

**West Contra Costa Unified School District  
Grant Elementary School  
Title I - Schoolwide**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



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

Contact Person: **Farnaz Heydari**

Principal: **Farnaz Heydari**

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**BOARD OF EDUCATION**  
2017 - 2018

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### Required Student Achievement Plan

ELA  
Math  
ELD  
African American  
Attendance  
School Climate  
Parent Involvement

### Optional Student Achievement Plan

Science  
History/Social Studies  
ILT Goals  
Other 1  
Other 2

- Overall Budget Summary
- Agreements

## 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.

English Learner Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **May 2017**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

**Mrs. Farnaz Heydari**

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**Mrs. Maria Guzman**

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**West Contra Costa Unified School District**  
**Grant Elementary School**  
**2017 - 2018**  
**School Site Council Membership Roster**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Term ends on:	Identify Chair Person:
<b><i>Parent/Community Members</i></b>			
#1	Maria Guzman	11/2018	
#2	Maria Leon	11/2019	
#3	Nidia Carolina De Leon		
#4	Isamar Serrano	11/2019	
#5	Josie Kirkland	11/2019	
<b><i>School/Other Members</i></b>			
Tchr #1	Ana Huidobro	11/2019	X
Tchr #2	Elizabeth Bautista	11/2019	
Tchr #3	Madison Crocker	11/2018	
Other	Marsha Williamson	11/2018	
Principal	Farnaz Heydari		

**Membership Composition:**

**Elementary (10 total)**

1 Principal  
3 classroom teachers  
1 other school staff  
5 parents/community members

## Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

**Improve Student Achievement:** Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

**Support the Whole Child Socially and Emotionally:** For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

**Involve All Stakeholders:** Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

**Ensure All WCCUSD Students Are College and Career-Ready:** Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Grant Elementary School's specific SPSA plan of action for the 2017-18 school year.

## **Theory of Action**

### 2017-2018 Grant Theory of Action

If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and school.....we will see student achievement grow for all students throughout Grant.

Star Math  
Small Group Instruction and Intervention  
GLAD Strategies for ELD Instruction  
Academic Conferences and Personal Goals  
Data Walls  
Use of data systems: Accelerated Math: Accelerated Reader,  
Lexia  
Staff Meetings  
Seneca PBIS Trainings  
Data Chats  
ILT  
Instructional Leadership Professional Development (ILPD)  
Cycle of Inquiry and Grade Level Based SMART Goals  
Partners in Innovation  
Students and parents informed of progress

If we engage in collaborative PLC/ILT structures dedicated to inquiry, common assessments and examination of student work and teacher practice... ..we will build a culture of learning, collaboration and constant adaptation that supports student achievement throughout Grant.

Instructional Rounds  
Teacher Led Observation Days  
Inquiry based SMART goals for school.  
More planning days for grade levels.  
DATA chats three times a year  
STAR math and reading data for each grade level to assess and examine.  
More in house teacher PD during Wednesday's meetings.  
Cycle of Inquiry and reflective conversations

If we create powerful school culture predicated on positivity, trust, inclusion, safety and communication.....we will see students and parents engaged in student learning each and every day. Increased attendance, active/involved parents, happy teachers, empathetic students

Seneca  
Check In Check Out  
Mindful Life  
Toolbox  
No Place for Hate/ADL  
Parent University  
West County DIGS  
BACR Counseling  
Adult Education  
Coffee Chats with the Principal  
Love Learn Success ASP

## 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: <b>Teachers, Literacy Coaches, Graduate Tutors and Administrator meet to: 1.) identify students who need assistance. 2.) To meet compliance of District's commitments.</b>	or	Process:
Step 2	Gather input from (check all that apply) <b>X ELAC</b> <b>X Others SSC, Principal Coffees, Toolbox Training, Parent Workshops, etc.</b>	Process: <b>Principal will include feedback from Parent meetings.</b>	or	Process: <b>The ILT will provide additional support to the SSC in gathering input for the SPSA.</b>
Step 3	SPSA strategies development	Process: <b>Principal will create drafts, present to SSC for adjustments &amp; feedback, revise and present final strategies.</b>	or	Process: <b>The staff will developme of 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 thatwill address the academic and non academic needs of the students and upon completion will communicate the plan with the SSC.</b>
Step 4	Budget development	Process: <b>Principal will work with SSC reps from parents &amp; staff and use feedback gathered at faculty and parent mtgs..</b>	or	Process: <b>Budgets are reviewed with the SSC and ILT.</b>
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process: <b>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. The SSC approved the budget and SPSA in August 2016 and will review it on an ongoing basis.</b>

