West Contra Costa Unified School District
Washington Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
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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: .

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:

Lisa Levi		
Typed name of school principal	Signature of school principal	Date
Gissell Medina		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Washington 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	**Felipe Cabral**	**June 2018**	
#2	**Rachel Espinoza**	**June 2018**	
#3	**Rolando Rubio**	**June 2018**	
#4	**Rosa Perez**	**June 2017**	
#5	**Jorge Palacios**	**June 2017**	
School/Other Members			
Tchr #1	**Talisha Sevilla**	**June 2018**	
Tchr #2	**Gissell Medina**	**June 2018**	**X**
Tchr #3	**Mallary Heaton**	**June 2017**	
Other	**Theresa Cabral**	**June 2018**	
Principal	**Lisa Levi**		

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

Theory of Action

Washington has two side-by-side programs: the Traditional program and the Dual Language Immersion program. Each program has a unique set of needs but also have many commonalities. One of the strongest is the need to provide all students with a strong set of writing skills to not only prepare them for the next grade but as a life skill.

Teaching writing is difficult and students rarely move at the same pace in their writing skills -- making the challenge of teaching writing that much more difficult. The Common Core standards emphasize writing across the curriculum. However, the curriculum we have been using doesn't provide for a strong writing program.

If teachers have access to coaching and professional development focused on the core skills of cross curricular writing, and if they consistently collaborate on teaching strategies and their results, then teachers will teach writing skills in a systematic, in-depth manner and students will demonstrate their learning by producing high quality writing in all subject areas.

If parents have a thorough understanding of Common Core expectations in writing and how it applies to other curricular areas, then they will be better able to help students at home.

If the school climate is conducive to learning (students feel safe, cared for and able to be express themselves), then student academic progress in writing and other subjects will be accelerated.

In order to teach in-depth writing skills, teachers must be able to collaborate on an on-going regular basis. Collaboration must be focused on teaching strategies and student results. Further, writing instruction should be meaningful and product orientated to ensure student engagement. Supports to facilitate a strong writing program are as follows:

- Coaching for all teachers in the Teachers College Writing Program.
- Professional development opportunities for teachers on-site and through the district.
- Collaboration between teachers must be calendared and strictly adhered to.
- Assessment data must be looked at on a regular basis and with a view to the different groups of students at the school.
- Implement a strong ELD/SLD/ALD program for all students.
- Implement a comprehensive vocabulary instruction program for all students to bolster writing skills.
- Insure that students are producing writing in all curricular areas.

Students and parents must also be supported in order for learning to accelerate. Supports for students and families are:

- Timely and informative feedback for students and parents on assignments and overall progress.
- Academic goal setting for students in grades 3 – 6 in Language Arts and Math.
- Interventions for those students needing additional support in Language Arts and in Math.
- Art and music enrichment for all students.
- Opportunities for students to showcase their learning through performances, exhibits and demonstrations.
- Mentoring and counseling for recommended students and Mindfulness for all students.
- Provide information to parents regarding writing instruction through parent conferences, parent nights and newsletters to improve student outcomes and strengthen the home-school connection.

The implementation of these supports will further student writing skills and add depth to their learning and ready them to the next grade level. Anticipated outcomes will be as follows:

- Students will gain facility and confidence in their writing skills.
- Students will achieve at higher rates academically.
- Teachers will increase their capacity for teaching writing through collaboration and professional development.
- Parents will have a deeper understanding of the curriculum and be better equipped to assist their students at home.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process: **Classroom teachers analyze data at grade level meetings.**
Step 2	Gather input from (check all that apply) **X** ELAC Others	Process: **SSC reviews data and makes recommendations.**	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: **Teachers in grade level groups and at staff meetings adopt research based academic strategies based on the findings from the data. Strategies are also generated by the SSC after reviewing both school based student data and available programs to target areas of deficiency.**
Step 4	Budget development	Process: **Proposed budget aligned with the plan are reviewed and approved by the SSC.**	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: **Monitoring logs are prepared by school staff and then reviewed by the SSC. The first monitoring log reflects the implementation of the plan and the second monitoring log reflects the effectiveness of strategies according to school based data.**	or	Process:

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:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs): **Instruction space is needed for music programs and instrument storage.**	* **The stage can be used unless there is an assembly, however instrument storage remains a problem.**
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

