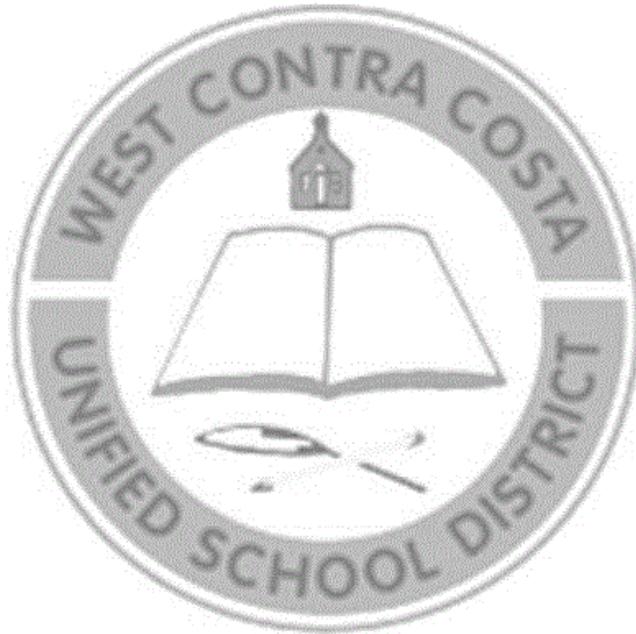


West Contra Costa Unified School District  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2018-19

GRANT ELEMENTARY



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Farnaz Heydari
<b>Principal:</b>	Farnaz Heydari
<b>Address:</b>	2400 Downer Avenue
<b>City:</b>	Richmond, CA 94804
<b>Telephone Number:</b>	231-1422
<b>E-mail address:</b>	fheydari@wccusd.net



**BOARD OF EDUCATION**

**2018 - 2019**

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**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

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**MATTHEW DUFFY**

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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:

ELAC, AAPAC, PTA, Culture and Climate, ILT, TN

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 Control Accountability 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: Thursday, May 10, 2018
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Farnaz Heydari

Typed name of school principal

Signature of school principal

5/10/2018

Date

Ana Huidobro

Typed name of SSC Chair

Signature of SSC Chair

5/10/2018

Date

## Elementary 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		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
<b>Parent #1</b>	Hilda Avila			9/2020	
<b>Parent #2</b>	Maria Guzman			9/2020	
<b>Parent #3</b>	Maria Leon			9/2019	
<b>Parent #4</b>	Rossa Quintero			9/2020	
<b>Parent #5</b>	Mayra Sanchez			9/2020	
School/Other Members					
<b>Teacher #1</b>	Ana Huidobro			9/2019	x
<b>Teacher #2</b>	Elizabeth Bautista			9/2019	
<b>Teacher #3</b>	Brittany Thurman			9/2020	
<b>Other</b>	Irma Abarca			9/2020	
<b>Principal</b>	Farnaz Heydari				

**Membership Composition:**

- Elementary (10 total)
- 5 Parents/community members
- 3 Classroom teachers
- 1 Other school staff
- 1 Principal

## SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step			
	Task	SSC Actively Involved in Task	or Task Delegated to
<b>Step 1</b>	<b>Analyze local assessment data</b>	Process: Teachers, Literacy Coaches, Graduate Tutors and Administrator meet to: 1.) identify students who need assistance. 2.) To meet compliance of District's commitments.	Process:  or  
<b>Step 2</b>	<b>Gather input from</b>	Process: Principal will include feedback from Parent meetings.	Process: The ILT will provide additional support to the SSC in gathering input for the SPSA.
<b>Step 3</b>	<b>SPSA strategies development</b>	Process: Principal will create drafts, present to SSC for adjustments & feedback, revise and present final strategies.	Process: The staff will develop the plan. The ILT members will work together to complete all components of the school plan. The team will gather and analyze student performance data, select strategies that will address the academic and non academic needs of the students and upon completion will communicate the plan with the SSC.
<b>Step 4</b>	<b>Budget development</b>	Process: Principal will work with SSC reps from parents & staff and use feedback gathered at faculty and parent mtgs.	Process: Budgets are reviewed with the SSC and ILT.
<b>Step 5</b>	<b>Finalize and submit SPSA for School Board Approval</b>	Date:	
<b>Step 6</b>	<b>SPSA monitoring</b>	Process:  	Process: The SSC will rely on the ILT to assist in monitoring the implementation and effectiveness of the SPSA. The ILT will analyze the data and in collaboration with the Seneca Coach select strategies that will improve student achievement, behavior, attendance, safety and climate. The SSC and stakeholders will meet once a month to be kept abreast of the monitoring process of student achievement.

## Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and 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.

**WCCUSD LCAP GOALS** **Goal 1: Improve Student Achievement**  
**Goal 2: Improve Instructional Practice**  
**Goal 3: Increase Parent and Community Engagement and Involvement**  
**Goal 4: Improve Student Engagement and School Climate Outcomes**  
**Goal 5: Provide Basic Services to All Students**

**Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:**

**Priority 1 Basic Services** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

**Priority 2 Implementation of State Standards** Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

**Priority 3 Parent Involvement** Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

**Priority 4 Pupil Achievement** Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

**Priority 5 Pupil Engagement** Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

**Priority 6 School Climate** Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

**Priority 7 Course Access** Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

**Priority 8 Other Pupil Outcomes** Measuring other important indicators of student performance in all required areas of study.

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 our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:  
Nine Key Strategies**

**Achieving  
Students**

2017-18 LCAP Goals 1 & 5

**1. Effective Leaders**

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

**2. Great Teachers**

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

**3. Authentic Student Experiences**

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested  
Employees**

2017-18 LCAP Goal 2

**4. Competitive Compensation**

Offer competitive compensation to attract and retain quality educators.

**5. Supportive Conditions**

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

**6. Increased Capacity**

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged  
Communities**

2017-18 LCAP Goals 3 & 4

**7. Safe and Welcoming Schools**

Provide school environments where students, families, and staff feel safe and welcome.

**8. Positive School Climates**

Strengthen school culture through a tiered system of positive and restorative supports.

**9. Socio-Emotional Services**

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

**Our Theory of Action**

Grant Theory of Action

## Grant Elementary Theory of Action - 2018/2019

If we use our collaboration time to analyze our data and plan to differentiate instruction, we will increase student proficiency level on SBAC to 45% on ELA and 40% on Math.

WHY? Phonics by 1st grade, proficient on SBAC by 3rd grade, reclassification by 6th grade, A-G requirements by high school, College and Career Ready

Student Goals	Teacher Practice	Systems of Professional Learning
<ul style="list-style-type: none"> <li>SWBAT (Students will be able to) articulate the “why” behind academic goals. (especially 4th-6th grade.)</li> </ul> <p>Create a list to show the road to academic success:</p> <ul style="list-style-type: none"> <li>1) Learn How to Read</li> <li>2) Grade level specific STAR Scale score</li> <li>3) Be Reclassified</li> <li>4) Proficient on SBAC</li> </ul> <ul style="list-style-type: none"> <li>SWBAT to articulate to teacher, peers and family their academic goals</li> </ul> <ul style="list-style-type: none"> <li>Increase from 43% of students making a year or more growth on STAR to 60%</li> <li>*Math specific I-XL goals</li> <li>60% of K-1 students will score grade level proficient as measured by DIBELS.</li> <li>60 Reclassified students</li> </ul>	<p><b>Assessment</b></p> <p><b>Key learning:</b> 6-8 week units Grade Level created/ Treasures</p> <p><b>Overall:</b> trimester monitoring using STAR, DIBELS and IXL</p> <p><b>Classroom Practices</b></p> <p>Set goals and conference with students to understand the WHY. Teachers will collect, analyze, and use student data to drive instruction. Visuals of student growth/or students tracking of growth</p> <p><b>Instruction</b></p> <p>Integrated ELD</p> <p>Using language and content objectives</p> <p>Define Key learnings for each grade level and communicate to students and families.</p> <p>ELA and Math -Differentiate instruction focus on small group</p> <ul style="list-style-type: none"> <li>Exceeds grade-level performance standard</li> <li>Meets grade-level performance</li> <li>Nearly meets grade-level performance</li> <li>Does not meet grade-level performance</li> </ul> <p>Real time progress monitoring to immediately address student gaps and errors Spiral reviews connected to key learnings</p> <p>Connecting content themes to student experiences/real life</p> <p><b>Culture/Climate/Family Engagement</b></p>	<p><b>Wednesday PD Sessions on Site</b></p> <p>PD-</p> <ul style="list-style-type: none"> <li>Setting goals with students and conferencing/ the WHY?</li> <li>Open Communication</li> <li>What makes data meaningful (data analysis)</li> <li>How to Disaggregate data (tech based)</li> <li>Purpose of common assessments</li> <li>Determining adult key learnings- exit tickets</li> </ul> <p><b>Collaboration Time</b></p> <p>Data based collaboration and planning</p> <p>Each grade level defines</p> <ul style="list-style-type: none"> <li>Data they will use</li> <li>Focus of planning</li> <li>Determining key learnings</li> <li>Build consistent best practices across grade levels</li> </ul> <p>Use common Planning tool for grade level collaboration</p> <p>Beginning of the year-come up with key learnings (standard based)</p> <p>Grade Level Collaboration Meetings-</p> <ul style="list-style-type: none"> <li>Standard</li> <li>Data and Student work</li> <li>What to reteach</li> <li>Next standard and assessment</li> </ul> <p>Simplify and streamline process of planning for differentiation</p> <ul style="list-style-type: none"> <li>Centers</li> <li>Reading groups</li> </ul>

