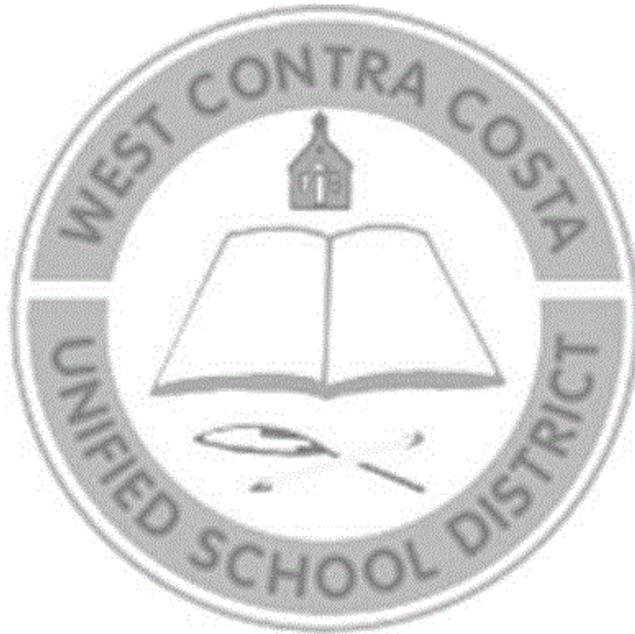


West Contra Costa Unified School District  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2018-19

HARDING ELEMENTARY



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Linda Takimoto
<b>Principal:</b>	Linda Takimoto
<b>Address:</b>	7230 Fairmount Avenue
<b>City:</b>	El Cerrito, CA 94530
<b>Telephone Number:</b>	231-1413
<b>E-mail address:</b>	ltakimoto@wccusd.net



**BOARD OF EDUCATION**

**2018 - 2019**

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**BOARD MEMBERS:**

**ELIZABETH BLOCK**

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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:

Harding Instructional Leadership Team and the Harding Inclusive School Community Committee

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: 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:

Linda Takimoto

Typed name of school principal

Signature of school principal

5/10/2018

Date

Isaac Mankita

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>	Eowyn Mader		June 2019	
<b>Parent #2</b>	Summer Medina		June 2019	
<b>Parent #3</b>	Adrianna Larson		June 2020	
<b>Parent #4</b>	Jennifer Randolph		June 2020	
<b>Parent #5</b>	Srilekha Srinivason		June 2020	
School/Other Members				
<b>Teacher #1</b>	Kim Souza		June 2019	
<b>Teacher #2</b>	Adam McCormick		June 2019	
<b>Teacher #3</b>	Margaret Breeding		June 2020	
<b>Other</b>			June 2020	
<b>Principal</b>	Linda Takimoto		n/a	

**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:	or	Process:
				Principal, ILT, and grade level teaching teams
<b>Step 2</b>	<b>Gather input from</b>	Process:	or	Process:
				ELAc and Inclusive Community Committee
<b>Step 3</b>	<b>SPSA strategies development</b>	Process:	or	Process:
				ILT with input from faculty and SSC
<b>Step 4</b>	<b>Budget development</b>	Process:	or	Process:
		Principal with assistance from State and Federal Programs		ILT with input from faculty and SSC
<b>Step 5</b>	<b>Finalize and submit SPSA for School Board Approval</b>	Date:		
<b>Step 6</b>	<b>SPSA monitoring</b>	Process:	or	Process:
				Principal and ILT with oversight from SSC

