

**West Contra Costa Unified School District
Helms Middle School
Title I - Schoolwide**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Principal: **Jessica Petrilli**
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BOARD OF EDUCATION
2017 – 2018

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Required Student Achievement Strategies

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Strategies

Science
History/Social Studies
World Language
ILT Goals
Other 1
Other 2

- Overall Budget Summary
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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.

☒ English Learner Advisory Committee

☒ Other (*list*)

Instructional Leadership Team

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: **10/26/17**.
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:

Jessica Petrilli

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

West Contra Costa Unified School District
Helms Middle 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:
<i>Parent/Community Members</i>			
#1	Miriam Sequeira	06/19	
#2	Terrisia Robinson	06/18	
#3	Michael Wiggins	06/19	
<i>Student Members</i>			
#1	Kenye Bigbee	06/19	
#2	Jacqueline Chavarria	06/19	
#3	Destinee Amos	06/19	
<i>School/Other Members</i>			
Tchr #1	Erika Peterkin	6/18	X
Tchr #2	Deborah Brittain	6/19	
Tchr #3	Vranda Booker	6/19	
Tchr #4	Douglas Silva	6/18	
Other	Maria Esther Godinez	06/19	
Principal	Jessica Petrilli	N/A	

Membership Composition:

Secondary (12 total)

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

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

Theory of Action

Helms Middle School Theory of Action 2017-18

Core Values: The principles that shape the way we aspire to behave

Culture of Care

Collaboration

Continuous Learning

Vision- Our desired end state

All members of the Helms community will collaborate to strengthen our students' academic abilities and develop their character for success in high school, college, and beyond.

Academics + Character=Educating the Whole Child

Mission: How we do our work

Mission # 1: Teaching & Learning- To improve student literacy

Mission # 2: Adult Learning & Collaboration- To continuously learn, adapt, and grow in our practice

Mission #3: School Culture & Climate- To ensure students, staff, and families feel safe in and connected to our school community

Theory of Action: What we believe will make the vision come true

Theory of Action for Teaching & Learning:

If we focus on improving literacy, then students will deepen their language skills and reading comprehension to understand grade level text and develop a practice of reading for pleasure that will improve their reading level.

Theory of Action for Adult Learning & Collaboration:

If we focus on continuously learning, adapting, and growing in our PLCs (Depts, Houses, etc), then we will feel supported by one another and better prepared for our work with students.

Theory of Action for School Culture & Climate:

If we feel safe in and connected to our school community, then we will have pride and joy at school, engaged learning environments, and a community that can work together to overcome obstacles in a positive manner.

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: On going	or	Process: Principal and the Instructional Specialist will present school data to the SSC, parents, and community
Step 2	Gather input from (check all that apply) GATE <input checked="" type="checkbox"/> ELAC CAC Others	Process: An ELAC committee will have elected members by November 2017 to advise the SSC on the needs of English Learners.	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: Instructional strategies identified by principal, Instructional Specialist, teachers, and students
Step 4	Budget development	Process:	or	Process: Site team will create a tentative budget and present to SSC for discussion, revision and approval
Step 5	Finalize and submit SPSA for School Board Approval	Date: December 7, 2016		
Step 6	SPSA monitoring	Process: SSC and departments will complete the SPSA monitoring sheets in January and May	or	Process:

System-wide Barriers

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

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support: We have many staff members in their first three years of teaching; they need significant support	* We use professional development release time for staff three times a quarter and we have an Instructional Specialist to support ILT and department leaders to develop strong PLCs to support teachers with quality instruction for students.
Other:	*

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

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	XArea of concern Area of strength	The vast majority of our students are not reading on grade level. We must support independent reading within their ZPD as well as grade-level text that gives them access to Common Core standards. Teachers must be skilled in using scaffolding and focus on supporting language to support student understanding of text.
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only) Honor Roll Data	Area of concern XArea of strength	A large number of students make honor roll every quarter. Our House teachers work hard to identify students with D's and F's that need support through house collaboration, CARE team, and Parent Student Support Nights.
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other: Reclassification	XArea of concern Area of strength	We want our ELD 4 students to reclassify out of ELD by the years end. Many ELD 4 students are LTELs and need skill support as well as motivational support. All teachers need to support language in their classes for students to improve.
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: Annual Yearly Attendance Report	Area of concern XArea of strength	We have stayed above 95% and have improved every year for the last 6 years.
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
	Healthy Kids Survey:	Area of concern XArea of strength	We have consistently improved on the CHKS. Last results showed that we were in the 99th percentile when ranked with similar schools.
	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	<p>As of May 2017, 21.6% of students made 1.5 years of reading growth as measured by the STAR Reading assessment.</p> <p>Our 7th grade students in 2016-17 performed: Baseline 2016-2017 growth:</p> <ul style="list-style-type: none"> 1.6 to 0 growth: 40% of students .01 to .05 growth: 18% of students .06 to 1.0 growth: 17 % of students 1.1 to 1.5 growth: 9% of students 1.5 or higher: 16% of students <p>In 2016, 13% of students made 1.5 years of reading growth as measured by the STAR Reading assessment.</p>	By May 2018, 35% of students will grow 1.5 years in reading as measured by the STAR Reading Assessment, 25% of students will grow 1 year in reading, and all Helms students will grow at least .5 years in reading as measured by the STAR Reading assessment.	ALL students	STAR Reading Assessment	Goal 1: Improve Student Achievement Goal 2: Improve Instructional Practice	Increase SBAC ELA proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Provide additional learning time through the after-school program for students to acquire skills/standards in their core classes. (See climate)		Ongoing	24708	LCFF	
2	Purchase materials and supplies, periodicals, subscriptions, library books, classroom books, technology and supplies to support the implementation of		Ongoing	21555	LCFF	

