

**West Contra Costa Unified School District  
E. M. Downer Elementary School  
Title I - Schoolwide**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
Contact Person: **Marco Gonzales**  
Principal: **Marco Gonzales**  
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San Pablo, CA 94806-4731**  
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**BOARD OF EDUCATION  
2017 - 2018**

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### Required Student Achievement Plan

ELA  
Math  
ELD  
African American  
Attendance  
School Climate  
Parent Involvement

### Optional Student Achievement Plan

Science  
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Other 1  
Other 2

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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*)  
ILT

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: **April 27, 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:

**Marco Gonzales**

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

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

\_\_\_\_\_  
Date

**Edith Rosillo**

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

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

\_\_\_\_\_  
Date

**West Contra Costa Unified School District**  
**E. M. Downer Elementary School**  
**2017 - 2018**  
**School Site Council Membership Roster**

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

Names of Members		Term ends on:	Identify Chair Person:
<b><i>Parent/Community Members</i></b>			
#1	<b>Aida Ayala</b>	<b>12/17</b>	
#2	<b>Margarita Manzo</b>	<b>3/19</b>	
#3	<b>Leticia Navarro</b>	<b>3/19</b>	
#4	<b>Giana Ramirez</b>	<b>3/19</b>	
#5	<b>Edith Rosillo</b>	<b>3/19</b>	<b>X</b>
<b><i>School/Other Members</i></b>			
Tchr #1	<b>Silvia Trillia</b>	<b>3/19</b>	
Tchr #2	<b>Chris Read</b>	<b>3/19</b>	
Tchr #3	<b>Joe Fitzgerald</b>	<b>3/19</b>	
Other	<b>Gloria Orozco</b>	<b>12/18</b>	
Principal	<b>Marco Gonzales</b>	<b>Continuous</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 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 E. M. Downer Elementary School's specific SPSA plan of action for the 2017-18 school year.

## Theory of Action

### E. M. Downer Theory of Action

#### Teaching and Learning

If we...Implement common instructional practices that are aligned with in grade levels and across grade levels.... Then we will see...Students accelerate their growth beyond one year Actions >Leveled reading, writing and math >College writing project >Intervention groups

#### Culture and Climate

If we...Provide students with multiple creative and experiential opportunities Then we will see...Students who identify their personal strengths and feel they are an integral part of the school community Actions >Creative Arts Initiative >Study Trips, Special Projects, Assemblies

#### Culture and Climate

If we...Explicitly celebrate the culture, language and individual strengths of students and families Acceptance and empathy towards each other and appropriate social and emotional development Actions > Toolbox > Restorative Justice > Cross Cultural Events

#### Adult Learning and Collaboration

Expand the amount of time teachers work in Professional Learning Communities A higher level of communication and collaboration in order to develop and maintain a set of common instructional practices Actions > Pre-Service Days, Release Days and Wednesday PD for Planning