## 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**

**Harding Theory of Action**

## 2018-2019 Harding Theory of Action

<p><b><i>Teaching and Learning:</i></b> IF we provide instruction in a workshop model</p>	<p><b>THEN</b> Our students will be able to become self-directed, independent learners</p>
<p><b>Areas of Focus:</b></p> <ul style="list-style-type: none"> <li>● Teachers College Units of Study in Writing and Reading</li> <li>● Math Lesson Study</li> <li>● FOSS Science</li> </ul>	
<p><b><i>Teaching and Learning:</i></b> IF all teachers implement sequentially aligned curricula and instructional practices (TCRWP, lesson study in math, and FOSS)</p>	<p><b>THEN</b> all students will see growth in core academic skills</p>
<p><b>Areas of Focus:</b></p> <ul style="list-style-type: none"> <li>● Continue building systematic training for all teachers in implementation of TCRWP</li> <li>● Provide opportunities for teachers to collaborate and spend time in each other's classrooms to become familiar with the sequential and coherent nature of the work we are implementing</li> <li>● lesson study for workshop model in math</li> </ul>	
<p><b><i>Student Culture and Climate:</i></b> IF we revise the structure and system for meeting the diverse needs of all students, and provide time daily for explicit social, emotional, and diversity instruction</p>	<p><b>THEN</b> students will begin to develop empathy and understand differences in themselves and others in age appropriate ways. As a result, students will be more available for academic instruction and collaboration while building skills for being an advocate of inclusive communities.</p>
<p><b>Area of Focus:</b></p> <ul style="list-style-type: none"> <li>● Implement an Instructional Support Program for students with disabilities and students who need academic intervention. Adopt a community meeting time to start the day with 30 minutes of social emotional and diversity instruction (Caring School Community and Welcoming Schools) for all students in general education classrooms.</li> </ul>	
<p><b><i>Adult Learning and Collaboration:</i></b> IF we work collaboratively in grade-level and cross grade-level teams dedicated to lesson planning, analyzing student work, and building capacity of our teachers</p>	<p><b>THEN</b> all teachers will provide instruction for all students using rigorous, relevant, and engaging common core-aligned lessons</p>
<p><b>Areas of Focus:</b></p> <ul style="list-style-type: none"> <li>● Promote a culture of learning, collaboration, and constant adaptation (e.g. TCRWP, lesson study in math, FOSS and shared reading and book study groups)</li> <li>● Provide opportunities for collaborative work time dedicated to examination of student work and teacher practice</li> </ul>	

## 2018-2019 Harding Theory of Action

### Foundational supports:

- Blocking by grade level for ELA and Math (TC Reading and Writing schoolwide - Labsite School) and PE (PLAYWORKS curriculum)
- Common prep periods for collaborative planning
- Shared Reads:
  - *Pathways to the Common Core*, Calkins, Ehrenworth, Lehman
  - *The Power of Grammar*, Ehrenworth and *No More Phonics and Spelling Worksheets (Not This But That)*, Palmer and Invernizzi
  - *Writing Pathways*, Calkins
  - *Mindset*, Dweck
  - *Identity Safe Classrooms*, Steele, Vargas
  - *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, City and Elmore
  - *Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding*, Grades 4-10, Humphreys and Parker
  - *Number Talks Common Core Edition, Grades K-5: Helping Children Build Mental Math and Computation Strategies*, Parrish
  - *Daring Greatly*, Brown and *Meeting Wise: Making the Most of Collaborative Time for Educators*, Parker Boudett and City...for 2017-2018
    - 2018-19 Book Clubs:  
[https://docs.google.com/document/d/1V25m7xH\\_SmuEEEYQIUvm4aWEWScRyO9m8iae4FQMY\\_Q/edit?usp=sharing](https://docs.google.com/document/d/1V25m7xH_SmuEEEYQIUvm4aWEWScRyO9m8iae4FQMY_Q/edit?usp=sharing)

### Professional Development

- Teachers College Writing, BEST, Identity Safety, PLAYWORKS, Upstanders Alliance, NewsELA, Rime Magic, Google Drive and Classroom - ongoing
- Teachers College Reading, SVMl and Lesson Study in Math - 2015/16 and 2016/17 study group cohorts will share school-wide in 2018-2019
- Caring School Community - new for 2017-2018 school wide PD scheduled 8/2018
- Welcoming Schools - new for 2018-2019
- Reading A-Z - K-6
- NewsELA - 3-6
- Communication and relationships with families
- Math lesson study and Math Workshop

