

**West Contra Costa Unified School District  
Ohlone Elementary School**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2015 - 2016**



Board Approval Date: **March 16, 2016**  
Contact Person: **Stephanie Serrano**  
Principal: **Stephanie Serrano**  
Telephone Number: **(510) 231-1443**  
Address: **1616 Pheasant Drive  
Hercules, CA 94547-1699**  
E-mail address: **sserrano@wccusd.net**



**BOARD OF EDUCATION**  
2015 - 2016

**BOARD PRESIDENT : RANDY ENOS**  
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<b>Superintendent</b> Dr. Bruce Harter		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address <a href="mailto:bharter@wccusd.net">bharter@wccusd.net</a>		

<b>Assistant Superintendent</b> Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address <a href="mailto:nrashidchi@wccusd.net">nrashidchi@wccusd.net</a>		

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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.

**X** 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: .
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2015 - 2016** school year, using the WCCUSD monitoring process.

Attested:

**Stephanie Serrano**

Typed name of school principal

Signature of school principal

Date

**Yolanda Cacho (2014-15, 2015-16)**

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**West Contra Costa Unified School District**  
**Ohlone Elementary School**  
**2015 - 2016**  
**School Site Council Membership Roster**

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

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
<b><i>Parent/Community Members</i></b>					
#1	<b>Yolanda Cacho</b>			<b>6/16</b>	<b>X</b>
#2	<b>Ernie Sanchez</b>			<b>6/17</b>	
#3	<b>Claudia Gutierrez</b>			<b>6/16</b>	
#4	<b>Rodrigo Pahati</b>			<b>6/16</b>	
#5	<b>Luis Prieto</b>			<b>6/17</b>	
<b><i>School/Other Members</i></b>					
Tchr #1	<b>Jane Yee</b>			<b>6/16</b>	
Tchr #2	<b>Joe Eyres</b>			<b>6/17</b>	
Tchr #3	<b>Brent Claudeanos</b>			<b>6/17</b>	
Other	<b>Delia Santos</b>			<b>6/16</b>	
Principal	<b>Stephanie Serrano</b>	<b>sserrano@wccusd.net</b>	<b>(510) 231-1443</b>		

**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 8 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 (see glossary for details on the 8 priority areas).

During the 2015-16 school year, 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 same goals and 8 priority areas articulated in the LCAP.

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 Ohlone Elementary School's specific SPSA plan of action for the 2015-16 school year.

## 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
<b>Step 1</b>	Analyze local assessment data	Process: <b>Data will be provided by administrator and staff; ongoing discussions will continue to inform the revision of our plan and needs</b>	<b>or</b>	Process: <b>Staff</b>
<b>Step 2</b>	Gather input from (check all that apply) <b>X</b> ELAC <b>X</b> Others <b>Benchmark Assessments; STAR (AR); SBAC</b>	Process: <b>Data will be provided by administrator and staff; ongoing discussions will continue to revise plan and needs;</b>	<b>or</b>	Process: <b>Staff</b>
<b>Step 3</b>	SPSA strategies development	Process: <b>SSC working meeting(s)</b>	<b>or</b>	Process: <b>All Stakeholders</b>
<b>Step 4</b>	Budget development	Process: <b>Review &amp;/or revise budget as presented by principal. Input accepted to ensure all resources are used for the continued academic achievement of all students</b>	<b>or</b>	Process: <b>Administrator</b>
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date: <b>Dec 7, 2015</b>		
<b>Step 6</b>	SPSA monitoring	Process: <b>The above individuals/groups (SSC) will provide the requested information to the site administrator who will be responsible for compiling the information into the SPSA and presenting it for approval to the SSC</b>	<b>or</b>	Process: <b>All stakeholders</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
<b>X</b> Staffing: <b>lack of specialized staff for reading, math intervention</b>	<b>X*</b> Hire specific intervention specialists/teachers to meet learning goals
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
<b>X</b> Technology: <b>NEC Interactive Projectors are inoperable</b>	<b>X*</b> NEC projectors to be in full use
<b>X</b> Fiscal Support: <b>Need more funds for different items/programs</b>	<b>X*</b> More funds for programs
Compliance Support:	*
<b>X</b> Curriculum and Instruction Support: <b>Inconsistent curriculum from one class/grade to another; old content standards</b>	<b>X*</b> Purchase and pilot new textbooks with CCSS; more grade level collaboration
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>STAR Reading</b>	<input checked="" type="checkbox"/> Area of concern Area of strength	<b>As of Nov 30, 24 students in 3rd grade are below GE 3.0-3.9; 25 student in 4th grade are below in GE 4.0-4.9</b>
	Benchmarks: <b>ELA</b>	<input checked="" type="checkbox"/> Area of concern Area of strength	<b>As of Nov 30, only 18% in 3rd grade are in Tier 1; only 18.8% in 4th grade are in Tier 1</b>
	Benchmarks: <b>Math</b>	<input checked="" type="checkbox"/> Area of concern <input checked="" type="checkbox"/> Area of strength	<b>As of Nov 30, all grades are 50% or above in Math except 1st grade (26.9%)</b>
	Benchmarks:	Area of concern Area of strength	
	CAHSEE:	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)	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:	Area of concern Area of strength	<b>L2 and L3 data will be used</b>
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Keys 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	