## 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>or</b>	Process: <b>ILT and grade level review of data</b>
<b>Step 2</b>	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others <b>Friday Parent Meeting group</b>	Process:	<b>or</b>	Process: <b>Conducted by the principal</b>
<b>Step 3</b>	SPSA strategies development	Process: <b>All strategies reviewed by the SSC</b>	<b>or</b>	Process:
<b>Step 4</b>	Budget development	Process: <b>Preliminary budget figures which support the SPSA were presented and discussed with the SSC.</b>	<b>or</b>	Process:
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date: <b>TBA</b>		
<b>Step 6</b>	SPSA monitoring	Process: <b>Staff develops a draft of the Program monitoring reports. The reports are shared and discussed with the members of the SSC. Modifications are made based on discussion with the SSC.</b>	<b>or</b>	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:	*
<input checked="" type="checkbox"/> Facility capacity (space for classrooms/programs): <b>Space for after school programs</b>	* <b>Use classrooms</b>
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
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 Round Two Data</b>	Area of concern XArea of strength	<b>Mid year results show improvement over last year</b>
	Benchmarks: <b>STAR Math Round Two</b>	XArea of concern Area of strength	<b>Mid year results show improvement over last year</b>
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data: <b>EL Reclassification rate</b>	XArea of concern Area of strength	<b>The percentage of student reclassified has not improved significantly in the past three years</b>
	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: <b>ADA %</b>	XArea of concern Area of strength	<b>ADA remains under 95% goal</b>
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other: <b>Number of referrals</b>	Area of concern XArea of strength	<b>Projecting a second consecutive year of decline</b>
	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	55% (185 of 331) 3rd through 6th grade students made .5 year's growth as measured on the STAR Reading Assessment in the Winter of 2017.	By June 2018, 75% of students make at least one year growth in reading as measured by the STAR Reading Assessments.	2nd through 6th grade	STAR Reading	Goal 1 Improve student achievement	Increase STAR Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Hire Literacy Coach		August 2017	60,614	Title I	
2	The AR Program and reading logs will be used to monitor daily reading at school and at home.		June 2018			
3	Two pre-service professional Development days will be funded to organize leveled reading and Teacher College Writing Project model		August 2017	14,119	LCFF	
4	Read Aloud contract		September	3850	Title I	
5	Books, subscriptions and site licenses will be purchased to support daily leveled reading in the classrooms		June 2018	6000	LCFF	
6	Purchase of materials including technology that support the in-school intervention program, AR incentive program and after school academic support program and build the school library. Also purchase on-line licenses for students.		August 2017	4100	LCFF	
7	Students will provide grade level determined written response of events of all study trips		May 2018			
8	Students write on a daily as part of the Teacher's College Writing Project. Teachers will participate in professional development to support the program.		June 2018			
9	Teacher will participate in professional development on CCSS alignment and grade based SMART Goals, including attending conferences such as CABE		June 2018	1997	Title I	
10	Substitutes will be hired to provide release time for professional development for grade level based SMART Goals		June 2018	1500	LCFF	
11	Conduct study trips for students		October - June 2018	12,000	Title I	
12	After school tutoring by teachers, grad tutors and instructional aides will be provided.		October -June 2018	5,833	LCFF	

13	Materials and Supplies for students including on-line licenses	October -June 2018	6089	Title I
14	Send teachers/admin to conferences	October - June 2018	1500	Title I
15	Hire part time Library Aide	Ongoing	10,745	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	49% (156 of 314) of 3rd through 6th grade students made .5 year's growth on the STAR Math in the Winter of 2017	By June 2018, 75% of students will make one year's growth on the STAR Math Assessment	3rd through 6th grades	Star Math	1.1 Improve student achievement for all students	Increase STAR Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	The math coach will provide individual teacher support including classroom demonstrations on math		June 2018	61,208	LCFF	
2	The math coach will train the after school program Group Leaders to play games and do other activities to reinforce basic math facts.		June 2018			
3	The after school program Group Leaders will reinforce basic math fact instruction by playing the games in the My Math program.		June 2018			
4	Teachers will use STAR Math to assess student proficiency three times a year		Ongoing	600	Title I	
5	Student will use Khan Academy to develop basic skills.		June 2018			
6	Teachers will meet to develop leveled math strategies for each grade level.		October 2017	1000	Title I	
7	Each grade level will participate in professional development and develop SMART Goals to develop student number sense.		June 2018	3,562	LCFF	
8	Purchase materials and supplies for students		Ongoing	610	Title I	
9	Purchase materials and supplies for students		June 2018	1000	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)	For the 2016-2017 school year, 34 students were re-classified as Full English Proficient.	By the end of the 2017-2018 school year, there will be a 50 % increase in the number of students reclassified as compared to 2016-2017.	1st through 6th	reclassification Data	1.2 Accelerate student learning increases for EL students	Increase % of student Reclassified
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Staff will analyze CELDT and STAR data to determine strengths and weakness by sub section test scores		September 2017	1200	LCFF	
2	Students will be organized into ELD groups, by grade level and performance level. These groups will be based on sub section test scores of CELDT and STAR Data.		September 2017			
3	ELD groups will be reorganized as needed		June 2018			
4	Teachers will receive a copy of the list of students who advanced one or more levels. Instructional groups will be formed to target students who are strong candidates for reclassification		September 2017			
5	Staff will analyze STAR and CELDT data to determine all students who have been stuck at the same EL level for more than two years. Those students will be prioritized for after school instruction.		September 2017	1000	LCFF	
6	Staff will analyze data to determine which students have the best opportunity to be reclassified.		September 2017			
7	Afterschool tutoring groups will be developed for long term EL students and student nearest to the reclassification criteria, which will be delivered by teachers.		April 2018	3883	LCFF	
8	Funds will be utilized for teachers, classified staff and parents to attend CAFE.		June 2018	3543	Title I	
9	Purchase materials and supplies for students		June 2018	1000	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 Students	25% of AA students made one year's growth in STAR Reading and Math assessments last year.	75% of 2nd through 6th grade AA students will make at least one year progress on the STAR Reading by the end of the 2017-2018 school year.	2nd through 6th grade AA students	STAR Reading and Math	1.1 Improve student achievement for all students	Increase STAR Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Parents will be informed of the CAASSP Scores from Spring 2017 and informed of the correlation to the STAR Reading Assessment Results.		September 2017			
2	A personal or phone conference will be conducted with 100% of our AA students. Parents will be told of the student's current performance level, including the Fall STAR Reading results and discuss individual academic goals.		November 2017			
3	The Vice Principal will contact the parents of all 2nd through 6th grade AA students to discuss the Winter STAR Reading Results.		February 2018			
4	An AA Parent Advisory Council will be formed and will meet every two months.		December 2017			
5	Counselling services will be provided to students and families		January 2017	3,986	Title I	
6	Counselling services will be provided to students and families		January 2017	2,493	LCFF	
7	AA students will be enrolled in the after school tutoring group, along with EL students		January 2017			

