West Contra Costa Unified School District
Stege Elementary School
Title I - Schoolwide

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Kim Moses**
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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

   X 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: **May 15, 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:

Kim Moses		
Typed name of school principal	Signature of school principal	Date

Tyra Roberson		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Stege 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:
Parent/Community Members			
#1	**Alicia Jackson**	**November 2019**	
#2	**Armel Flores**	**November 2019**	
#3	**Tyra Roberson**	**June 2017**	**X**
#4	**Kenia Gonzales**	**November 2019**	
#5	**Fernanda Hernandez**	**November 2019**	
School/Other Members			
Tchr #1	**Ethan Sorscher**	**June, 2018**	
Tchr #2	**Theresa Griffin**	**June, 2018**	
Tchr #3	**Veronica Von Mosch**	**June, 2017**	
Other	**Anna Barron**	**June, 2017**	
Principal	**Kim Moses**	**June, 2017**	

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

Theory of Action

Teaching Learning and Leading: If we improve the learning experiences (a safe environment that promotes risk-taking) for all students while increasing the creative use of technology, then we will see improved academic results and students will demonstrate an increased ownership of the learning process.

Adult Learning and Collaboration: If we create PLCs to promote targeted professional growth and offer on-site PD/trainings for growth in instructional planning and delivery, then we will have a staff that is better able to deliver differentiated instruction, while supporting students at higher levels.

Student Culture and Climate: If we have shared expectations and consistent activities to support positive climate and morale amongst students, parents, and staff, then we will have a Stege Community which supports all stakeholders better in a positive way.

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:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **A data review is conducted for each Benchmark and other formal assessment data at least once during each trimester.**	**or**	Process: **Teachers, Principal, ILT**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **Parent Coffee Club ILT**	Process: **Principal will meet with all interested parties to get input.**	**or**	Process: **Principal**
Step 3	SPSA strategies development	Process: **Review best practices and discuss strategies for SPSA implementation. Implement PLC and increase**	**or**	Process: **Principal, ILT, Instructional Coach**
Step 4	Budget development	Process: **Comparisons of previous budgets are discussed. Needs are prioritized. Final Budget is approved**	**or**	Process: **SSC, Principal, ILT**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **10/20/2015**		
Step 6	SPSA monitoring	Process: **Monitoring forms discussed by whole staff and grade level teams. Data is analyzed. Their suggestions and the data is shared with SSC. Decision made by SSC based on that information**	**or**	Process: **ILT, SSC**

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
X	Staffing: **Historically, and currently there has been an issue retaining staff at Stege. There is a high percentage of teacher/staff turnover. The majority of teachers (70%) on staff have less than three years teaching experience. This results in difficulty creating an experienced teaching staff who can improve instructional delivery and academic outcomes.**	X*	**Hire a curriculum coach to support the nine new teachers being hired for the 2017-18 school year. The support will include instructional coaching in the classroom to promote effective strategies for teaching, learning, and classroom management. Also, provide consistent feedback and data planning support for all classroom instructors.**
	Facilities maintenance:	*	
	Facility capacity (space for classrooms/programs):	*	
X	Safety: **Due to many incidents of crime and violence within our community, students suffer from trauma-impacted behaviors that impact the learning environment. Disruptions to our school environment trigger some students, leading to increased problems on campus with adults and students.**	X*	**Implement Second Step, a violence Prevention program, for grades K-2. This program promotes empathy and provides student's with coping strategies when faced with traumatic situations. Encourage the use of Tribes curriculum for grades 3-6 to promote problem solving and support for one another in the learning environment.**
	Materials availability:	*	
	Technology:	*	
	Fiscal Support:	*	
	Compliance Support:	*	
X	Curriculum and Instruction Support: **Staff are in need of additional training and collaboration time for improved professional development. PD is needed in the areas of data driven planning, effective instructional strategies, and delivering common core lessons with differentiation.**	X*	**Increase professional development opportunities by offering additional PD opportunities each week for one hour. Use the elementary curriculum coach and the district technology coach to support professional development of new staff and increased opportunities for all staff to learn effective instructional strategies..**
	Other:	*	