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

Data Analysis

	Data Reviewed	Concern/Strength *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*
Choose 3	Accelerated Reader/Star Reading: **The STAR Assessment**	**X** Area of concern ☐ Area of strength	**The STAR assessment for English provides good, usable data on student progress. The STAR Assessment in Spanish doesn't provide usable data for the Dual Language Immersion classes that use it. This causes concern because getting strong data on language acquisition for Spanish language learning for students in the DLI program can be difficult.**
	Benchmarks: **Grade 2 math benchmark data**	**X** Area of concern ☐ Area of strength	**Grade 2 math benchmark data indicates that the students met the goal at the first benchmark. However, the mid year benchmark results indicate that students did not do as well on the Benchmark 2 as they did on Benchmark 1. There was confusion about the benchmarks after they were made optional mid-year. as a result, some teachers administered them and some did not. Also, several changes in classroom teachers resulted in missed assessments or only part of a class taking the assessment.**
	Benchmarks: **Grade 4 Writing Benchmark 2 results**	**X** Area of concern ☐ Area of strength	**Grade 4 Writing Benchmark 2 results indicate that students did not do as well as they did on the first writing benchmark. This is an area of concern as the writing portion of the reclassification packet is often what students have the most difficulty with. In the 17 - 18 school year, we will begin a wider implementation of the Teacher's College Writing program to better support all students in writing but especially our EL's.**
	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 *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*
Choose 2	Attendance: **Attendance comparison for 2015/2016 and 2016/2017.**	**X**Area of concern Area of strength	**Attendance continues to decline despite efforts to bolster it. Many parents will call the school in the morning to find out if their students teacher is there, When told the teacher is absent, they say that they will be keeping their student home for the day. This contributes to the overall decrease in attendance.**
	Suspension **The numbers of suspensions have increased during the 2016 - 2017 school year.**	**X**Area of concern Area of strength	**Extreme behavior issues that are not resolved or corrected by any other means have resulted in higher numbers of suspensions. This behavior has impacted the learning of the other students in that classroom(s).**
	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	During the 2016 - 2017 school year, 32 % of upper grade students made a year's progress in reading as measured by the Accelerated Reader Growth Report.	By Spring of 2018, 50% of students in grades 4 - 6 will demonstrate 1 years growth during the 2017 - 2018 in reading as summarized on the Accelerated Reader Growth Report.	All Students in grades 4 - 6	Accelerated Reader reports (Growth Report)	Improve student achievement for all students and accelerate student learning increases for EL (English learner), Low Income (LI) and foster youth.	Increase SBAC ELA proficiency (4A, 2A, 2B_)

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	Identified students will receive after school tutoring by certificated teachers in the areas of early reading, reading comprehension, reading fluency and targeted vocabulary.	November 2017	1000	LCFF
2	Targeted students will participate in the Read Aloud program, an intervention program specifically for early readers struggling with literacy acquisition.	October 2017 Contract		
3	Identified students in grades 3 - 6 will attend an after school intervention that targets reading, writing, speaking and listening to improve over all language arts competency.	On- going Contract	1000	LCFF
4	Teachers will begin implementing the Teacher's College Writing Program	On going.	10000	LCFF
5	Interested teachers will attend best practices conferences such as California Reading Association.	Spring 2018	6000	LCFF
6	Continue trainings including Common Sense Media, Illuminate, Common Core, Edivate, AR360 etc.	On-going		
7	Raz Kids, an on-line program, will be used to support students in all grade levels with reading fluency and comprehension in both English and Spanish. .	On-going	500	LCFF
8	A substitute teacher will be hired to provide in school intervention one to two days per week for at risk students in all grade levels in reading and language	September 2017	10741	LCFF

	arts in both Spanish and English.			
9	Teachers will access the computer lab according to the established schedule or use tablets in the classrooms to allow students to use the Accelerated Reader program and its components.	September 2017		
10	Purchase on-line subscriptions for students	On-Going	500	LCFF
11	Ensure that teachers are provided with adequate time for collaboration to review data, discuss teaching strategies and plan upcoming instruction.		723	LCFF
12	Purchase Library Books in Spanish and English	On-Going	5000	LCFF
13	Purchase materials and supplies for students	On-Going	4291	LCFF
14	Pay for Read A Loud contract	On-Going	3500	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	On the District Math benchmark 2, 31.4% of 4th grade students scored at the Approaching to Exceeds Standards levels on the Spring Benchmark.	50% 4th Grade students will score at the Approaching to Exceeds Standards levels as measured on the 2018 Spring Mathematics benchmark.	All students	Math Benchmark 2	Improve student achievement for all students and accelerate student learning increases for EL (English learner), Low Income (LI) and foster youth.	Increase SBAC math proficiency (4A, 2A, 2B_)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Identified students will receive after school tutoring by certificated teachers in Common Core math strategies.	November 2017	2850	LCFF
2	Teachers will share strategies to incorporate writing into math and will share student writing samples during collaboration meetings.	On - going		
3	IXL, an on-line math mastery program will continue in grades 3 - 6 to support students both at school and at home in mastering grade level math skills. All teachers in grades 3 - 6 will incorporate IXL into their instruction and encourage it's use at home.	On-Going	2000	LCFF
4	More Starfall, an on-line math program, will be available for all students K - 2 for use at school in mastering grade level standards. There is no cost for this program.	On-going No cost	2000	LCFF
5	Ensure that teachers are provided with adequate time for collaboration to review data, discuss teaching strategies and plan upcoming instruction.			
6	Purchase materials and supplies for students	On-Going	3000	LCFF

