2018	1000	LCFF
10	teacher extra hours: Tutoring	October 2017-June 2018	1470	LCFF
11	Materials and supplies	October 2017-June 2018	1213	LCFF

12	Hire Upper Division Tutor to work with students during the day	October 2017-June 2018	2963	LCFF
13	Purchase materials and supplies for PD	October 2017-June 2018	3000	LCFF
14	light refreshments for PD	October 2017-June 2018	800	LCFF
15	Staff retreat	June 2017		

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 June 2016, 3-6th 16% above standard 26% at or near standard	By June 2018, 3-6th grade will increase the number of students scoring above standard will increase by 5% on Math Claim 1/ Concepts & Procedures	All	Math Claim 1 SBAC	1.1 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	purchase materials and supplies -supplemental math materials:	October 2017-June 2018	5000	LCFF
2	Math Professional Development Conferences	September 2016-June 2018	3000	LCFF
3	Implement differentiated instruction moduals and strategic tutoring	Ongoing	1470	LCFF
4	formative assessments will be used	Weekly		
5	We will use student discourse to explain, defend, prove, analyze math problems, and use multiple measures to solve math problems	Daily	1200	LCFF
6	Study Trips	2016-2017	2500	LCFF
7	Teacher additional hours for professional development and collaboration	August 2016-June 2018	1500	LCFF
8	Subs for academic conferences to analyze student data and plan instruction	October 2016-June 2018	787	LCFF
9	Use Khan Academy And get a Mobi Max school wide license to track data	Sept 2016-June 2018	6000	LCFF

10	More practice with problem solving/building stamina for constructive response problems	Sept 2017-June 2018		
11	Implement the new district adopted math curr	daily		
12	Subs for Teacher classroom visitations	Sept 2017-June 2018	500	LCFF
13	Use My Math cumulative assessment at end of year to assess yearly growth for K-2.	Sept 2017-June 2018		
14	Purchase materials and supplies for PD	Sept 2017-June 2018	800	LCFF
15	Staff retreat	June 2017		

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)	47 % of EL students reclassified in 2016-2017.	By Spring 2018, 70% of ELs below grade level in grades 3rd through 5th will meet the minimum 30% percentile in the STAR literacy benchmark and score at grade level and will meet the district's reclassification criteria.	EL	Reclassification criteria	1.2 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Teachers will have students speak in complete and grammatically correct sentences. (integrated)	on going		
2	ELD collaborative discussions are scheduled, targeting students who can reclassify	on going	1200	LCFF
3	Collaboration to discuss areas of growth".and prepare students for reclassification using interim criteria	on going	598	LCFF
4	Providing daily, rigorous English Language Development instruction. (Designated)	on going		
5	Developing and citing daily language objectives that frame opportunities for student discourse (collaborative conversations) and developing academic vocabulary. (integrated) Use STAR Reading lessons.	on going		

6	Workshops for teachers in ELD provided by our district personnel	September 2017-2018		
7	PD to analyze student data and plan ELD instruction	October 2017-2018	300	LCFF
8	Monitor EL target students progress on the STAR reading test	January 2017-2018		
9	ELD materials and supplies	October 2017-2018	1500	LCFF
10	Bilingual Instructional Aide to work with our EL students	weekly 2017-2018	25916	LCFF
11	Subs for Academic Conferencing	on going	1287	LCFF
12	conferences	October 2017-2018	4000	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**
ELA	African American students in grades 3-6 are scoring 19% met or exceeded standard on the 2016 SBA for ELA. In October 2016, 20.6% in grades 3-6 are at or above proficient as measured by the STAR Reading assessment.	34% of our African American students will score meet or exceed on the 2017 ELA SBA. 35.6% of our African American students will be at or above proficient as measured by the STAR assessment by June 2018.	African American students 3-6.	SBA and STAR	1.1 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	Teachers target 2 African American students progress weekly check-in	January 2018		
2	Weekly vocabulary quizzes using AR	February 2018		
3	Grad tutor for ELA intervention with African American target students	February 2018		
4	Materials	on going	1500	LCFF
5	PD for staff	March 2018	1500	LCFF