## System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
<p>Staffing: Over the years with budget cuts, key positions have been cut to make up for the lost funding. These positions include: Vice Principal; Instructional Specialist; Full Time Literacy Coach; EL Aides; school nurse; Librarian; Custodian; etc.</p> <p>These cuts to staffing have resulted in much heavier workloads and expectations for existing staff. The administrative and support staff are stretched beyond capacity and the teachers are overwhelmed.</p>	<p>* A 0.5 VP is being funded centrally, and we have allocated funds to have a full-time VP. Working with different departments to utilize efforts effectively. Utilizing an EL aid to assist during small group instruction in classrooms.</p>
<p>Facilities maintenance: There have been numerous improvements to the school facility but, the school is well over 50 years old and needs rebuilding. The improvements do give staff and students a lift in morale but, much more is needed to provide an equitable learning environment.</p> <p>Whenever the school is rebuilt, parking and traffic considerations should be made in designing the layout of the new school.</p>	<p>* Outreach to facilities and maintenance department advocating for students to bring attention to the inadequacies of the site.</p>
<p>Facility capacity (space for classrooms/programs): We try to make the best use of our space as possible but, speech, OT, psychology providers really need offices. They require privacy due to the confidential nature of their work and we do not have office spaces for them. We have to use classroom spaces and try to divide the rooms but, this is a challenge and structural changes would alleviate the issue. Additionally, lack of space to meet as a whole school prevents our student body to celebrate successes together.</p>	<p>*</p>
<p>Safety: Parking &amp; Traffic issues contribute to our school having a high rate of tardiness which causes students to develop bad habits and fall behind overtime.</p>	<p>* Contacted the Traffic Safety Dept. of Richmond to monitor traffic on the streets on the school perimeter. Additionally, attending and approaching City Council members to obtain their assistance in creating one way streets. Recently, crosswalks were painted and flashing lights provided.</p>
<p>Materials availability: Limited funds prohibit us from ordering specialized materials to address all learning needs.</p>	<p>* Allocating funds more effectively.</p>
<p>Technology: We continue to have issues with our computers/tablets-timing out, not loading, etc. Students have difficulty logging on; therefore, not all students are able to complete assessments in a timely manner, or to take their weekly tests on Accelerated Reader that the district has purchased.</p> <p>This creates a disadvantage for our students and</p>	<p>* Diligence in placing workorders to IT department and building capacity at site to problem solve.</p>

<b>inequity in their learning opportunities.</b>	
Fiscal Support: <b>Despite all efforts placed, due to of lack funds, additional support for all of our students' learning has not ben met</b>	* Utilizing community partners, volunteers, mentors/tutors, that would provide students fwith opportunities.
Compliance Support:	*
Curriculum and Instruction Support: <b>Number of Graduate Tutors was cut to 1 from 3; therefore, decreasing the frequency of small group instruction needed to effecitvely meet students' needs.</b>	* Small group/differentiated instruction was an expectation in all classrooms, trying to budget a 0.5 Graduate Tutor.
Other:	*