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	11 % of English Language learners were reclassified in 2016 - 2017 school year.	25 of our English language learners will be reclassified during the 2017 - 2018 school year.	English Learners	Number of students reclassified.	Improve student achievement for all students and accelerate student learning increases for EL (English learner), Low Income (LI) and foster youth.	increase to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Identified EL students will be selected for after school tutoring by certificated teachers.	November 2017	1000	LCFF
2	Implement an after school intervention program that focuses on reading, writing , listening and speaking for EL and low performing students in grades 3 - 6 to promote skills needed for literacy and reclassification.	November 2017 Contract	1000	LCFF
3	Ensure comprehensive, rigorous ELD instruction daily	On-going		
4	Inform parents of the importance of ELD classes and reclassification at monthly ELAC meetings, at parent teacher conferences and through notes and calls home as needed.	November 2017 No Cost		
5	Provide parenting classes for Spanish speaking parents through the Latina Center	Fall 2017 No cost		
6	Sponsor a parent night to inform English learner parents about the CELDT and the importance of reclassification.	Spring 2018		
7	English in a Flash will be used to increase vocabulary and reading comprehension for ELs in all grade levels.	on-going	1500	LCFF

8	Interested teachers will pilot the Teacher's College Writing program to improve EL writing skills. Materials provided by the district.	Fall 2017		
9	Coach for Teacher's College Writing pilot program	Fall 2017		
10	Ensure that teachers are provided with adequate time for collaboration to review data, discuss teaching strategies and plan upcoming instruction.	On-Going	1000	LCFF
11	Purchase materials and supplies for students	On-Going	3000	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
English Language Arts	African American 5th grade students scored slightly lower overall on the district 2017 ELA Benchmark 2 Assessment than the whole 5th grade as a whole. African American students scored 50% correct, whereas the entire 5th grade scored 57% correct.	African American 5th grade students will score at the same levels (or better) as the rest of the grade 5 student body on the 2018 District ELA winter benchmark 2 assessment.	African American Students	ELA Benchmark 2 Assessment	Improve student achievement for all students and accelerate student learning increases for EL (English learner), Low Income (LI) and foster youth	Increase SBAC ELA proficiency