	the state standards and the implementation of Common Core State Standards.			
3	Provide materials and supplies including light snacks for professional development meetings that support school goals.	Ongoing	1000	LCFF
4	Provide qualified substitute teachers to provide department collaboration time and class visitations to improve teacher practice	Ongoing	7969	Title I
5	Schedule study trips and provide substitutes for teachers to add real world experiences for students and thus engaging students in learning of ELA standards	Ongoing	2500	Title I
6	Provide teachers with hourly pay for their time with a Blended Learning PLC to increase literacy and rigor with the use of technology in their classes (approx. 7 teachers 1.5 hours monthly)	ongoing	3000	Title I
7	Provide teachers with extra hours for ILT collaboration.	ongoing	1500	Title I
8	Provide time carded hours for teachers to attend professional development/conferences including costs off site, and extra dept. collaboration time to improve teacher practice	ongoing	8431	Title I
9	Provide conference fees and qualified substitutes for teachers to attend conferences.	ongoing	3000	Title I
10	Purchase materials and supplies for students	ongoing	28121	LCFF
11	Purchase technology	ongoing	10000	LCFF
12	Purchase library books and needed supplies.	ongoing	5000	LCFF
13	Hire an Instructional Specialist to coordinate the instructional programs specifically around literacy (60%)	September	71109	Title I
14	Purchase materials and supplies for PD	ongoing	731	Title I
15	Hire an Instructional Aide to work with students	ongoing	13653	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	On the 2016-17 SBAC assessment, 71% of Helms students did not meet the standard 19% nearly met 9% met 1% exceeded	By February 2018, 95% of students will have improved their scaled score for the Interim Assessment Benchmark for mathematics and 25% of students will have moved into a higher band.	All students	Interim Benchmark Assessments for Number System Expressions and Equations	Goal 1: Improve Student Achievement Goal 2: Improve Instructional Practice	Increase SBAC Math proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Provide additional planning and collaboration hours for teachers.		As needed	3750	Title I	
2	Provide qualified substitute teachers to enable departments to collaborate or participate in class visitations or professional development opportunities off site.		Ongoing	7969	Title I	
3	Provide conference fees and qualified substitutes for teachers to attend conferences.			5000	LCFF	
4	Purchase materials, supplies, and technology to support the implementation of Common Core State Standards.		as needed	21000	LCFF	
5	Schedule study trips and provide substitutes for teachers to add real world experiences for students and thus engaging students in learning of Math standards (see climate)			2500	Title I	
6	Hire an Instructional Specialist to coordinate the instructional programs specifically around math (20%)			35555	Title I	
7	Purchase materials and supplies for professional development			731	Title I	
8	Provide additional planning and collaboration hours for teachers.		As needed	2500	LCFF	
9	Purchase materials, supplies, and technology to support the implementation of Common Core State Standards.		Ongoing	8000	LCFF	

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	<p>4% of Helms EL students (19 students) reclassified last school year</p> <p>Out of our 400 current EL students, 98 students met CELDT criteria but did not meet STAR reading criteria for reclassification.</p> <p>216/400 of our current EL students are classified as Long Term English Language Learners</p> <p>29 students are currently in ELD 1</p>	<p>By May 21st, 2018, 10% of all EL students at Helms middle school (42) will reclassify as fluent English proficient by meeting all the reclassification criteria.</p> <p>By May 2018, 80% ELD 1 students (23/29) will move on to ELD 2.</p>	EL Students	District Reclassification Criteria	<p>Goal 1: Improve Student Achievement</p> <p>Goal 2: Improve Instructional Practice</p>	English Learner (EL) reclassification rate will increase
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Provide additional learning time for EL students through afterschool tutoring by teachers (see climate)	As Needed	5000		LCFF	
2	Purchase materials and supplies to support EL students in acquiring the necessary skills to be college and career ready through the common core state standards and literacy skills.	As Needed	2500		Title I	
3	Provide qualified substitute teachers to provide the opportunity for department collaboration time and class visits.	Three times a year	13969		Title I	
4	Provide teachers with additional collaboration hours to meet with each other and the district ELD coaches	as needed	3500		Title I	
5	Provide substitutes, conference fees, and all costs to attend ELD professional development on and off site	As needed	2500		LCFF	