## 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 concern	
	STAR Reading	Area of concern	Student reading grade level proficiency growth slows as students progress up the grade levels. Although there was improvement last year, proficiency percentiles go from 81% in K to 55% in 6th with a dip in second grade as well.
	Benchmarks: TC Writing Rubrics	Area of concern	Teachers at all grade levels did not input student rubric data into Illuminate due to how time consuming it is. Teachers focused on using the data to inform their instruction and they spent the time on lesson planning. As a result, we were not able to do schoolwide data monitoring. We need to find an efficient data recording system.
	Benchmarks: My Math Common Assessments and SBAC IBAs	Area of strength	School-wide mastery in areas assessed remained high at 77% as compared to last year's 70% with less challenging assessments. Students in classrooms where teachers/grade levels engaged in workshop model and lesson study collaboration had an even higher percent at mastery, 85% .
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Daily attendance remains at 95%
	Suspension	Area of concern	Suspensions almost doubled and remain disproportionate for Black and Hispanic students
	Parent/Community Survey	Area of concern	
	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	Writing baseline from 2017 will be used due to teacher focus on collaboration versus data input we do not have data from all teachers this year, 51% mastery school-wide. 83% of teachers reported that they were teaching at least 5 writing units and 73% of teachers implemented TC reading. School-wide average for reading proficiency on mid-year assessments was 68%. Grade level teams that focus on workshop model instruction, and collaboratively plan and analyze data, have a 77.5% reading proficiency rate. The decline in grade level average proficiency scores from K to 6th is decreasing, 81 in K to 55 percent in 6th.	By June 2019 100% of teachers will collaborate/plan writing and reading instruction by grade level and teach at least 5 Teachers College Units of Study in the same time frames by unit as measured by an annual writing/reading workshop calendar and collaboration and walk-through notes.	All Students	Grade level unit planning and data analysis collaboration and walk-through notes, STAR reading data, and TC writing pre and post assessment rubrics.	Improve student achievement for all students. Improve instructional practice through PD and PLCs.	Grow 10 points to move closer to SBAC 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	Provide snacks/beverages for PD and collaboration days.			August-June		500
2	Purchase materials and supplies for students: instructional materials, technology, easels, carpets, on-line licenses, student incentives, book storage and display, and books.			August-June		7172
3	Provide professional development contract: NewsELA.			August-June		1800
4	Provide collaboration sub release time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June		6250
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>15722</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	School-wide average for mastery in all concept areas was 77% mid-year. For grade levels consistently using REACH/Daro/workshop model for math and lesson study, concept mastery is 85%.	By June 2019, 100% of teachers will create/identify, administer, and analyze as a grade level group, pre/post assessments in number sense and operations/algebraic thinking as measured by collaboration and lesson study notes and grade level assessments.	All students	Grade level planning and data analysis collaboration notes My Math Common Assessments and SBAC IABs.	Improve student achievement for all students. Improve instructional practice through PD and PLCs.	Grow 15 points to move closer to SBAC 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						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-June		2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-June		2250
7	Provide collaboration sub release time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June		2000
<b>TOTAL</b>					<b>0</b>	<b>6250</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)	2017-18 data for Teachers College Writing was not recorded consistently by all teachers so 2016-17 will be noted - ELs scored at an average of 37.76% on all aspects of all genres. Baseline reading growth rates will be established with running records.	By June 2019, 100% of teachers will conduct systematic small group instruction for ELs in writing and reading workshops a minimum of 5 days weekly in addition to individual conferencing once a week as measured by workshop schedules and and conferences and collaboration notes and student reading growth.	English Learners	Teachers College Units of Study reading and writing conferencing and collaboration notes, writing rubrics, and running records.	Improve student achievement for all students. Improve instructional practice through PD and PLCs.	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	Increase communication between EL families and teachers with translation and visuals on REMIND.			August-June		
2	Support and build an active ELAC within the Inclusive School Committee and SSC.			August-June		
3	Train all teachers to do running records			August		
4	Schedule ELD time into Reading and Writing workshops for targeted small group instruction for growth in students' data based area of need and language development.			September-June		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-June		1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-June		
7	Provide collaboration sub-release time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June		2000
<b>TOTAL</b>					<b>0</b>	<b>3500</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	2017-18 writing data was not recorded consistently by all teachers so 2016-17 data will be noted - AAs scored at an average of 46.3% on all aspects of all genres. Baseline reading growth rates will be established with running records.	By June 2019, 100% of teachers will build relationships by conferencing at least weekly with AA students in writing and reading workshops; additionally, teachers will systematically communicate with families and staff allies will be identified for all AA students performing below grade level in writing and reading as measured by conferencing and communication notes and student reading growth.	African American Students	Teachers College Units of Study reading and writing conferencing and collaboration notes, writing rubrics, and running records.	Improve student achievement for all students. Improve instructional practice through PD and PLCs.	Grow 10 points from 2018-19 score 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	Identify underperforming students and their adult ally.			September		