## 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	The end of the year ADA for 2016-2017 was 93.49%.	By the end of the 2017-2018 school year, 95% of all students will be present at school each day.	all students	ADA Results by month and at the end of the year	4.2 Improve student engagement and climate outcome	End of the year ADA results
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	The School Community Outreach worker will contact the families of students with five or more absences		October 2017			
2	The school clerk will call parents on a daily basis to verify absences and excessive tardies.		October 2017			
3	Incentive rewards for attendance will be given base on individual and whole class attendance		January 2018	2,000	LCFF	
4	The principal will concentrate on outreach and conferences with families of students with chronic absences		All 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	In 2015-2016, 354 students were referred to the office, 24 less or 9% less than 2014-2016. As of April 2017, 223 student had been referred to the office.	By the end of the 2017-2018 school year there will be a 20% reduction in the number of referrals to the office as compared to 2016-2017	1st through 6th grade students and parents.	Number of referrals	4.2 Improve student engagement and climate outcomes	Reduce the number of student referrals
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	The Y-Team therapist/counselor will provide on-site counseling and case management services		August 2017		LCFF	
2	Re-organize service delivery model to include more group counseling by Y-Team Staff		December 2017		LCFF	
3	A Playworks site coordinator will organize recess activities and class game time instruction		September 2017			
4	Sports equipment will be purchased for Downer students.		September 2017	1200	LCFF	
5	Student discipline data will be collected and analyzed at the end of each month.		June 2018			
6	SST Meetings will be conducted for students with more than three office referrals in one month.		October 2017			
7	The Toolbox Program will be implemented at our school. All staff including teachers, aides, custodial, clerical and food service staff will be trained. Parents will be informed on the use of Toolbox.		September 2017			
8	Purchase materials and supplies for students including Incentives.		June 2018	1,000	Title I	
9	Contract for students		Ongoing	6500	Title I	

## Student Achievement

### Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	During the 2016-2017 school year over 100 families attended the Literacy Night and 38 parents attended the Math Night.	By April 2018, we will conduct three Family Learning Nights, literacy, math and creative arts with at least 50 families represented at each individual event.	parents and care takers of student in TK through 6th grade	Sign-in sheet from the Family Learning Nights	3.1 increase parent engagement, involvement and satisfaction	Minimum of 50 families at each Family Learning Night
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Teachers will deliver CCSS based activities in literacy, math and creative arts at Family Learning Nights. Materials and copying will be paid for these events.		April 2018			
2	The School Community Outreach Worker will organize weekly parent meetings including setting agendas and recruiting presenters.		June 2018			
3	Conduct weekly parent meetings to address topics developed by school staff and based on parent request.		June 2018			
4	The School Community Outreach Worker will recruit and organize parents in volunteer roles in the school.		September 2017			
5	Translation services will be provided to facilitate parent teacher conferences		June 2018	500		Title I
6	Provide supplies to support the Parent Meetings.		June 2018	2,030		Title I
8	Parents will attend educational conferences		June 2018	435		Title I
9	Provide babysitting for parent events		June 2018	500		Title I

