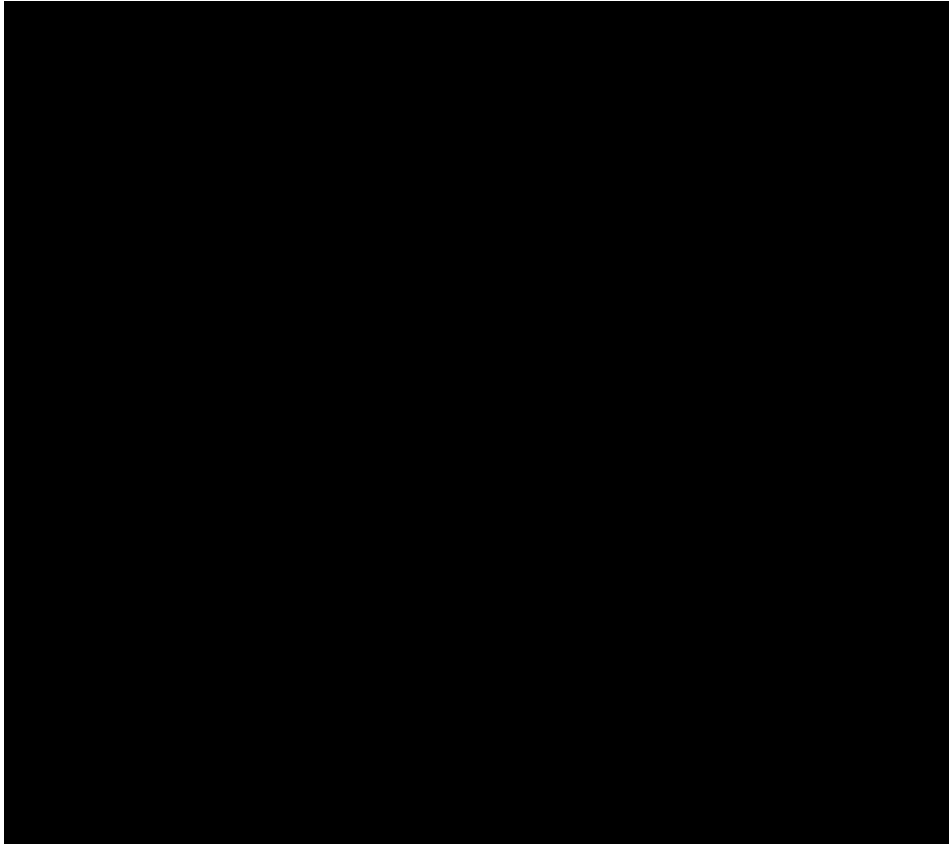


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\$	i	.....	Deyda Mendoza
i			A mandeep Randhawa
°			5855 Olinda Road
\$			Richmond, CA 94803
v	W		231-1452
.	.		arandhawa@wccusd.net



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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:  
AAPAC, SSC served as ELAC, ILT
4. The school site council reviewed the content requirements for school plans of programs included in this

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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

W	V	@	i	W	v	C	i	\$
Parent/Community Members								
i	Carol Hernandez				June 7, 2019		X	
i	Ruth Horton				June 7, 2019			
i								
i								
i								
School/Other Members								
v	Allison Burkholder				June 2020			
v	Amber Burtch				June 2019			
v	Manjot Pannu				June 2019			
\	Lori Thompson				June 2020			
i	Amandeep Randhawa				June 2019			

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The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

<p>9 1 C o</p> <p>9 1 C C i</p> <p>9 1 C i \$ C</p> <p>9 1 C o \$ \</p> <p>9 1 i # o</p>	<p>Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities</p> <p>Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards</p> <p>Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students</p> <p>Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness</p> <p>Providing students with engaging programs and coursework that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates</p> <p>Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents</p> <p>Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.</p> <p>Measuring other important indicators of student performance in all required areas of study.</p>
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We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.





# **Olinda Elementary**

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<b>Academic Data</b>			
\$	STAR Early Literacy	Area of strength	83% (40 students) 1st graders demonstrate mastery and 6% (8 students) did not
	STAR Reading	Area of concern	51% (110 students) of 2nd-6th graders demonstrate mastery and 49% (105 students) did not
	Benchmarks My Math	Area of strength	According to the My Math 3rd benchmark assessment, 93.8% of Kindergartners, 75.5% of 1st graders and 95.7% of 2nd graders meet or exceed standard
	Benchmarks	Area of concern	
	SBA:	Area of concern	
	LTEL Data	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
<b>Student Support Data</b>			
\$	Attendance	Area of concern	Olinda was not able to keep an average of 95% attendance during all of the school months
	Suspension	Area of strength	Olinda had 0 suspensions for the 2017-2018 school year
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	



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@ 'k 'v ' All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms

o . . . . . 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

Q '\$ '\$ 'V 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 goal on the students I.E.P.s).

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Summer Extended Learning Program - Grades K-8  
Planning and program support from Partners in Innovation,  
Professional development opportunities and coaching support in the areas of ELA, Math, Science,  
Technology, and Data Analysis