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

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	Accelerated Reader/Star Reading: **May 2017**	**X** Area of concern Area of strength	**In grades 2-6, on average, within each grade level, 62% of students scored below the 25th percentile on the Spring STAR Literacy Assessment. In addition, the following percentage of students scored at least 2 grade levels behind their national peers: Grade 6= 72%; Grade 5=57%; Grade 4=38%; Grade 3=32%; Grade 2=2%. Although this is improvement from the previous year's data, students continue to perform at extremely low levels on literacy assessments.**
	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: **AMAO**	**X** Area of concern Area of strength	**On the 2017 CELDT Administration 39% of students met the AMAO growth target. Although this is improvement from 2016, where 30% of students met AMAO, we did not meet the percentage goal for achievement, in either year. In 2017, 10% of EL students were classified fluent English Proficient, which is also an increase from 2016, where only 6% of students were reclassified. The trend shows that students in grades 2-6 struggle with CELDT reading/writing sections.**
	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: **STAR MATH**	**X** Area of concern Area of strength	**In grades 1-6, on average, within each grade level, 61% of students scored below the 25th percentile on the Spring STAR Math Assessment. In addition, the following percentage of students scored at least 2 grade levels behind their national peers: Grade 6= 62%; Grade 5=60%; Grade 4=31%; Grade 3=16%; Grade 2=56%; Grade 1=34%. Although there is improvement in grades 3 and 4, from the previous year's data, students continue to perform at extremely low levels on math assessments.**
	Other:	Area of concern Area of strength	

	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*
		Student Support Data	
Choose 2	Attendance: **Average Daily Attendance**	**X** Area of concern Area of strength	Our average daily attendance for the 2016-17 school year was 91.35%. This was a slight improvement from the previous year's ADA which was 90.74%. Our goal is to reach 95% ADA. We have many families that have chronic truancy issues, 25 families were referred for district SARB hearings, impacting 35 students. Also, five families were referred to the District attorney due to chronic truancy, impacting11 students.
	Suspension **Powerschool Discipline Data**	**X** Area of concern Area of strength	The were 84 suspensions issued in 2016-17 for a total of 176 missed instructional days. The 84 incidents involved 37 different students; 11 of the students had more than 5 days of suspension and 6 of those students had more than 10 days of suspension. Despite using alternative methods for behavior modification, the incidents of suspension are extremely high.
	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	In May 2017, 62% of students in grades 2-6 scored below the 25th percentile on the Spring STAR Literacy Assessment.	By June 2018 70% of students in grades 2-6 will make 1-2 years growth in their Instructional Reading Level on the STAR Literacy Assessment.	All students, grades 2-6	STAR Literacy Assessment Benchmark Data, DDI Cycles 2017-18	Goal 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 10 points from 2016-17 score to move closer to SBAC ELA level 3

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Administer Initial STAR Literacy Assessment, Grades 2-6	September 15, 2017		
2	Purchase Lexia Core 5 Reading Program Licenses	September 15, 2017	10,200	Title I
3	Professional Development on AR Implementation, Lexia Core 5 Reading Program, and Goal Setting Strategies. 15 teachers, 8 hours each	September 29, 2017	4,800	Title I
4	Create DDI Calendar with 4 testing periods, September, November, February, April	September 29, 2017	50027	LCFF
5	Hire Curriculum Coach for Program Support in Grades K-6 .(5 FTE RLA Integration)	August 15, 2017		
6	Conduct Data Study and Planning Collaborative Sessions with Curriculum Coach (Sub Release 4 Days)	Ongoing through May 2018	600	Title I
7	Provide academic support in classrooms for grades 2-3. Support to be provided by Classroom Support Aid. (.5 fte RLA)	October 1, 2017	4,750	LCFF
8	Provide substitute coverage for PD and Collaboration	Ongoing through May 2018	1,220	LCFF
9	Purchase Accelerated Reader Books for classrooms	November 1, 2017	1,000	Title I
10	Provide academic support in classrooms for grades K-1 and after school for	October 1, 2017	9,000	LCFF