**ACTION PLAN  
REQUIRED SPSA STRATEGIES  
FOR IMPROVING STUDENT ACHIEVEMENT**

## Student Achievement

### English Language Arts (ELA)

2015-2016 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 2015-16 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority	Specify LCAP Goal
English Language Arts		As of Nov 30, 24 students in 3rd grade are below GE 3.0-3.9 (7 in 1.0-1.9 and 17 in 2.0-2.9) 25 student in 4th grade are below in GE 4.0-4.9 (6 in 1.0-1.9; 9 in 2.9-2.9; 10 in 3.0-3.9).  As of Nov 30, only 18% in 3rd grade are in Tier 1 (70-100%); only 18.8% in 4th grade are in Tier 1 (70-100%)	By June 2016, 75% students who are below their GE in 3rd grade (18) and 4th grade (19) will progress to at least one GE (grade equivalent) increase as measured by the STAR Reading Test.	3rd and 4th grade students who are not on GE in the STAR Reading Test	STAR Reading Test	Student Acheivement	1.1 1.2
Actions to Support Goal: (one action per line)				By When:		Cost:	Site Funding Source
1	Conduct Data Collaborations with grade levels to analyze data and plan instruction			ongoing		1636	LCAP
2	After school professional development and collaboration			ongoing		1350	LCAP
3	ILT Professional Development			ongoing		4000	LCAP
4	Offer extra teacher hours for after school tutoring			ongoing		1800	LCAP
5	Purchase materials and supplies for PD and other materials			ongoing		1240	LCAP
6	Facilitate Common Core trainings including Common Sense, Illuminate, and others			ongoing			LCAP
7	Pay for subs for professional development release days for teachers			ongoing		2000	LCAP

# Student Achievement

## Mathematics

2015-2016 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 2015-16 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority	Specify LCAP Goal
Mathematics	As of Nov 30, all grades are 50% or above in Math based on the Math Benchmark 1 Test except for 1st grade (26.9%)	By June 2016, 70% of first grade students will be at Tier 1 (70-100%) as measured by the Math Benchmark 1 Test.	1st grade students	Math Benchmark 1 Test	Student Achievement	1.1 1.2
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Conduct Data Collaborations with grade levels to analyze data and plan instruction		Ongoing	1350	LCAP	
2	Offer extra teacher hours for after school tutoring		Ongoing	1800	LCAP	
3	Pay for subs for Professional Development for teachers		Ongoing	2500	LCAP	
4	ILT Professional Development		Ongoing	4000	LCAP	
5	Purchase materials and supplies for PD and other materials		Ongoing	856	LCAP	
6	Pay teachers extra hours for PD/Collaboration		Ongoing	800	LCAP	
7	Subs for SSTs					

## Student Achievement

### English Language Development (ELD)

2015-2016 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 2015-16 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority	Specify LCAP Goal
English Language Development (ELD)	As of Nov 30, only 25% of EL students in Kindergarten are in Tier 1 in ELD (70-100%) based on the district EL Benchmark 1 Test.	By June 2016, 100% of EL in Kindergarten will score 70-100% (Tier 1) as measured by the ELD Benchmark 1 Test.	Kindergarten EL	ELD Benchmark 1 test	Student Achievement	1.1 1.2
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Conduct Data Collaborations with grade levels to analyze data and plan instruction		ongoing		LCAP	
2	Pay for subs for Professional Development for teachers		ongoing		LCAP	
3	ILT Professional Development		ongoing		LCAP	
4	Purchase materials and supplies for PD and other materials		ongoing		LCAP	
5	Pay teachers extra hours for PD/Collaboration		ongoing		LCAP	
6	Subs for SSTs		ongoing		LCAP	

## Student Achievement

### Attendance

2015-2016 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 2015-16 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority	Specify LCAP Goal
Attendance	In December 2016, Ohlone's overall attendance percentage was 93.22%	By June 2016, Ohlone will have an attendance percentage of 95% each month.	All students	PowerSchool	Student Achievement	1.1 1.2
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Perfect Attendance Certificate		ongoing		LCAP	
2	SART meetings/Parent Conferences		ongoing		LCAP	
3	Teacher collaboration/PD		ongoing		LCAP	

## Student Achievement

### School Climate

2015-2016 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 2015-16 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority	Specify LCAP Goal
School Climate	From Oct 14, 2015-Dec 10, 2015, 34 discipline referrals were sent to the office based on referral forms and discipline log.	By June 2016, student discipline referrals will be reduced to 10% as measured by the referral forms and discipline logs.	all students	discipline log of student discipline referrals	Student Achievement	1.1 1.2
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Positive Incentives (Excellence Cards)		ongoing		LCAP	
2	Certificated and classified training on Discipline		ongoing		LCAP	
3	SST		ongoing		LCAP	

## Student Achievement

### Parent Involvement

2015-2016 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 2015-16 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority	Specify LCAP Goal
Parent Involvement	During the December parent survey, 24 parents reported that they would like assistance with Math for their children: K- 2 students 1st - 5 2nd - 6 3rd - 1 4th - 2 5th - 4 and 2 unspecified	By June 2016, Ohlone will have at least one parent night in Math as measured by parent sign-in sheets.	K-5	LCAP	Student Achievement	1.1 1.2
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Offer babysitting for parents who attend meetings and events		Ongoing	611	LCAP	
2	Pay for translation for parent related events		Ongoing	919	LCAP	
3	Pay for materials and supplies for parent activities and events		Ongoing	500	LCAP	
4	Pay teacher for attending parent event/ meeting		Ongoing	3569	LCAP	



## Overall Budget Summary

### Summary of Costs

#### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCAP	28931	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	28,931.00

## 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.
- **Pre School Transition –**  
**Description** of the above program:  
The preschool kindergarten transition program provides a smooth path for parents and students to be introduced to kindergarten. By offering preschool students and parents the opportunities to participate in school-wide activities, meet the kindergarten staff, and visit classrooms.
  - This transitional program
  - Promote continuity from preschool to kindergarten
  - Focus on family strengths and build collaborative relationships
- **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.