

**West Contra Costa Unified School District  
Nystrom Elementary School  
Title I - Schoolwide**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
Contact Person: **James Allardice**  
Principal: **James Allardice**  
Telephone Number: **(510) 231-1406**  
Address: **230 Harbour Way South  
Richmond, CA 94804-2428**  
E-mail address: **[jallardice@wccusd.net](mailto:jallardice@wccusd.net)**



**BOARD OF EDUCATION  
2017 - 2018**

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

<b>Superintendent</b> Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address <a href="mailto:Matthew.duffy@wccusd.net">Matthew.duffy@wccusd.net</a>		

<b>Deputy 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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### 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
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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*)

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: **5/15/17**.
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:

<b>James Allardice</b>		
_____	_____	_____
Typed name of school principal	Signature of school principal	Date
 <b>Mary Square</b>		
_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District  
Nystrom 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	Mary Square	6/8/17	X
#2	Mercedes Barber	6/8/18	
#3	Maria Chavez	2/6/18	
#4	Marisela Vera	6/8/17	
#5	Juana Rodriguez		
<b><i>School/Other Members</i></b>			
Tchr #1	Mary Flanagan	6/8/18	
Tchr #2	Victor Velasco	6/8/17	
Tchr #3	Toi Porter	6/8/17	
Other	Andre Shumake	6/8/17	
Principal	James Allardice		

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

## **Theory of Action**

### **Student Achievement**

If we use data in systematic ways as a means for examining school, classroom, and individual progress, then interventions – both academic and social emotional – will be targeted, and focused and achievement will increase.

### **Professional Learning**

If we provide structured and targeted professional development and collaboration opportunities for staff we will build adult capacity and see student achievement increase.

### **School Climate**

If we put structures into place to celebrate growth and achievement we will build student and adult efficacy.

## 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 to analyze benchmark assessment and SBAC data and share results with the SSC and stakeholder groups.</b>
<b>Step 2</b>	Gather input from (check all that apply) ELAC <input checked="" type="checkbox"/> Others <b>ILT and SSC</b>	Process:	<b>or</b>	Process: <b>The ILT will provide additional support to the SSC in gathering input for the SPSA.</b>
<b>Step 3</b>	SPSA strategies development	Process:	<b>or</b>	Process: <b>The staff will be the primary group of stakeholders involved in the development of the plan.</b>
<b>Step 4</b>	Budget development	Process:	<b>or</b>	Process: <b>Budgets are reviewed with the SSC and ILT.</b>
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date: <b>May 2017</b>		
<b>Step 6</b>	SPSA monitoring	Process:	<b>or</b>	Process: <b>The ILT and SSC will monitor the implementation of the SPSA, specifically around strategies to improve student achievement, behavior, attendance, safety and climate.</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).

<b>Barrier Description</b>	<b>Strategy for Overcoming Barrier</b>
<input checked="" type="checkbox"/> Staffing: Vacant RSP aide position, and Student Support Supervisor	<input checked="" type="checkbox"/> Continue to work with HR.
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

	<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:	XArea of concern Area of strength	<b>On the STAR test Nystrom 2-6 grade students averaged 0.6 year's growth during the 2016/17 school year.</b>
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	XArea of concern Area of strength	<b>Only 1.2% of Nystrom's EL students were at grade level on the ELA SBAC in 2016/17.</b>
	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: <b>SBAC</b>	XArea of concern XArea of strength	<b>Nystrom showed growth in both ELA (+3%) and Math (+7%) in 2016/17 on the SBAC. However, we are still well below where we need to be. For ELA 15% of our students were at or exceeding standard in ELA, and for Math 10% of our students were at or exceeding standards.</b>
Other:	Area of concern Area of strength		
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance:	XArea of concern Area of strength	<b>In May 2017, Nystrom's chronic absenteeism rate was 22.92% (116 students).</b>
	Suspension	XArea of concern XArea of strength	<b>Nystrom's suspensions were decreased by 24% in 2016/17 over the previous year, and the percent of disproportionality decreased. However, suspensions African American males still made up 52% of suspensions but African American students only make up 19% of student population.</b>
	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	