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

## Data Analysis

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading: <b>Early Literacy and STAR Reading Assessment</b>	Area of concern XArea of strength	Content area SMART goal states that 95% of 1st-6th graders will increase reading levels by one year or more by May 2018. Data reveals that as of January 2017, 49% have met the goal while others have increased reading levels by 3 months to over since September.
	Benchmarks: <b>ELA</b>	XArea of concern 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: <b>Math</b>	Area of concern XArea of strength	The assessments for the new math adoption were not aligned with the pacing of the new program. Grade level teams analyzed the results and feel that the information collected may not a data point that they would use. 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 Renaissance Learning and will be using STAR Math which will 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 Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
	CELDT: <b>CELDT</b>	Area of concern Area of strength	<b>Grant was successful at reclassifying 40 of our EL students. We have set a goal to increase the number for the 2017-2018 school year.</b>
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance: <b>Monthly Reports/Powerschool</b>	Area of concern <b>X</b> Area of strength	<b>We currently have a percentage over the goal of 95% set by the district</b>
	Suspension <b>PowerSchool</b>	<b>X</b> Area of concern Area of strength	<b>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.</b>
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

## **REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

## Student Achievement

### English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	May 2017, 50% of all students had increased one grade level or more in reading as measured by the STAR/Early Literacy assessment.	By May 2018, 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	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>Cost:</b>	<b>Site Funding Source</b>	
1	Literacy Coaches to supports teachers in K-6 by coaching & modeling effective strategies and oversees the Grad Tutors' work in the Intervention Program for small group instruction.		August & on-going	20206	Title I	
2	Provide release time for PD to ensure school-wide GLAD implementation. Provide time to plan & implement unit materials for effective GLAD implementation.		October 15th & on-going	2252	Title I	
3	Purchase materials/supplies to provide effective program including on-line licenses.		On-going	35828	LCFF	
4	Purchase materials/supplies for professional development.		On-going	811	Title I	
5	Pay teachers extra hours for PD/collaboration time including data chats.Use data to drive and modify instruction.		August & on-going	1356	Title I	
6	Purchase materials to provide effective program.		On-going	1500	Title I	
7	Provide Bi-lingual IA to support Library services and ensure consistent access to reading materials.		On-going	25284	Title I	

8	Provide Extra hours for Grad Tutor to provide targeted small group intervention under the supervision of the Literacy Coach and Site Administrator. Ren Learning supports student achievement through PD, effective assessment data, & increasing student engagement and hire Aide	On-going		
9	Facilitate study trips for students	On-going	2361	Title I
10	Support our focus on Common Core Implementation by increasing Student Discourse & Writing through PD & Collaboration	On-going	10000	LCFF
11	Pay for subs for academic conferencing	On-going	1600	Title I
12	Literacy Coaches to supports teachers in K-6 by coaching & modeling effective strategies and oversees the Grad Tutors' work in the Intervention Program for small group instruction.	August & on-going	20206	LCFF
13	DIGS Contract	On-going	3000	Title I
14	Pay for study trips	On-going	2500	LCFF
15	On-Line Licenses	On-going	2000	Title I

## Student Achievement

### Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	Based on STAR Math 46% of students tested proficient and above.	By May 2018, 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 2016-17 score to move closer to SBAC Math level 3
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Support our focus on Common Core Implementation by increasing Student Discourse & Multiple Methods through PD & Collaboration		On-going through the year	1500	LCFF	
2	Hold data chats to analyze data, and plan instruction.		On-going through the year	500	Title I	
3	Purchase materials and supplies for PD		On-going through the year			
4	Purchase materials and supplies to support student learning		On-going	3000	LCFF	
5	GLAD Training for Math		January	500	Title I	
6	Purchase materials and supplies for students		On-going	2500	LCFF	
7	Provide teachers with collaboration time to delve deeper into the data.		On-going	1628	LCFF	
8	Provide opportunity to have teachers visit other classrooms to observe best practices that increase student achievement.		On-going ending May 30th	5000	LCFF	
9	Subs for academic conferencing		On-going	600	Title I	

10	Purchase Accelerated Math component from Renaissance Learning as another tool to identify student needs and for differentiation	January 2018	5000	LCFF
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## Student Achievement