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	In 2016-2017, our average attendance was 91%	By June 2018 our average attendance will be 96%	All students with a concentrated focus on Kindergarten	Power School Attendance	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	We will form an attendance team and meet weekly	September 2017 and ongoing		
2	We will plan and implement student recognition for positive attendance and include recognition for those students who may not have perfect attendance but have improved their attendance	September 2017 and ongoing	1000	LCFF
3	The principal, office staff, all teachers will monitor attendance reports	August 2017 weekly		
4	We will communicate attendance goal to parents and students	August 2017 and monthly		
5	The principal, office staff, all teachers will monitor student tardiness	August 2017 Weekly		
6	Hold parent conferences for chronically absent students	September 2017 and monthly		
7	Strategic communication with Kindergarten parents	Bi-Monthly		
8	Attendance incentives, certificates, medals, etc.,	Monthly	1000	LCFF
9	Attendance incentives, certificates, medals, etc.,	Monthly		
10	Strategic communication with Kindergarten parents	Bi-Monthly		

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	In March 2017 38% of students indicated that they showed kindness to others as well as being able to regulate behavior through mindfulness 100% of the time There were 125 suspensions in the 2015-2016 school year. Our suspensions have gone up over the last 3 years from 80 in 2013-2014, to 110 in 2014-2015. We have a disproportionate amount of students being suspended that are African American. We are focusing on school climate with a focus on mindfulness that works to decrease discipline incidents.	By June 2018, 50% of students will show kindness to others and regulate behavior through mindfulness 100% of the time. Visible signs of mindfulness strategies being used by students, staff and parents.	All Students	Kindness surveys and observations each trimester.	4.2 Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	STATE Suspension Rate Overall – increase 1 performance level (decrease from 6.4% to 4.4%) STATE Suspension Subgroups – increase 1 performance level for yellow/orange/red subgroups: English Learners (from 5.6% to 3.6%) Low Income (from 7.7% to 5.7%) Students with Disabilities (from 11.9% to 9.9%) American Indian (4.6% to 2.6%) African American (14.2% to

						12.2%) Hispanic/Latino (5.7% to 3.7%) Pacific Islander (7.7% to 5.7%)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Post banners and posters with our school vision and school-wide expectations: Revise	October 2017		
2	Created a NPFH Student Ambassadors of Kindness	June 2017 and ongoing		
3	Second Step lower grades, and NPFH activities	Weekly		
4	Kindness week	Annually		
5	Kindness survey	Every Trimester		
6	Materials	on going	3000	LCFF
7	Define kindness	October 2017		
8	Peer educatin through assembly, contracts for students	October 2017	4600	LCFF
9	Cool to be Kind tickets	Daily		
10	Staff training for Second Step	October 2017	1000	LCFF
11	PD Mindfulness	September 2017	2400	LCFF
12	PD Selina Jackson	September 2017	9600	LCFF
13	PD NPFH whole staff	September 2017	1000	LCFF
14	Supervision - Instructional Aide	August 2017	4451	LCFF
15	Study Trips	on going	5000	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	In June of 2017, 57% of our Family Nights were academically focused.	In June of 2018, 60% of our Family Nights will be academically focused.	Family Members	Sign in sheet for all family nights	3 Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Family Nights: Science, Literacy, Earth Day, Math	May 2018		
2	extra teacher hours for participation and preperation	February 2018	1000	LCFF
3	Materials	January 2018	500	LCFF
4	Extra hours Community outreach worker	October 2018		
5	RSVP's, E-mail notification, bulletin board, remind, website, connect ed, and marquee, to parents.	February 2018		
6	Student incentives for attendance	February 2018	1000	LCFF
7	Set dates for family Nights	February 2018		
8	Parent University	On going		
9	Snacks for parent events	On going	500	LCFF
10	Monthly Principal Chat	August 2017	2000	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other #1

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
Special Education	Students in NSH class	By June 2018, 14/16 students will meet AR goal	Students with SLD in 4-6 NSH class.	STAR Reading	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Regular AR reading and assessments	September 2017		

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	114495	-4,600.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	119,095.00

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.