	Building positive student- teacher relationships and classroom community Positive and consistent behavior reinforcement/consequences Facilitate two-way communication with students and families Bring in parents into the classroom as partners Articulate the WHY and strategies during conferences and family nights	<b>Coaching</b> <ul style="list-style-type: none"> <li>Professional Learning system guided by Adult Learning Principles-(Autonomy vs. Structure) using data</li> <li>Release time for peer observation</li> </ul>
<b>Monitoring:</b> <ul style="list-style-type: none"> <li><b>Key learning:</b> 6-8 week units Grade Level created/Treasures</li> <li><b>Overall:</b> trimester monitoring using STAR and DIBELS</li> </ul>	<b>Monitoring:</b> <ul style="list-style-type: none"> <li>Walkthroughs</li> <li>Teacher observation</li> <li>Lesson studies/instruction rounds</li> </ul>	<b>Monitoring:</b> <ul style="list-style-type: none"> <li>PD Surveys</li> <li>DDI calendar</li> </ul>

**Leadership Practice:**

- Individual and grade level coaching based on frequent classroom observations
- Set clear school-wide expectations for instruction (esp small groups) and the use of collaboration time
- Conduct walkthroughs and debrief those walkthroughs as a team
- Ensure all leaders are GLAD trained
- Share of Practice - teachers share effective strategies with the whole staff
- Create opportunities for staff groups to connect “across” current groups
- Increase different ways of communicating - a calendar (printed, emailed, verbally shared). Verbal expectations shared at staff meetings. Google Folder
- Exit tickets right after PDs-teachers making a commitment to implement the new practice.
- “Warm Demanders”

**To Do**

What?	Who?	By When?
Plan for grade level collaboration	ILT	On-going
ILT members can help facilitate grade level meetings	ILT	On-going
Logistics-ILT meet two times a month on Wednesdays 3:05-4:00		
ILT Retreat at the beginning of the year	Nazy & Jen	August 13 8:30-3:00

## 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	STAR Early Literacy	Area of strength	Content area SMART goal states that 95% of 1st-6th graders will increase reading levels by one year or more by May 2019. Data reveals that as of January 2018, 49% have met the goal while others have increased reading levels by 3 months to over since September.
	STAR Reading	Area of strength	On the Diagnostic English Language Arts 50% of kindergarten and 43% of 1st grade students scored proficient. On average 2nd-6th grade students scored over 40% proficient with about 60% in need of intervention. As a means to remedy the situation, professional development and support for differentiated small group instruction have been put in place. With the consistent use of STAR Reading and intervention groupings, as well as more explicit instruction addressing the Common Core standards and differentiation during small group instruction, we anticipate an improvement in scores. Also it should be noted that many students are approaching proficiency but the percentages have not been included.
	Benchmarks: STAR Math/My Math assessment	Area of concern	The assessments for the math adoption were not aligned with the way the units should have been aligned. Grade level teams analyzed the results and feel that the information collected does not accurately show the mastery of the . The first math benchmark revealed that on an average 13%- 77% of students in kindergarten -2nd grade were proficient. 3rd through 6th grade students scored between 13% to 27% proficient. In 3rd-6th grade the tests were taken on tablets which may have had an impact on the scores. Students in 3rd-6th grade are receiving are utilizing the computer lab and the tablets throughout the day. We have contracted STAR Math which will continue to provide us with baseline data for each students. With the consistent use of STAR Math and intervention groupings, as well as more explicit instruction addressing the Common Core standards and differentiation during small group instruction, we anticipate an improvement in scores. Also it should be noted that many students are approaching proficiency percentages have not been included.
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of strength	Grant was successful at reclassifying 53 students; however, 13 moved away bringing the total to 40. We have set a goal to increase the number for the 2018-2019 school year. Based on the total number of ELs we are not reclassifying a significant number of students. We administered our own ELPAC this school year. We feel that with familiar assessors, student scores will increase of ELPAC.
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	We currently have a percentage over the goal of 95% set by the district; however there have been months that attendance falls below 93.5%.
	Suspension	Area of concern	Our suspensions have reduced tremendously as we have systems in place to support our students' social/emotional needs. We need to continue our work in looking at root causes of the behaviors and provide ongoing professional development on trauma informed practice, restorative practices, and set the stage for normed practices on discipline. School expectations need to be continuously reviewed with students and staff.
	Parent/Community Survey	Area of strength	The parent/community surveys are generally positive. Parent involvement is at an all time high. parents appreciate ClassDojo implementation across the school. As a direct result, more parents are in continuous contact with their student's teacher. Parents participate in various school sponsored activiteie and initiatives which they report empowers them to advocate for their students.
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**English Language Arts (ELA)**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	May 2018, 50% of all students had increased one grade level or more in reading as measured by the STAR/Early Literacy assessment.	By May 2019, 95% of all students will increase one grade level or more in reading as measured by multiple measures including but not limited to the STAR/Early Literacy assessment.	All Students	Renaissance Learning, DIBELS, ELPAC	1) Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY) .	Increase SBAC ELA Proficiency by 10 points.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Provide Bilingual IA to support intervention in TBE, SEL, or newcomer class with students reading 1-2 years below grade level in English & or Spanish during guided reading/literacy stations/reading or writing workshop.			August 2018	22455	
2	To contract Americore members to assist with reading intervention during small group instruction in K-2 classrooms.			August 2018		1000
3	Provide time to plan & implement unit materials for effective GLAD implementation.			Ongoing	450	
4	DIGS Contract to continue teaching healthy nutrition to educators, and supply classrooms with vetted garden-based curriculum that build vocabulary and oral language skills while interacting with other students in the school garden.			August 2018		3000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August, Ongoing		700
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August, Ongoing	1674	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. Release days for Data Chats.			August, Ongoing	450	
<b>TOTAL</b>					<b>25029</b>	<b>4700</b>

