

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

WASHINGTON ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Lisa Levi
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BOARD OF EDUCATION

2018 - 2019

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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, ILT

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:

Lisa Levi

Typed name of school principal

Signature of school principal

5/11/18

Date

Gissell Medina

Typed name of SSC Chair

Signature of SSC Chair

5/11/18

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					
Parent #1	Carmen McNeil			June 2019	
Parent #2	Robert Martinez			June 2019	
Parent #3	Rachel Espinoza			June 2018	
Parent #4	Lizbeth Cruz			June 2019	
Parent #5	Rosalia Cardenas Vargas			June 2019	
School/Other Members					
Teacher #1	Gissell Medina			June 2018	X
Teacher #2	Andre Brunetti			June 2019	
Teacher #3	Alexandra Campbell-Jones			June 2019	
Other	Ana Rosa Leano			June 2019	
Principal	Lisa Levi				

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
Step 1	Analyze local assessment data	Process:	or	Process:
		The SSC monitors the effectiveness of the plan as implemented by looking at current data . makes revisions and suggestions for improvement		
Step 2	Gather input from	Process:	or	Process:
		ELAC, ILT		
Step 3	SPSA strategies development	Process:	or	Process:
		The SSC makes revisions to existing strategies based on available data and makes suggestions for new strategies.		
Step 4	Budget development	Process:	or	Process:
		The budget is developed based on the planned strategies for the upcoming school year.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				SSC Monitors after data is gathered.

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

Washington Theory of Action

Washington School

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.

- Implement a site based social skills/emotional learning curriculum schoolwide and provide staff with on-going in-service learning to ensure full implementation.
- 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.

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	As Washington moves to a full Dual language program, we are in need of useful data on student literacy acquisition in Spanish. The STAR Early Literacy in Spanish does not provide readily accessible data for teacher use and planning and is a source of frustration.
	STAR Reading	Area of strength	The scores of most students improved over the course of the school year.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	Washington currently has 36 LTEL students in grades 4 - 6. We have identified writing skills as one of the reasons that these students have not yet been reclassified. We are working to address student writing proficiency through the Teacher's College Writing program.
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
	Student Support Data		
Choose 2	Attendance	Area of concern	While the attendance rate has improved this school year, it is a marginal improvement.
	Suspension	Area of concern	The suspension rate increased this school year despite efforts aimed at improving the school climate.
	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	During the 2017 - 2018 school year, 61 % of students in grades 4 - 6 made growth towards meeting grade level standards or exceeded 1 years growth in reading as summarized in Accelerated Reader Reports (Summary/Growth Reports).	By Spring of 2019, 75% of students in grades 4 - 6 will demonstrate 1 years growth or growth towards grade level during the 2018 - 2019 school year in reading as summarized on the Accelerated Reader Growth Report.	All Students in grades 4 - 6	Accelerated Reader reports (Growth Report / Summary 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:	Title I Cost	LCFF Cost
1	Progress monitoring of upper grade student reading progress at 6 week intervals throughout the year.			On-Going		1000
2	Identified students will receive after school tutoring by certificated teachers in the areas of early reading, reading comprehension, reading fluency and targeted vocabulary.			October 2018		1750
3	Targeted students will participate in the Read Aloud program, an intervention program specifically for early readers struggling with literacy acquisition.			September 2018		4000
4	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.			October 2018		1750
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-Going		9966
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-Going		12000
7	Provide study trips experiences for students for basis of written compositions.			On-Going		2000
TOTAL					0	32466

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	41% of 4th grade students reached the Approaching to Exceeds standard level on the Winter Interim IAB benchmark in the 2017 - 2018 school year.	50% 4th Grade students will score at the Approaching to Exceeds Standards levels as measured on the 2018 Spring Math IAB Assessment	All students	Math IAB Assessment	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:	Title I Cost	LCFF Cost
1	Ensure that teachers are provided with adequate time for collaboration to review data, discuss teaching strategies and plan upcoming instruction.			On-Going		1000
2	Identified students will receive after school tutoring by certificated teachers in Common Core math strategies.			On-Going		1000
3	IXL, an on-line math mastery program will continue in grades 2 - 6 to support students both at school and at home in mastering grade level math skills. All teachers in grades 2 - 6 will incorporate IXL into their classroom instruction and encourage it's use at home.			On-Going		4000
4	Teachers will share strategies to incorporate writing into math and will share student writing samples during collaboration meetings.			On-Going		4000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-Going		2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-Going		1500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					
TOTAL					0	14000