### English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	Between September 2016 and May 2017, 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% person of the EL Students who were at level 3 and 4 need more support,	Between September 2017 and May 2018 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,	EL's	STAR reading benchmark scores, ELD benchmarks and teacher made formative assessments	1. Improve student achievement for all students and accelerate student learning increases for EL and low income students.	Increase rate to 11%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Literacy Coach to supports teachers in 3, 4, 5, & 6 by coaching & modeling effective strategies and oversees both Integrated & Designated ELD Instruction. Assessments & data provided by Literacy Coach for data chats.		August & on-going			
2	Provide release time for PD to ensure school-wide GLAD implementation.		October 30th & on-going	700	Title I	
3	Use data to drive instruction. Hold data chats.		On-going & Benchmarks 1 & 2	1000	Title I	
4	Purchase materials to provide effective program and technology for an audio system		On-going	1000	Title I	
5	PD on Common Core Implementation		On-going	500	Title I	
6	Purchase materials to provide effective program		On-going	2500	LCFF	
7	GLAD collaboration and PD by GLADiators on best practices.		On-going	500	Title I	
8	Provide Bilingual IA to support TBE Intervention groups.		On-going			
9	Support our focus on Common Core Implementation by increasing Student Discourse through PD & Collaboration.		On-going			

10	Focus on Speaking, reading, and writing grounded in evidence across content areas	On-going		
11	Send teachers/admin to CAFE	On-going	5000	LCFF
12	.Purchase non-fiction books that support Els.	On-going	1500	Title I
13	Monitor and analyze English writing scores on the ELD benchmarks.	On-going		
14		ongoing		
15	Conferences for teachers	on going		

## Student Achievement

### African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
AA Students and Families Academic Engagement	The principal will actively engage African American Parents as stakeholders by holding 3 data chats per year with a parent and their student discussing their academic and social emotional progress.	By June 2018 50% of the parents will attend the data chats (a system that supports African American students academically and social emotionally) will be put in place.	Truant African American Students	STAR assessments, parent teacher conferences, classroom observation of CRT, Academic Conferencing sheets, Data Cards	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>Cost:</b>	<b>Site Funding Source</b>	
1	Teachers will teach mindset and learning strategies to all students using online and in class learning use (Brainology) but specifically to AA students.		Ongoing			
2	Teachers will complete series of Professional Development including culturally relevant pedagogical strategies, Anti Bias Workshops,.		Ongoing	1000	Title I	
3	Principal will work with the Expanded Learning Coordinator to provide training and implement the strategies and skills into the afterschool program.		October, ongoing			
4	All African American students will be identified by name and be progress monitored in their academics as well their social emotional development.		September			
5	Hold data chats with parent, student, teacher		three times a year November, February, May	500	Title I	
6	Establish an African American Parent Group on campus where stakeholders become more involved with ensuring student success and engagement.		November			
7	AA SCOW to engage and support AA families at school site.		Ongoing			
8	Principal will continue meetings with parents whose students are truant.					
9	Principal will attend SARB hearings to put systems of support in for students.					
10	Efficacy training for parents provided by Andre Shumake					

## Student Achievement

### Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	During the 2016-17 school year attendance at Grant was measured at 94% an increase of 0.5%.	By June 2018 increase overall student attendance by 1.5% as measured by the WCCUSD attendance records.	All Students	WCCUSD Percentage Actual Attendance Comparison Chart and internal documents tracking attendance.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Continue with Parent engagement and information around importance of attendance		On going			
2	Continue with Perfect Attendance Certificates for students and improved attendance		At the end of each month			
3	Perfect Attendance Rewards		At the end of each Trimester	300	LCFF	
4	Continue with monthly parent meetings		On-going			
5	Monthly assembly to acknowledge perfect and improved attendance		Sept.-May			
6	Will continue with the automated system and clerk call home daily		Sept.-May			
7	Extra clerical support					