**Mathematics**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Based on STAR Math 49% of students tested proficient and above.	By May 2019, 50% of all students tested will score proficient and above on the Math assessments.	All Students	STAR Math	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 2017-18 score to move closer to SBAC Math level 3
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Teacher release time for academic conferencing with subs. This will take place 3 times per year.				900	
2	Support our focus on Common Core Implementation by increasing Student Discourse & Multiple Methods through PD & Collaboration				802	
3	PD on using GLAD strategies for Math.					
4	Purchase light snacks for PD					1400
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
6						
7						
<b>TOTAL</b>					<b>1702</b>	<b>2400</b>

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**  
**Student Achievement**

**English Language Development (ELD)**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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)	Between September 2017 and May 2018, 67% of EL students at level 3 and 4 (close to RFEP) increased their STAR reading benchmark score, and listening/speaking scores, and writing to meet the requirement for reclassification. 33% of the EL Students who were at level 3 and 4 need more support.	Between September 2018 and May 2019 95% of EL students at level 3 and 4 (close to RFEP) will increase their STAR reading benchmark score, improve their listening/speaking scores, and writing to meet the requirement for reclassification.	ELs	STAR reading benchmark scores and teacher made formative assessments, ELPAC	1. Improve student achievement for all students and accelerate student learning increases for EL and low income students.	English Learner (EL) reclassification rate will increase to 13%.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Provide Bilingual IA to support intervention in TBE, SEI, or newcomer class with students reading 1-2 years below grade level in English & or Spanish during guided reading/literacy stations/reading or writing workshop.				6000	4000
2	To contract Americore members to assist with intervention during small group instruction in K-2 classrooms.					1000
3	Teacher release time for planning time will be provided to plan and implement unit materials for effective GLAD implementation during Wednesday PD, or as needed by teams.				500	
4	Focus on Speaking, reading, and writing grounded in evidence across content areas as evident in daily language and content targets visible on white board.					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					600
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				1000	
7						
<b>TOTAL</b>					<b>7500</b>	<b>5600</b>

**African American Student Achievement**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	Actively engage African American Parents as stakeholders and inform them of their student's academic and social emotional progress.	By June 2019 50% of African American parents will attend the data chats (a system that supports African American students academically and social emotionally) will be put in place.	African American Students	STAR assessments, parent teacher conferences, classroom observation of CRT, Academic Conferencing sheets, Data Cards	1. Improve student achievement for all students and accelerate student learning increases for EL and low income students.	Grow 10 points to move closer to SBAC ELA level 3.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Monthly meetings with the African American Advisory Committee will focus on how to increase academic achievement with specific research-based culturally responsive and social justice high leverage instructional practices for African American students.			Ongoing		
2	Ongoing teacher and staff collaboration will emphasize on specific research based Culturally Responsive Strategies, and growth mindset to promote efficacy.			Ongoing		
3	Work with the Community Engagement office to find Adult mentors to support our African American boys.			Ongoing		
4	Two times per year, Family friendly walkthroughs will take place to receive feedback from the community.			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					600
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>600</b>