2	Provide PD and on-going support on effective communication.			August-June		
3	Support and build an active AASAT within the Inclusive School Committee and SSC.			August-June		
4	Schedule small group instruction time into Reading and Writing workshops for targeted for growth in students' data based area of need.			September-June		
5						
6	Provide professional development materials			August-June		750
7						
<b>TOTAL</b>					<b>0</b>	<b>750</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	Suspensions almost doubled in number and remain disproportionate for Black, Hispanic, and students with IEPs: 19 total suspensions(11AA, 7H, 1W, 11SpEd ) for 10 total students (all boys, 8SpEd, 2GenEd). Baseline reading growth rate data will be established this year with running records.	By June 2019, teachers will implement an Instructional Support Program that maximizes mainstreaming minutes for students with IEPs and establishes a comprehensive Response to Intervention system for all students who need academic support as measured by suspension data and student reading growth.	Special Education and under performing students	Suspension and reading running record data	Improve student engagement and climate outcomes	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	Support and build an active Inclusive School Committee with special education family representation, within SSC.			August-June		
2	Implement an Instructional Support Program with SEL instruction to start the day for all students.			August		
3	Build more restorative practices into our discipline matrix, implement with systematic supports			August - June		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-June		4800
6						
7	Provide collaboration sub release time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June		2000
<b>TOTAL</b>					<b>0</b>	<b>6800</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	Suspensions almost doubled, 19 total (11AA, 7H, 1W), and teacher and office discipline data continues to show daily student conflict and basic social teasing/bullying at all grade levels. A baseline will be established this year with CA Healthy Kids key findings.	By June 2019, 100% of teachers will implement the Caring School Community curriculum and SEL system incorporating Welcoming Schools curriculum within the daily class meeting/check-in structure as measured by teacher schedules, walk-throughs, and level discipline data.	All students	Student discipline data as documented and monitored with referrals and SSTs.	Improve student engagement and climate outcomes	Report CA Healthy Kids key findings and subgroup comparison
<b>Insert your Discipline Matrix here</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	Build and support an active Inclusive School Committee within the SSC.			August-June		
2	Implement an Instructional Support Program and with SEL instruction to start the day for all students.			August		
3	Build more restorative practices into our discipline matrix, implement with systematic supports			August-June		
4	Contract: Caring School Community and Welcoming Schools.			August		4600
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-June		1125
6	Provide teacher extra hours for prep and conducting evening events.			August-June		
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June		3400
<b>TOTAL</b>					<b>0</b>	<b>9125</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	Parent feedback in conference, SST, and IEP meetings and a continued increase in attendance at family education nights shows increasing interest in understanding and engaging with teaching and learning to support student growth. Attendance at a student reading and writing share and follow up parent workshops averaged 25 adults in each room/session.	By June 2019, 100% of grade levels will host a reading and writing share night and 50% of teachers will facilitate a workshop as measured by event sign-in sheets and parent survey.	All Students	Collaboration notes, event agendas and participant sign-in sheets	Increase parent and community engagement, involvement and satisfaction	Report key findings from CA Parent survey measuring engagement, satisfaction and involvement
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Calendar grade level reading and writing share nights			September		
2	Plan and conduct parent education workshops			September-March		300
3	Calendar SST days			August		
4						
5	Provide light refreshments for parent events and meetings.					200
6	Offer translation for parent events and meetings.					
7	Arrange child care for parent events and meetings.					
<b>TOTAL</b>					<b>0</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	Monthly attendance averages 95% but a number of students, most in under-performing subgroups are performing below grade level, are chronically absent, tardy/late and/or picked up early from school.	By June 2019, SST meetings for attendance issues will be held each trimester for all students with chronic attendance issues in that trimester as measured by SST and conferencing records.	All Students	district and student attendance reports and office sign-in/out logs, SST/conference schedules	Improve student engagement and climate outcomes	Percent students chronically absent will decrease by 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	Calendar SST days			August			
2							
3							
4							
5							
6							
7							
<b>TOTAL</b>					<b>0</b>	<b>0</b>	

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Science**

<b>2018-2019 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
<b>1. Content Area</b>	<b>2. Baseline data for current year</b>	<b>3. Description of 2018-19 School SMART Goal</b>	<b>4. Targeted Pupil Subgroup(s)</b>	<b>5. What Local Assessment/Metric will be used to measure School SMART Goal?</b>	<b>6. District LCAP Goal</b>	<b>7. Annual Measurable Outcome</b>
Science	In 2017-2018, 56% of teachers conducted 3 units of FOSS and 72% of teachers conducted at least 2 units.	By June 2018, 100% of teachers will provide 3 units of FOSS instruction as measured by teacher short and long term lesson plans, student informational writing growth, and walk-throughs.	All Students	Teacher unit plans, and collaboration and walk-through notes, and student informational writing rubric scores	Improve Student Achievement	Grow 10 points from 2017-18 score 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	Reserve kits for the year			May 2018		
2	Calendar writing analysis and lesson planning time			August		
3						
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</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>	42647	0
<b>Title I</b>	0	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	42647
<b>Title I</b>	0

## **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.