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

## Student Achievement

### Science

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
Science	In the Science Fair in 2016, 25 of 157 entries received a 1st place score. The 2017 Science Fair in 74 of 141 entries received a 1st place score.	In the March 2018 Science Fair, there will be 20% increase in the number of entries and 1st place scores as compared to March 2017.	Kindergarten through 6th grades	Science Fair scoring rubric	1.1 Improve student achievement for all students	Increase the number entries and the number of 1st place winners
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Students will take study trips to museums and other locations with a science theme		May 2018	1000	LCFF	
3	Students select Science Fair Project question and review the scoring rubric		January 2017			
4	Purchase Science Fair Display Boards, necessary science fair supplies and award items		March 2018	1500	LCFF	
5	Student Display Science Fair Projects		March 2018			

## 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
English Language Arts - Academic Intervention	42% or 21 of 49 2nd-6th grade students who received intervention made 1/2 years growth as measured by the STAR Reading assessment administered in May 2016.	By May 2017, 80% of students receiving intervention services will make at least 1/2 years growth on the STAR assessment.	1st through 6th grades	STAR Reading 2nd through 6th grades	1.1. Improve student achievement for all students	Increase the percent of student proficient on the STAR
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	A part time instructional aide will provide academic intervention to students in Kinder through 6th grade during Universal Access time		June 2018	20,684	LCFF	
2	The Literacy Coach will coordinate and provide academic intervention to students in Kindergarten through 6th grade during Universal Access time.		June 2018			
3	The RSP teacher and instruction aides will provide academic intervention to students in 1st through 6th grade during Universal Access time		June 2018			
4	Individual students will be read to by volunteers from the Read Aloud Volunteer Program. A contract will be developed to support the cost of the on-site coordinator and books		June 2018	3,850	Title I	
5	Individual students will received tutoring by volunteers from the Faith Network of the East Bay Program		June 2018	3,500	LCFF	

## Student Achievement

### Other #2

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 and Performing arts	by June of 2016, 125 students were enrolled in the after school music and arts programs, as measured by enrollment records.	By the end of the 2017 2018 school year, 150 number of students will be enrolled in the afterschool music and arts programs to activate student achievement and engagement	1st through 6th grade students	End of the year enrollment and attendance records,	1.2 Accelerate student learning	Increase the number of participants in after school performing and visual arts classes.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Contract with the EBCPA and the Los Cenzontles Mexican Music and Arts Center and to provide music experiences consultants, and assemblies for students through classroom and assembly activities.		June 2018	8000	Title I	
2	Contract with the Richmond Art Center to provide after school art experiences .		June 2018	11000	Title I	
3	Enroll 50 students in the Little Kids Rock. Teachers will provide after school music instruction based n the Little Kids Rock Model		October 2017	1000	LCFF	
4	Contract with California Symphony through the Sound Minds to enroll students in the program. Provide academic support to newly enrolled students		June 2018	10,000	Title I	
5	Grad/Upper division Tutors and Instructional aides will provide academic intervention and support to students enrolled in the Sound Minds Program  Grad/ Upper division tutors, instructional aides and after school group leaders will be trained in the use of Common Knowledge curriculum		June 2018	5807	LCFF	
6	Teachers will participate in arts integration and planning professional development program		June 2018	2000	LCFF	
7	Provide study trips to increase the educational experiences for Downer students		Spring 2018	3,000	LCFF	
8	Materials and supplies will be pruchased		June 2018	2,003	LCFF	
9	Conduct an after school Dance class for 4th through 6th grade students, taught by teachers		June 2018		LCFF	
10	Conduct and after school Mariachi class through a contract with the EBCPA		June 2018		Title I	

## 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	138604	-1,000.00
LCFF	162337	1,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	161,337.00
Title I	139,604.00

## 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.