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Special Education and Inclusive Environments**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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 and Inclusive Environments	As of May 2018 18 of the 21 suspensions at the school have been NSH students.	By May 2019 number of suspensions for the NSH students will decrease.	Special Education Students	Discipline Data from Powerschool	1. Improve student achievement for all students and accelerate student learning increases for EL and low income students.	Suspension rates will decrease by 2%
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Least restricted environment for all NSH students- Will continue mainstreaming students in general education classes during core content			August, Ongoing		
2	In partnership with the SPED Dept. Paras will be fully ABA trained and acquire the expertise on campus to effectively assist and support the NSH classrooms.			August, Ongoing		
3	In partnership with the SPED Dept. teachers will be fully ABA trained and acquire the expertise on campus to effectively manage and support the students with behavioral interventions.			Ongoing		
4	In collaboration with the SCOW, we will continue engaging parents in the school community by holding Special Education Parent focused meetings 2 times per year.			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>500</b>

**Social/Emotional Support for Students**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Social/Emotional Support for Students	Discipline data on Powerschool indicated 21 total suspensions for the 2017-2018 compared to 13 total suspensions during the 2016-17 school year. A focus was placed on positivity and social/emotional development of students with alternatives to suspension.	By May 2019, the number of suspensions will decrease based on 2017-2018 data from Powerschool.	All students	Mid & end of year Mindful Life surveys, CHKS & CSPS Discipline data from Power School	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Decrease suspension rate by 2%
<b>Grant Intervention Matrix</b>						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Continue with GNN-Grizzly News Network by giving students voice and ways of expression. The program will review school expectations.			August, Ongoing		
2	Provide Integrated MTSS Interventions-Purchase Second Step			August, Ongoing		500
3	Continue with Rise Up and Mindful Movement to serve our students referred.			August, Ongoing	36000	
4	Arrange contract for students: Mindful Life, BACR, Toolbox, and others				32000	31986
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books, including light snacks.					1248
6						
7	Pay 50% of a 1.0 FTE Vice Principal.			August, Ongoing		66767
<b>TOTAL</b>					<b>68000</b>	<b>100501</b>

**Parent Involvement**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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 2017-18 school year there were 55% parents attending events as compared to less than 45% parents attending in 2016-2017 school year.	By June 2019 60% of parents will participate in family engagement nights as measured by sign-in sheets.	Parents of Grant Students	Workshop and Family Night sign-in sheets	3) Increase parent and community engagement, involvement, and satisfaction	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Offer parent activities and meetings to school community by community partners-ADL, Latina Center, Seneca, and Mindful Life Project					
2	Continue with Parent University-utilize graduates from the program to co-facilitate					
3	Continue to support the newly formed PTA, ELAC, SSC					
4	Pay teacher extra hours for parent events and meetings				1519	
5	Provide light refreshments for parent events and meetings.				1000	500
6	Offer translation for parent events and meetings.				1400	
7	Arrange child care for parent events and meetings.				700	
<b>TOTAL</b>					<b>4619</b>	<b>500</b>

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Attendance**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	During the 2017-18 school year attendance at Grant was measured at 94% an increase of 0.5%.	By June 2019 increase overall student attendance by 1.5% as measured by the WCCUSD attendance records.	NSH students	Powerschool	4-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.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase materials and supplies: incentives and certificates to recognize students at monthly awards assembly.			August, Ongoing	412	
2	Continue with Parent engagement and information around importance of attendance			August, Ongoing		
3	Provide Parent classes around health management			August, Ongoing		
4	Continue with monthly parent meetings			August, Ongoing		
5	Monthly assembly to acknowledge perfect and improved attendance			August, Ongoing		
6	Will continue with the automated system and clerk call home daily			August, Ongoing		
7	Extra clerical support			August, Ongoing		
<b>TOTAL</b>					<b>412</b>	<b>0</b>

**Overall Budget Summary**

**Summary of Costs**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
<b>LCFF</b>	114801	0
<b>Title I</b>	107262	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	114801
<b>Title I</b>	107262

## **Agreements**

**The following critical compliance items are in place throughout WCCUSD:**

**Highly Qualified Teachers:** All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

**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).

**Professional Development:** 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.

## **Title I Centralized Services (Title I Schools Only)**

**The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:**

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.