	grades 2-3. Support to be provided by Americorps Classroom Instructional Assistant. (.5 fte RLA)			
11	Develop Goal Setting Tool and conduct academic conferences with students during each data cycle.	Ongoing through May 2018		
12	Purchase additional materials and supplies needed for classroom instruction	Ongoing through May 2018	3736	Title I
13	Offer Study Trips Experiences with RLA integration	April 28, 2018	2067	Title I
14	Professional Development and Collaboration time	Ongoing through May 2018	7000	LCFF
15	Hire long term sub for intervention	Ongoing through June 2018	13311	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	In May 2017, 61% of students in grades 1-6 scored below the 25th percentile on the Spring STAR Math Assessment.	By June 2018 80% of students in grades 1-6 will make 1-2 years growth on MATH STAR.	Students in Grades 1-6	STAR Math Benchmark Data, DDI Cycles 2017-18	Goal 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	Administer Initial STAR Math Assessment, Grades 1-6	September 15, 2017		
2	Professional Development on Dreambox Math Implementation, My Math Program, and Goal Setting Strategies. 15 teachers, 4 hours each	October 13, 2017	2,400	Title I
3	Create DDI Calendar with 4 testing periods, September, November, February, April	September 29, 2017		
4	Hire Curriculum Coach for Program Support in Grades K-6 .(5 FTE Math Integration)	August 15, 2017	50027	LCFF
5	Conduct Data Study and Planning Collaborative Sessions with Curriculum Coach (Sub Release 4 Days)	Ongoing through May 2018	600	Title I
6	Provide academic support in classrooms for grades 2-3. Support to be provided by Classroom Support Aid. (.5 fte Math)	October 1, 2017	4,750	LCFF
7	Provide substitute coverage for PD and Collaboration	Ongoing through May 2018	1,280	LCFF
8	Provide academic support in classrooms for grades K-1 and after school for grades 2-3. Support to be provided by Americorps Classroom Instructional Assistant. (.5 fte RLA)	October 1, 2017	9,000	LCFF

9	Develop Goal Setting Tool and conduct academic conferences with students during each data cycle.	Ongoing through May 2018		
10	Purchase additional materials and supplies needed for classroom instruction	Ongoing through May 2018	2,000	Title I
11	Professional Development and Collaboration	Ongoing through May 2018	5000	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)	May 207 STAR Literacy Assessment results show that 55% of EL students in grades 2-6 scored in or below the 10th percentile.	By May 2018, 70% of EL students will perform above the 50th percentile on the STAR Literacy Assessment.	EL Students in Grades 2-6	STAR Literacy Assessment, Spring 2018	Goal 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 10 points from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Implement After School RLA Tutoring for EL Students by Grad Tutor and Americorps IA	October 1, 2017	2,000	LCFF
2	Learning Center Support for Newcomers in grades 4-6	October 1, 2017 and ongoing through May 2018		
3	Learning Center Support in Writing for Els 1-3 in grades 4-6 with Grad Tutor	October 1, 2017		
4	Materials and Supplies for students, including resources and books in Spanish	Ongoing through May 2018	1,000	Title I
5	Professional Development and Collaboration time	Ongoing through May 2018		
6		Ongoing through May 2018	5000	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
ELA Achievement	May 2017 STAR Literacy Assessment results show that 43% of Af-Am students in grades 2-6 scored in or below the 10th percentile.	By June 2018 80% of African American Students in grades 3-6 will earn at least 25 AR points with an average of 75% correct on AR quizes.	African American Students in Grades 2-6	STAR Assessment Results, May 2018	Goal 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 10 points from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Hire Mafanikio SCOW Coordinator, Af-Am SCOW	August 15, 2017	36662	LCFF
3	Train Mafanikio-Strong Scholars Team in RJ Strategies, Tech Resources (Lexia, Dreambox, AR, Follett Destiny)	September 15, 2017		
4	Implement Strong Scholars School Day Support Program	September 18, 2017		
5	Implement Breakfast Club and Recess Reading Roundtable Programs	September 18, 2017		
6	Develop Goal Setting Tool and conduct Mafanikio conferences with students every six weeks. Consult with Classroom Teachers regarding progress.	Ongoing, October 2017 - May 2018		
7	Purchase Materials and supplies for Strong Scholars, Mafanikio Programs	May 2018	1,000	Title I
8	Long term sub for Mafanikio program	Ongoing	8683	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	IMPROVED DAILY ATTENDANCE The average daily attendance for Stege in 2016-17 was 91.35.	Stege School will improve it's average daily attendance by at least 2 percentage point to 93.35% in 2017-18.	All students	WCCUSD average daily attendance reports, A2A	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Daily phone calls made by the attendance clerk to verify absences and encourage attendance	Ongoing thru May 2018		
2	Monthly attendance recognition, Trimester Attendance Rewards	Ongoing thru May 2018		
3	Administrative Conferences with parents of truant students	Ongoing thru May 2018		
4	Clerical support for Attendance related functions			
5	Purchase materials and supplies for Attendance incentives	Onoing through May 2018	1,000	LCFF