6	Hire 1 Bilingual graduate tutor to support our ELD 1 newcomer students in their ELD and core classes. Use existing grad tutor to support ELD 4 students who are close to reclassification	Ongoing	80969	LCFF
7	Schedule study trips and provide substitutes for teachers to add real world experiences for students and thus engaging students in learning of ELD standards	Ongoing	10000	LCFF
8	Provide hours for a bilingual instructional aide to support after school tutoring and literacy for ELD 1 and 2 students	As needed	1000	LCFF
9	Hire an Instructional Specialist to coordinate the instructional programs specifically around literacy (20%)	Ongoing	35555	Title I
10	Facilitate a Teacher, Parent and SCOW to attend the CAFE Conference	Feb/March	10000	LCFF
11	Purchase materials and supplies for students based on data analysis regarding STAR reading scores	Ongoing	30000	LCFF

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American Achievement	By Quarter 2 2017, 24% of our AA students made honor roll (3.0 GPA no D's or F's)	By Quarter 2 2018, 34% of our AA students will make honor roll (3.0 GPA no D's or F's)	African American Students	WCCUSD Honor Roll	Goal 1: Improve Student Achievement	UC/CSU completion rate will increase
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Hire two Peacemakers to mentor 8-10 African American male students who need support raising their GPA, reducing absences, and/or reducing disciplinary time out of class time. (cost in climate section)		Ongoing			
2	Offer an African American Girls Group, serving 45 students (75% of our AA girl population) through our Partnership with Catholic Charities and the city of San Pablo. The group teaches community building circles, positive self esteem, and will engage in a literacy event around spoken word poetry.					
3	Provide CARE teams with monthly reports of student grades and attendance so they can discuss strategies for individual students and make referrals when necessary.		Ongoing	1500	LCFF	
4	Ensure that at least 25% of our AA students are enrolled in the afterschool program and therefore have access to daily tutoring and enrichment			1500	LCFF	
5	Provide additional hours for the Black Student Union (BSU) advisory teacher to conduct bi-weekly meetings with the BSU, serving an average of 20 students at each meeting. BSU will plan our African American History Month assembly and activities as well as other campus events.			1500	Title I	
6	Provide monthly meetings for the African American Parent Advisory Council, to address needs and concerns for the success of our African American students (see Parent Involvement)					
7	Host an African American Student Success Night for students and families in February during Black History Month (see Parent Involvement)					
8	Purchase materials and supplies for students		Ongoing	2000	LCFF	

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	<p>In 2017 we had 144 chronically truant students, 18 severe chronic truant students, 16 individuals in SARB, and 5 students referred to court.</p> <p>By June 2017 we conducted 83 SART conferences</p> <p>During the 2015-16 school year, we conducted 29 SART conferences at the school site.</p>	By June 2018, we will reduce our number of chronically truant students by 20% (from 144 students to 116 students)	All students	Attention to Attendance Report	Goal 4: Improve Student Engagement and School Climate Outcomes	Chronic absenteeism
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Host an opening of the year parent night for students who struggled with attendance the prior year (see parent engagement)					
2	Meet every two weeks with the SART team to review A2A L1, L2 and L3 data. Determine which students are needing a SART conference and schedule their conference in A2A. Attendance clerk will follow up with families via phone to make appointment times.		Ongoing	1000	LCFF	
3	School Social Worker attends SARB hearings every other week to follow up with students and families who received L 3 letters.					
4	SART Team meets families for individual conferences every other Thursday for the entire year.					
5	CARE teams meet monthly and let SART team know if someone needs a SART meeting.		Ongoing	1000	LCFF	
6	Teachers are emailed after SART meetings are conducted to support getting student to better attendance.					
7	SCOWs makes phone calls for families who are Spanish speaking and help					

	with translation as needed.			
8	Provide Academic Saturday school for students who missed school. Pay teachers extra hours (see climate)			
9	Pay classified staff extra hours to support Academic Saturday school (see climate)	On-going	1000	LCFF
10	Assign "Success Mentors" to the 53 8th grade students who were chronically truant in their 7th grade year.			

