West Contra Costa Unified School District
Ellerhorst Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Principal: **Jeffrey L. Carr**
Telephone Number: **(510) 231-1426**

Address: **3501 Pinole Valley Road**
Pinole, CA 94564-1299
E-mail address: **jeffrey.carr@wccusd.net**

BOARD OF EDUCATION
2017 - 2018

BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
MADELINE KRONENBERG
TOM PANAS
MISTER PHILLIPS

Superintendent		
Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address Matthew.duffy@wccusd.net		

Deputy Superintendent		
Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address nrashidchi@wccusd.net		

Contents Page

- ➢ School Site Council (SSC) Recommendations and Assurances
- ➢ SSC Roster
- ➢ Executive Summary
- ➢ Theory of Action
- ➢ Stakeholder Involvement
- ➢ System-wide Barriers
- ➢ Data Analysis
- ➢ Action Plan for Improving Student Achievement (Academic)

  Required Student Achievement Plan
  - ELA
  - Math
  - ELD
  - African American
  - Attendance
  - School Climate
  - Parent Involvement

  Optional Student Achievement Plan
  - Science
  - History/Social Studies
  - ILT Goals
  - Other 1
  - Other 2

- ➢ Overall Budget Summary
- ➢ Agreements

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: **April 26, 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:

Jeffrey L. Carr		
Typed name of school principal	Signature of school principal	Date
Francine Leintz		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Ellerhorst 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	**Maha Kollo Dizon**	**2018**	
#2	**Vacant**		
#3	**Leonel Cardenas**	**2018**	
#4	**Francie Leintz**	**2017**	**X**
#5	**Vacant**	**2017**	
School/Other Members			
Tchr #1	**Denise Abersold**	**August 2016**	
Tchr #2	**Rachel Grottke**	**August 2017**	
Tchr #3	**Michael Johnston**	**August 2018**	
Principal	**Jeffrey L. Carr**	**Ongoing**	

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

Theory of Action

Ellerhorst Theory of Action
If we create, adapt and use instructional units that require independent inquiry, learning, work-----
Then our students will become more independent learners who produce better quality work products and are more thorough in their study.

If students show responsible behavior toward themselves, other students and adults
Then students will feel safer, take more emotional risks and feel more connected to the school.

If we build a synthesis for staff collaboration and leadership by defining powers and roles of school site council, ILT and Site decision making council.
Then teachers will understand better how to advocate for curricular innovation, school climate improvements and budgetary priorities.

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: **September and October: Staff review of data and discussion of effective strategies and funding needs.** **November & December: Presentation of data to SSC.** **(SSC members are involved in data analysis.)**	**or**	Process:
Step 2	Gather input from (check all that apply) 　ELAC **X** Others **Staff Input** **ILT**	Process: **Teachers use Differentiated Instruction to meet the needs of GATE students within the classroom.** **ELAC committee voted to delegate their vote to the SSC through June 30, 2019.** **Written feedback from teachers and other staff members** **ILT discussion and review of data**	**or**	Process:
Step 3	SPSA strategies development	Process: **SSC Reviewed previous year goals and revised or replaced goals as necessary for inclusion in the 2017-2018 SPSA.**	**or**	Process: **Task delegated to principal, classified representative, teacher representatives in consultation with the SSC Chair. Principal will present drafts to SSC at the regular meetings.**
Step 4	Budget development	Process: **1. September and October: Input from staff, ILT, and SSC based on SPSA monitoring and STAR Reading results, District Surveys and CST Science Data** **2. Allocation of funds to agreed upon SPSA activities** **3. SSC approval**	**or**	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: **December 2017**		

Step 6	SPSA monitoring	Process: **SSC November meeting: Begin monitoring level of implementation and eliminate barriers. Determine who will obtain what data/information.** **ILT reviews data at September meeting and at November meeting** **December deadline: Discuss monitoring data collected over the course of 2-3 meetings**	**or**	Process:

System-wide Barriers

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

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
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:	Area of concern **X**Area of strength	**Students perform well on this assessment.**
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	**X**Area of concern Area of strength	**Unexpected drop in scores at certain grade levels (i.e, 4th grade Math dropped significantly for the cohort)**
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern **X**Area of strength	**Students have reclassified at a better than expected rate and scored well on this assessment.**
	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	
	Student Support Data		
Choose 2	Attendance:	**X**Area of concern Area of strength	**School site is committed to a higher rate of attendance for the current year after an unexpected spike in absences last academic year due to illnesses and poor weather.**
	Suspension	**X**Area of concern Area of strength	**After a two year decline, suspensions rose in the last academic year. Efforts to reduce suspensions are folded into the current year SPSA goals.**
	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	On the district's STAR Reading Tests administered by December 2016 for English Language Arts, the current Ellerhorst 4th graders scored 35% reads at or above grade level, 68% of 5th graders scored reads at or above grade level (avg. 4.7) and 72 % of the current 6th graders reads at or above grade level (avg. 5.8).	By March 2018, 50 % of grades 4, and 80% of grades 5 and 6 students will score at grade equivalent or above on the Trimester 2 STAR Reading Test.	Grades 4,5,6 students	Ellerhorst will use the student's current Grade Level Equivalent at each grade level to measure attainment of the 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). ,2,4	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	Teachers will meet to review results of STAR Reading Trimester 1 for progress and for grade level curriculum planning.	November 30, 2017	200	LCFF
2	Teachers will meet to review results of STAR Reading Trimester 2 for progress and for grade level curriculum planning;	March 28, 2018	200	LCFF
3	Teachers will meet to review results of all data for grades 4,5,6 and will engage in multi-grade level collaboration and data analysis.	January 31, 2018	200	LCFF
4	Learning Center Services through the funding of a graduate tutor position will be provided to students who are identified as Tier II and Tier III intervention candidates. These students will receive services on a small group and individual basis.	August 2017 to June 2018	20473	LCFF
5	Teachers will select supplementary instructional materials to better assist them to meet instructional goals and to provide differentiated learning for students at differing levels of mastery.	August 2017 to March 2018	4083	LCFF
6	Conduct study trips	Ongoing	1000	LCFF
7	Pay upper division tutor to work with students	Ongoing	5746	LCFF
8	Provide after school tutoring to students	Ongoing	1201	LCFF

Ellerhorst Elementary School 2017-2018 Single Plan for Student Achievement

| 9 | Pay for subs for academic conferences | Ongoing | 700 | LCFF |

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	On the district's Mathematics assessments aligned with the recently adopted MyMath curriculum, 55% of the current Ellerhorst 4th graders scored at 80% or higher on the Unit 2 test. 65% of the current 5th graders scored at 80% or above on the Unit 2 Test . On the unit review for Big Ideas Mathematics, 50% of the current Ellerhorst 6th graders scored at 80% or higher on unit review tests.	By June 2018, 60% of students in grades 4, 70% of students in grade 5 and 75% of students in grade 6 will score 80% or above as evidenced by performance on the May Unit Review Tests for each grade level.	Grades 4,5,6	The MyMath Chapter and Unit Review Tests	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	Teachers will meet to review results of Student Assessment 1 for progress and for grade level curriculum planning;	November 30, 2017	200	LCFF
2	Teachers will meet to review results of benchmark 1 and MyMath Review Tests data for grades 4,5,6 and will engage in multi-grade level collaboration and data analysis.	January 31, 2018	200	LCFF
3	Teachers will meet to review results of MyMath unit review tests for progress and for grade level curriculum planning;	March 15, 2018	228	LCFF
4	Learning Center Services will be provided individually or in small groups by a graduate tutor and the LC teacher to students who identified for Tier II and Tier III intervention	August 2017 to June 2018		
5	Pay for subs for academic conferencing	August 2017- June 2018	700	LCFF