## Student Achievement

### School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	Discipline data on Powerschool indicated ?% suspensions for the 2016-2017 compared to 7% total suspensions during the 2015-16 school year. Significant drop as a focus was placed on positivity and social/emotional development of students.	By May 2018, the number of suspensions will continue to decrease based on 2016-2017 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>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Facilitate assemblies for students		On-going through the year			
2	Purchase materials and supplies/incentives for students		By October 28, 2017 & on-going through the year	5000	Title I	
3	Continue Partnership with Mindful Life to provide 30 minutes of in class support by a mindful life instructor to create a "Mindful Community" as well as 45 minutes pull out sessions fir 2nd-6th grade for "Rise Up". During the sessions, strategies will focus on engaging students in activities that provide them with tools. Teachers continue with Mindful sits five days a week and continue to teach Toolbox on Tuesdays.		On-going through the year			
4	Mindful Educator Fellowship for staff, guidance on how to include Mindful Minutes at the beginning of each day with a positive message.		On-going through the year			
5	Purchase materials/supplies for students		On-going through the year	13679	LCFF	
6	Continue to provide planning time and professional development for GLAD Training for all teachers.		By June, 2017	2000	Title I	
7	Implement Academic Games during lunch to engage students in a positive manner.		On-going through the year			

8	Contract for PDs	On-going		Title I
9	Continue PD's with Dr. Janet Scott around Brainology and Growth Mindset	On-going through the year	1000	Title I
10	Pay for 50% V.P. and district is paying for 50% to have 1.0 FTE	On-going	65369	LCFF
11	Pay office staff extra hours to support admin	On-going		
12	Pay for study trips	On-going	3500	Title I
13	Continue work with No Place For Hate and obtain Anti-Biased professional development for staff	On-going	1500	LCFF
14	Contracts for Kids	On-going	27449	Title I
15	Pay for study trips	On-going	2500	LCFF

## Student Achievement

### Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	During the 2016-17 school year there were 45% parents attending events as compared to less than 33%. parents attending in 2015-2016 school year.	By June 2018 50% of parents will participate in math night, literacy night, science night, and multicultural night 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.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Materials & supplies for parent meetings.		On-going			
2	Babysitting, if needed for parent meetings.		On-going	678	Title I	
3	Additional translation, if needed for parent meetings.		On-going	1444	Title I	
4	Offer parent activities and meetings to school community by community partners-ADL & Latina Center		On-going			
5	Continue with Parent University-utilize graduates from the program to co-facilitate		February-April 2017			
6	Pay teachers extra hours for parent activities and Family Nights (Math Night, Literacy Night, Science Night, etc.)		On-going			
7	Work with Adult Education to provide ESL courses for parents to participate in		March-May 2018			
8	Send parents to CAFE conference		Jan-March 2018			
9	Pay SCOW extra hours to work with parents-attend SSC, ELAC, and Family Nights		On-going	1000	Title I	
10	Light refreshments		On going	3271	Title I	
11	Light refreshments					

12	These events as well as classess held during school hours by our Community Partners, will support parents to gain literacy and parenting skills that will empower them to support their student.			
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## **OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

## Student Achievements

### ILT Goals

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
ILT Process	In 2016-2017 Grant Elementary Instructional Leadership focused on formal and informal collaboration regularly to address school needs and support SMART goals set for the year.	Grant Elementary Instructional Leadership will continue with formal and informal collaboration on a monthly basis. By June 2018, ILT members and staff will have the opportunity to participate in walkthroughs and instructional rounds.	Grant Elementary Staff	ILT monthly meeting agendas and notes. February 2nd ILT District Wide Check-In Meeting.	1. Improve student achievement for all students and accelerate student learning increases for EL and low income students. 2. Improve professional development and professional learning communities	
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	The team will continue to share best practices, small group instruction, and data analysis to support all teachers in increasing student achievement in reading as measured by STAR reading assessment, grade level formative assessments, and teacher assessments, and analyzing data cards completed during data chats.		ongoing			
2	The ILT will review and research programs and Professional Development that will target our content goal and assist and support our new teachers		ongoing			
3	The ILT will facilitate Professional Development for staff.		ongoing			
4	The ILT will attend Professional Development that address our SMART goals.		ongoing			
5	The ILT will support and facilitate staff collaboration.		ongoing			

## Overall Budget Summary

### Summary of Costs

#### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	114012	0.00
LCFF	178010	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	178,010.00
Title I	114,012.00

## Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
  - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
  - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
  - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
  - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.