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)	11 EL students were reclassified in the 2017 - 2018 school year.	20 of our English language learners will be reclassified during the 2018 - 2019 school year.	English Learners	Number of students reclassified during the 2018 - 2019 school year.	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:	Title I Cost	LCFF Cost
1	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.			October 2018		2500
2	Ensure comprehensive, rigorous ELD instruction daily			August 2018		
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Fall 2018		750
4	Hold a parent night to explain the reclassification process and how parents can assist the school in helping students reclassify as well as send parents to conferences.			Fall 2018		4000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		839
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					750
7						
TOTAL					0	8839

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	African American 5th grade students had a very slightly lower overall on the Accelerated Reader Star Assessment than the 5th grade as a whole. African American students had a 4.22 average grade equivalent, whereas the entire 5th grade average STAR grade equivalent was 4.23.	African American 5th grade students will score at the same levels (or better) as the rest of the grade 5 student body on the 2019 Winter STAR reading assessment as demonstrated on the Accelerated Reader Growth Summary Report.	African American Students	Accelerated Reader reports (Growth Report / Summary 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
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	After school mentoring and tutoring for African American students			September 2018		1000
2	Mindfulness will be implemented in all classrooms to provide students with stress relieving strategies.			On-going		
3	Book study for 3rd and 4th grades classes on the contribution of African Americans.			October 2018		
4	African American Movie Night in conjunction with the PTA			Fall 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		
TOTAL					0	2000

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	4 students were mainstreamed into General Education classes and activities.	By June 2019, Special Day Class students will have had multiple opportunities to interact with general education students in daily and special activities throughout the school year.	Special day class students	Daily schedules, student surveys,	Improve student engagement and school climate outcomes.	SDC students will have more access to a range of school activities and events.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Peer - Buddy program: Gen Ed students will be paired with Special Ed Students to integrate Special Ed. students more fully into the daily program (lunch, recesses, special classroom activities etc.)					
2	Sponsor the Special Olympics to showcase the abilities of the participants and integrate the general Education students more into the special day class program.					
3	Combine the SDC with general ed classes for enrichment classes and programs (art , study trips etc.)					
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					250
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					250
TOTAL					0	1000

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	A review of school wide discipline data shows that there were 49 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. Students will begin Learning Restorative Justice strategies.	By June of 2019, 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 student receiving citizenship certificates.	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)
Insert your Discipline Matrix Link here						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Restorative Justice contract			September 2018		
2	School staff will review and select a social/emotional curriculum			September 2018		
3	Training on social emotional/emotional curriculum for staff and parents			on-going		53000
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others			on-going		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					839
6	Conduct and pay for study trips.			on-going		5000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					
TOTAL					0	58839

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	Data from the 2017 - 2018 school year shows that approximately 100 parents attended the Common Core/Technology night in February. Open House and Back to School night were also well attended.	By June of 2019, 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 evenings/events. Evaluations from parent evenings and events.	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:	Title I Cost	LCFF Cost
1	Distribute a survey to parent to determine the best times for parent events.			September 2018		
2	Sponsor a parent night to introduce and familiarize parents to technology is used at school to support Common Core lessons and to introduce parents to school sites such as Accelerated Reader, IXL, RAZ Kids etc.			By February 2019		
3	Sponsor a parent night to inform English learner parents about the ELPAC, the importance of reclassification and present strategies that can be used at home to support their students.			By November 2018		
4	Offer math and literacy family nights.			Fall and spring		
5	Provide light refreshments for parent events and meetings.			On-Going		700
6	Offer translation and teacher extra hours for parent events and meetings.			On-Going		1500
7	Arrange child care for parent events and meetings.					
TOTAL					0	2200

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. What student needs have been identified and what metrics were used to measure/identify progress?	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	Average student attendance for the 2017 - 2018 school year was 93.49 %, slightly below the district goal of 95%.	By June of 2019, 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:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					
2	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.			End of each trimester		
3	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.			On-going		
4	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.			Daily		
5	Attendance letters continue to be sent parents of students who have repeated absences.			As needed		
6	Attendance conferences will be held with parents of students with poor attendance.			As needed		
7						
TOTAL					0	0

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	119344	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	119344
Title I	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.