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	By June 2017, there were 84 suspensions issued for a total of 176 missed instructional days. The 84 incidents involved 37 different students.	Stege School will improve it's number of suspension incidents by at least 50 percent to 42 incidents, or less, 2017-18.	K-6	Powerschool Suspension Data	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Train Staff in Restorative Justice Strategies and Practices	September 1, 2017		
2	Implement School theme/Wide Slogan of "Strong Scholars Work Hard"	September 1, 2017 - June 2018		
3	Monthly Student Award Assemblies to reinforce goal setting and implement a student reward system, Weekly Star Rewards Incentives	September 29, 2017 - May 2018		
4	Trimester Student Award Assemblies for goal setting and student reward system	December 1, 2017, ongoing through May 2018		
5	Purchase materials and supplies for student/community climate, College and Career Readiness Promotion, Violence Prevention Curriculum	ongoing through May 2018	500	LCFF
6	Purchase Materials and Supplies for Star Rewards Events, Stege Star Store, Awards Assemblies	ongoing through May 2018	577	LCFF
7	Professional Development training	Ongoing through May 2018	2300	LCFF
8	Hire Mafanikio SCOW Coordinator, Af-Am SCOW	August 15, 2017	36662	LCFF
9	Hire long term sub for intervention	Ongoing through June 2018	13311	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	Based upon the School Climate Survey of 2016-17, communication between home and school needs to be strengthened.	Between September 2017 and June 2018, all families will receive at least bi-monthly communication from classroom teachers and school administration, using multiple media methods and written correspondence.	All Families	Parent Communications File and Survey	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	25% at schools with SCOWs. 8% at schools without.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	1st Wednesday of each month, provide monthly Family Home-School Connection Newsletter	September 6, 2017 through June 6, 2018		
2	Implement monthly parent newsletter in each classroom, using multiple media sources, paper and electronic	September 6, 2017 through June 6, 2018		
3	Provide Parent's with the School Directory containing their classroom teacher's contact information.	September 6, 2017		
4	Teacher Extra Hours for Planning and Delivering Parent Workshop Series : ELA, Math, Science, Arts	May 25, 2018		
5	Provide Parent Coffee Club Events each month, 1st Friday of each month through June	September 1, 2018 and ongoing		
6	Materials/Supplies for parent meetings and events	On-going	129	Title I

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other #1

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
Visual/Performing Arts	Teachers report that less that 20% of instructional activities include artistic expression within the learning environment.	Teachers will include artistic expression in 30% of lessons during the 2017-18 school year, across grade levels.	All Students	Teacher survey		

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide Arts Enrichment in music, Drama, and Visual Arts during the school day and after school.	September 2017 - May 2018	25,000	Title I
2	Implement After School enrichment offerings to include drama, technology integration, dance, and music	October 16, 2017 - May 25, 2018		
3	Collaborate Monthly, beginning October 2017, to plan for arts integration curriculum	Ongoing through May 25, 2018		
4	Materials and Supplies for Arts integration	April 27, 2018	2000	Title I
5	Study Trips with Arts Focus for students	April 27, 2018	2,000	Title I
6	Pay for Drama Contract	Ongoing	2151	LCFF
7	Pay teachers for enrichment program			
8	Materials and Supplies for Arts integration	Ongoing	1000	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	58532	0.00
LCFF	265211	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	265,211.00
Title I	58,532.00

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.