6	Teachers will engage in full day evaluations of data and curriculum unit planning for implementing new math curriculum.	October 2017 to May 2018		
7	Materials and supplies for students above and beyond Core	August 2017 to June 2018	4072	LCFF
8	Conduct academic conferencing	August 2017 to June 2018	1391	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)	Ellerhorst currently has 28 general education students who are classified as EL students in grades 3, 4, 5, and 6.	By March 2018, 50% (14) of EL students in grades 3,4,5,6 will increase STAR Reading Assessment scores to meet benchmark cut scores for reclassification eligibility. 10 of these students will achieve R-FEP status in 2018.	EL students in grades 3,4,5,6	Local Assessments: ELD benchmarks. District ELD office: List announcing students who are reclassified as R-FEP in Spring 2018. STAR Assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Staff will continue training on ELD standards on PD days.	August 2017	200	LCFF
2	Site will use graduate tutor services to support EL students in the content areas of Science, Social Science and related subjects.	August 2017 to June 2018	2500	LCFF
3	Teachers will share best practices with colleagues at ILT-designed Minimum Day Staff Trainings and review ELD lesson videos with discussions afterward.	January 2018		

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
	The results from the 2016 CAASPP Mathematics Tests show that 57% of Ellerhorst African-American Students scored at Level 1: Standard not met and 0% African-American Student scored at Level 4: Standard Exceeded. Common Core Standards seek to address non-fiction reading skills for students at all grade levels. The Ellerhorst library has a shortage of quality non-fiction resources regarding biographies of significant African-Americans.	Through targeted tutoring activities and teacher interventions, student achievement for African American Students in Mathematics on the 2018 SBAC Mathematics Test will rise to: 10% of students reaching Level 4: Standard Exceeded with 60% of all African-American Students scoring in Levels 2 and 3.	African-American Students in Grades 3-6	2018 Math IAB Benchmark 2 @ T2	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	Provide after-school tutoring services for African-American students in the school's learning center facility coordinated by the school's grad tutor.	October 2017 to April 2018		
2	Teachers review testing data for African-American students to target interventions and to modify lessons and curriculum units to increase testing performance for African-American students in grades 3 through 6.	December 2017 to March 2018	200	LCFF
3	Site will implement its AASAT local committee, possibly combining with one or two other sites for meetings to increase attendance and provide more opportunities for networking and innovation.			

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	District attendance data from 2016-2017 shows that Ellerhorst had 94.92 % ADA attendance rate for the year.	By June 2018, Ellerhorst Elementary will have achieved a 96% ADA attendance rate for 2017-2018.	Schoolwide	District Attendance Records	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	attendance rate All schools will maintain 95% or above attendance rate

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Office staff will receive training from A2A attendance trainings	October 2017		
2	Office staff will initiate phone calls to families when students are absent	Ongoing-		
3	Office staff will send personal notes home with messages from the principal	Ongoing		
4	School site will host parent meetings for parents of students who have high absence rates	January 2018 to May 2018		
5	Through personal meetings and phone conferences, the principal will educate parents on the importance of keeping their students in school if they are healthy enough to attend and to dissuade families from vacationing or traveling on school attendance days.	Ongoing		