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	<p>In 2017, 25% of Helms students participated directly in one of Helms' enrichment and/or health and wellness groups.</p> <p>In 2015-16 Helms had 13 % of students participate directly with enrichment and/or a health and wellness group.</p> <p>Our School Climate Index on The California Healthy Kids Survey for the 2015-16 school year was 90th percentile. In the 2014-15 school year it was in the 87th percentile state-wide an improvement from the 77th percentile the year before. We were also in the 99th percentile when compared to similar schools which was an improvement from the 96th.</p>	By June 2018, 35% of Helms students will have 1) participated directly in one of Helms' enrichment and/or health and wellness groups 2) promoted a healthy school climate by planning/facilitating a positive campus event # Helmscares	All students	Community School Coordinator Master List & Sign-in sheets	Goal 4. Improve Student Engagement and Climate Outcomes	Increase positive climate and safety
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Review, discuss, and plan effective interventions and incentives with CARE Teams as well as Houses to improve school climate		Monthly		1500	Title I
2	Provide certificated additional hours to support tutoring and leadership opportunities in the after school program and Saturday school		5 days a week		1500	LCFF
3	Provide professional development and materials and supplies including conferences and workshops for teachers and administrators to improve school		As needed		4500	LCFF

	climate			
4	Contract with Mindful life to provide mindfulness classes for student cohorts twice a week	Ongoing	15000	LCFF
5	Provide transportation, fees, and substitutes for study trips to Increase student engagement	Ongoing	5000	Title I
6	Purchase materials and supplies to provide a positive school culture including technology,instructional materials and supplies for the binder system, incentives, climate assemblies, and other school events that promote a positive school climate.	As needed	20000	LCFF
7	Hire two Peacemakers to mentor a caseload of 15-17 male students in each grade who need support in raising their GPA, reducing absences, and reducing disciplinary out of class time.	Ongoing	80000	LCFF
8	Purchase Music equipment, materials, and supplies for school-wide events	Ongoing	20000	LCFF
9	Contracts for assemblies	Ongoing	1500	Title I
10	Materials and supplies for students	As needed	3000	Title I
11	Extra hours for classified staff like CSOs, SCOWs, Graduate tutors, Instructional Aides, and front office personnel to supervise and participate in school climate activities	As needed	1528	LCFF
12	Provide certificated additional hours to collaborate about House students, work with families and plan events with students.	Ongoing	3000	LCFF
13	Provide study trips for students	Ongoing	12282	LCFF
14	Send teacher/admin to conferences	Ongoing	15000	LCFF
15	Purchase materials and supplies for students	Ongoing	7994	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	<p>1. 24 families attended at least 4 out of the 5 Cougar College Nights (Science 49 families, History 36 families, Math, PE and English Nights)</p> <p>2. Throughout the 2016-2017 school year, the SCOWs facilitated a weekly parent coffee club for an average of 20 parents each week.</p> <p>3. In the 16-17 school year 22 parents participated in Parent Project/Proyecto de Padres</p> <p>4. In the 16-17 school year 27 parents graduated from Parent University</p>	By June 2018, 200 families will have participated in at least one family engagement opportunity such as: Cougar College, Parent University, African American Student Success Night, African American Parent Advisory Committee, Parent Project/Proyecto de Padres, Parent/Student Success Night, ELD Reclassification Workshops and Coffee Club	All students	Parent sign-in sheets	Goal 3: Increase Parent and Community Engagement and Involvement	California School Parent Survey will measure increase in engagement, involvement, and satisfaction
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Support parent involvement by working the camp cougar walk through registration/ orientation with extra teacher hours				3454	LCFF
2	Pay classified staff extra hours to support the camp cougar walk through registration/ orientation		Ongoing		2000	LCFF
3	Provide Oral/Written translation services for community events and communication with community members such as Back to School Night, ELD Reclassification Information Nights, Coffee Club, Cougar College etc.		Ongoing		2272	Title I
4	Purchase materials and supplies for parent meetings to support school wide events.		As needed		600	Title I

5	Employ full-time bilingual graduate tutor to support parents and students who are ELD 1 (see ELD for costs)			
6	Provide pay for certificated staff members to take part in evening events like Cougar College, Parent Student Support Night, African American Student Success Night etc.	Ongoing	10000	LCFF
7	Provide babysitting in order for Parents to fully participate in parent events	As Scheduled	1085	Title I
8	Employ full-time bilingual typist clerk to support parents and students in the front office	Ongoing	48412	LCFF
9	Pay SCOWs additional hours for parent events in the evening	Ongoing	10114	LCFF
10	Facilitate a Parent and SCOW to attend the CABA Conference	Ongoing	5000	LCFF
11	Provide light snacks and refreshments for parent events	Ongoing	409	Title I
12	Parents have the opportunity to accompany their student on a study trip if they participate in a certain number of parent engagement nights	Ongoing	1238	Title I
13	Send parents on conferences	Ongoing	2500	LCFF
14	Provide light snacks and refreshments for parent events	Ongoing	2000	LCFF

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	222373	0.00
LCFF	552290	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	552,290.00
Title I	222,373.00

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.