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	After School Mentoring for African American students	Mid October 2017, on-going	1000	LCFF
2	Site based Professional Development - Equitable Classrooms	Mid November 2017 No cost	500	LCFF
3	After school Book Club	January		
4	Mindfulness will be implemented in all classrooms to provide students with stress relieving strategies.	Mid October 2017, on-going		
5	Parent Nights	November and February		
6	After school tutoring for identified students.	November 2017, on-going	1000	LCFF
7	Parent, Student and Staff survey	Mid October No cost		
8	African American Movie Night in conjunction with the PTA	February		
9	Purchase materials and supplies for students	On-Going	500	LCFF
10	Pay for AFS contract	November 2017- on-going	10000	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	Average student attendance for the 2015 - 2016 school year was 92.95%, slightly below the district goal of 95%.	By June of 2018, the school's overall attendance rate will increase to at least 95% (District goal).	All students	Monthly district attendance reports	Improve student engagement and climate outcomes, and allocate services to EL (English Learner), Low income (LI) and foster youth (FY)	All schools will maintain a 95% or above attendance rate.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Students achieving outstanding attendance (no more than 1 absence and zero tardies) will receive certificates each trimester during report card time. Those students with perfect attendance all year will receive a certificate at the end of the school year.	November, March and June	500	LCFF
2	Communicate the importance of daily attendance and its impact on student achievement to parents at Back to School Night, through notes, newsletters and phone calls as well as at Parent Teacher Conferences. Reminders will be sent periodically throughout the school year.	By November No Cost		
3	Phone messages regarding absences will be sent daily through the districts phone messaging system. Letters regarding absences will be sent regularly through the Attention to Attendance system.	On - going No Cost		
4	Attendance letters continue to be sent parents of students who have repeated absences.	On-going		
5	Attendance conferences will be held with parents of students with poor attendance.	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	A review of school wide discipline data shows that there were 39 suspensions last school year and that the most reported infraction was 'Fighting or Rough Play'. The Mindful Life Project will be implemented to support students at all grade levels in making positive respectful choices when dealing with others and in respect to their own behavior.	By June of 2018, students suspension rates will decrease by 5%. Students will demonstrate increased engagement in the classrooms as indicated by fewer documented referrals to the office and will be recognized for their improved citizenship.	All	Discipline records Numbers of students receiving certificates for citizenship	Improve student engagement and climate outcomes, and allocate services to EL (English Learner), Low income (LI) and foster youth (FY)	Suspensions rates will decrease (6A)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Comprehensive anti-bullying education for students, parents and staff with quarterly activities incorporating writing, presentations and speakers.	October 2017		
2	Teach sportsmanship and fair play through district provided Playworks program.	August 2017 No Cost		
3	Student leadership opportunities will be provided through the Playworks Student Coach Program	October 2017 No Cost		
4	Contract with Mindful Life	October 2017	18000	LCFF
5	Students will be recognized for good citizenship at the end of each trimester.	November, February and June.		
6	Purchase materials and supplies for students	On-going	2000	LCFF
7	Pay for conflict resolution contract	As needed	19500	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	The implementation of the new Common Core standards necessitates that parents are aware of these standards and what is expected of their students.	By June of 2018, 25% of Washington Parents will have attended a parent workshop focusing on Math or Language Arts, or early literacy. Parents will learn strategies that can be used at home to promote student achievement. There will be emphasis on engaging under represented parent groups	All Students	Sign in sheets for parent events/evening Evaluations from parent events/evenings	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	A parent night on the Common Core will be presented in the fall focusing on Mathematics and RLA. This evening will be presented by grade level or grade span (K-1, 2-3, etc.). The same content will be presented in both the English and Spanish versions so parents can select the language they are most comfortable with. An overview of common core standards the grade level is working on will be presented along with specific materials and strategies that parents can use at home to support their student.	November		
2	Parent Nights focusing on issues specific to a particular grade level or grade level span will represented throughout the school year.	On-Going		
3	Sponsor a parent night to introduce and familiarize parents to school sites such as Accelerated Reader, IXL, RAZ Kids etc.	Fall		
4	Sponsor a parent night to inform English learner parents about the CELDT, the importance of reclassification and present strategies that can be used at home to support their students.	January		
5	Distribute a survey to parent to determine the best times for parent events.	November No Cost		

6	Pay teacher for extra hours to attend parent events	On-Going	1931	LCFF
7	Purchase food, materials, supplies and provide child care for parent events	As needed	700	LCFF
8	Have students prepare personal invitations to school events for their parents.	November No Cost		
9	Pay for Babysitting for parent events	On-Going	698	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Science	Students need hands on experiences in the garden to more fully understand basic science cycles - the water cycle, plant life etc.	By June 2018, 75% teachers will have utilized the garden as a classroom and will have presented a Common Core Standards Based lesson to their class focusing on nutrition or some aspect of environmental science.	All Students	Garden Schedule	1.1	By June 2018, 48% of 3rd grade students will grow by 1 point or more in writing on the Writing Benchmark assessment.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Create a sign up schedule for teachers to use the outdoor garden space.	September		
2	Teachers will create hands on science lessons that can be presented in the garden.	On-going		
3	Students will complete writing assignments based on lessons taught in the garden.	on-going		

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
Visual Arts	Art (music and visual arts) are important parts of the school experience. Washington students will have the opportunity to participate in workshops presented by professional artists and to attend a performance incorporating visual and performing arts.	by January 2018, 80 % of classes will have participated in workshops presented by visiting arts and attended a performance presented by the same artists	All Students	Students survey regarding experiences with the art form and attendance at the performance.		.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Coordinate with Cal Performances to create a schedule of workshops for all classes.			
2	Arrange a study trip to see a performance presented by Cal Performances. Funds will be needed for busses.	January 2018	4645	LCFF
3	Writing assignments based on the experiences with the visiting artists and the performance.	January 2018		

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	118079	-3,500.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	121,579.00

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.