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	PowerSchool reports were generated and the following information was noted: PowerSchool's Incident Summary Report listed only 24 total days of suspension incidents that earned suspension from school for AY 2016-2017.	By June 2018, the school site suspension rates for 2017-2018 will be reduced by 10% (to a total of 21 days) over the 2016-2017 school year. Playground discipline incidents will decrease by 20% when compared with the 2016-2017 school year.	School wide	PowerSchool records; teacher and student surveys; CALPADS data	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	The school will host an expectations assembly to educate students on proper behavior norms.	August 2017		
2	The school will promote the uniform dress code policy and will inform students and parents of the cell phone usage rules for school	Ongoing		
3	The administration will use different consequences as a means of reducing the suspension of students. These consequences involve restorative practices, counseling, parent communication and creative solutions.	Ongoing		
4	The administration will spend more time on the yard of the upper grades play area during recess times to reduce possible friction and to provide positive interactions.	Ongoing		
5	The administration will make visits to the upper grades classrooms to talk to students about behavioral norms and to host discussions with students about ways to improve school safety and school climate. The administration will also discuss use of cell phones and appropriate use of social media	Ongoing		
6	The site will implement the PlayWorks TeamUp system in collaboration with other sites sharing the same recess supervisor.	September 2017 to May 2018		
7	The site recess team will implement a student junior coach program to assist in recess and play activities.	September 2017 to May 2018		
8	Conduct study trips	Ongoing	2000	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	The Ellerhorst PTA had a total membership representing 150 families for the 2016-2017 year. The Ellerhorst Dads' Club had a total membership representing 31 families, and the school hosted a series of family and parent-friendly events in the 2017-2018 school year. increased parent engagement and inclusiveness will make a stronger campus community.	Working closely with the parent and community organizations at Ellerhorst, the Ellerhorst staff will provide more opportunities for parent engagement (7 events) and for family oriented education events (15 events) that foster academic support and community building by May 2018. Dads Club participation will increase to 35 families. PTA membership will increase to 200 families.These activities and opportunities will improve our positive school climate and help support fundraising for student centered uses.	All grade levels	PTA and Dads Club membership records; attendance records from school and parent club events, total community fundraising statistics. Teacher survey	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	The Ellerhorst PTA will hold regular monthly meetings and support the classrooms on a daily basis and provide financial assistance to the school site through money raised by the organization.	August 2017 to May 2018		
2	The Ellerhorst Dads' Club will hold regular monthly meetings and support the classrooms on a daily basis and provide financial assistance to the school site through money raised by the organization.	August 2017 to May 2018		
3	The SSC will sponsor two events to reach out to parents of other language communities. These events may coincide with the Spring Open House and one other time. The School Site Council will work on behalf of the ELAC	May 2018		
4	The school faculty will collaborate and host a school wide Cultural Awareness and Diversity activity.	April 2018		

5	The staff and faculty will coordinate and support Family Art Night, Family Science Night, Family Math Night. ILT will sponsor CCSS information sessions. Teachers will provide incentives, materials and supervision.	September 2017, January 2018, March 2018	2306	LCFF
6	Ellerhorst parent organizations will host monthly family events on Friday evenings and occasional family events to support school-home interactions.	Ongoing through May 2018.	2000	LCFF

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	Student surveys (Brightbytes, classroom diagnostic surveys) indicate the need for more technology to supplement curriculum and to increase opportunities for computer science learning, plant science, and inquiry-based instructional units that utilize PBL.	By June 2018, students in all classes will complete grade-level appropriate rigorous science instruction which involves 1) a lab, 2) a field experience and 3) the use of technology tools related to computer technology, computer coding, robotics or automation.	School wide	State testing data; Science tests Teacher reporting of practical science instruction and assessments for plant science units, critical thinking and project-based learning units.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teachers will have Science Training Professional Development prior to the start of the school year.	August 2017		
2	Teachers will discuss gardening science goals as a school and develop a commitment to improving science instruction and aligning gardening and	October 2017 to March 2018		

	environmental science activities and curriculum at different grade levels.		
3	Teachers will attend the Community Resources for Science Trainings and reflect on instructional practice, making adjustments where appropriate.	September 2017 to April 2018	
4	Professional Development opportunities will be provided for teachers in the area of science instruction and problem-based learning.	August 2017 to May 2018	
5	Students will participate in study trips to Science-oriented locations or programs. Site staff will engage outside presenters to deliver quality science guest lecture or laboratory focused projects and experiences	November 2017 to May 2018	
6	Teachers will select and purchase instructional materials to support the implementation of NGSS and Common Core State Standards-focused instructional units. These materials will assist in laboratory science, in gardening efforts and in introducing coding and computer science and robotics to students.	November 2017 to May 2018	

Student Achievement

History/Social Studies

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
History/Social Studies	A significant number of historic venues are located in the East Bay. 50% students are unaware of or had not visited a significant California and US History related place in our local area.	Teachers in each grade level by May 2018 will conduct one (1) field trip excursion or host one (1)outside presentation or engage in one (1) history unit which focuses on a local venue significant to California or US history.	Students in Grades K-6	Teacher surveys on participation and academic effectiveness	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Students will participate in study trips or have guest speakers to History-oriented locations or programs (see ELA for costs)	January 2018 to May 2018	1000	LCFF
2	Staff will build and maintain positive connections with the local historical society, the Pinole Historical Society and invite members of the society to address student groups and classes.	April 2018		

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	50800	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	50,800.00

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.