	<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>
	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 2017 SBA, 15% of Nystrom students (3-6 grades) met or exceeded standard on the ELA portion. On the STAR reading test, students averaged 0.5 year's growth during the 16-17 year.	By June 2018 students in grades 2-6 will average at least one grade level's growth as measured by the STAR Reading test.	2-6 grade	STAR Reading 2-6, SBAC	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Extra teacher hours for tutoring 1-2 times per week for 30-45 min		On-going	1960	LCFF	
2	Extra teacher hours for PD/Collaboration		On-going	15689	Title I	
3	Instructional Aide		On-Going	13475	LCFF	
4	Instructional Aide for newcomers (see ELD section)		On-going			
5	Academic Conferences three times a year for each grade level		On-going	2500	LCFF	
6	Purchase on-line licenses		On-going	8000	Title I	
7	Study Trips		On-going	5000	Title I	
8	Scholar parties for students who reach STAR goals		On-going			
9	Reading Olympics 2 times (fall/spring)		On-going			
10	Subs for Academic Conferencing and Peer Observation		On-going	4058	LCFF	
11	Snacks for PD		On-going	1000	LCFF	
12	Instructional Aides		On-going	32508	Title I	

## 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 2017 SBAC 10% of 3-6 graders were at or exceeding grade level in math.	By June 2018 80% of 3-6 graders will complete at least two rigorous, Common-Core aligned performance tasks.	Grades 3-6	SBAC Interims (IABs)	Grow 15 points to move closer to SBAC Math level 3.	Increase Math proficiency on SBAC by 15% (to 25%)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Online licenses for software		On-going	3000	Title I	
2	Materials and Supplies for students		On-going	5400	Title I	
3	Academic conferences		On-going	3430	LCFF	
4	PD on CCSS-aligned math /collaboration time		On-going	3500	LCFF	
5	PD on CCSS-aligned math /collaboration time		On-going			
6	Extra teacher hours for after school tutoring 1-2 times per week for 30-45 min Oct - April		On-going	1961	LCFF	
7			On-going	3500	Title I	
8			On-going	3000	LCFF	
9	Materials/supplies for students		On-going	4345	LCFF	
10	On-site math coach		On-going			
11	Subs for academic conferencing		On-going	2560	LCFF	
12	Math Lesson Study through Reach Institute					

## 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)	In 2016-17, 2% of EL students met or exceeded the standards on SBAC for ELA.	By June 2017 EL students in grades 2-6 will average at least one grade level's growth as measured by the STAR Reading test.	2-6 grade EL	STAR Reading	English Learner (EL) reclassification rate will increase (4E) - Increase rate to 11%	Increase reclassification rate, and increase % of ELs who are at grade level on SBAC ELA by 10%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Bilingual Instructional Aide		Aug - June	13000	LCFF	
2	Purchase materials and supplies for students		On-going	1135	LCFF	
3	Academic Conferences		On-going	2000	LCFF	
4	After School Tutoring 1-2 times per week 30-45 min					
5	PD on EL CCSS-aligned math /collaboration time		On-going			
6	Purchase materials and supplies for students		On-going			

## 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
Math	On the 2016/17 SBAC 20.5% of African American students met or exceeded the standard on the ELA SBAC.	By June of 2018, African American students participating in Mafanikio will grow 1.5 years in STAR reading	3-6 African American Students	Benchmarks, STAR	Increase SBAC ELA proficiency (4A, 2A, 2B)	SBAC increase of 5% or more.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Mafanikio after school program for African American students grades 4-6.		June 2017			
2	Additional SCOW to develop partnerships with African American students, monthly communications with families, data chats with families around academic progress		June 2017			
3	African American Dad's Club to meet monthly		June 2017			
4	Mafanikio Parent Nights each trimester with data chats		June 2017			
5	Parent Conferences - goal of 10 in first two months of year		June 2017			
6	Trimester scholar parties		June 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	In May 2017, Nystrom's chronic absenteeism rate was 22.92% (116 students)	By June 2018 Nystrom will reduce chronic absenteeism to 15%.	Schoolwide	A2A and Powerschool	Goal 4 Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	% students chronically absent will decrease by 3%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Student incentives (monthly)			500	LCFF	
2	Attendance team to monitor chronically absent students					
3	SCOWs work with families of chronically absent students to increase attendance					
4	Monthly certificates for students who receive perfect attendance					
5	Incentives for classes with best attendance			500	LCFF	
6	Hold monthly conferences with parents with chronic absenteeism					

## 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 2016/17 there were 38 suspensions.	By June 2018 Nystrom will demonstrate at least a 5% decrease in the number of suspensions.	All	Powerschool	Goal 4 Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%
<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 Mindful Life Project		On-going	15000	LCFF	
2	Additional BACR mental health counselor contract 3x per week		On-going	30000	Title I	
3	Additional BACR mental health counselor contract 3x per week		On-going			
4	Contract(s) for PD on social/emotional		On-going	5181		
5			On-going		Title I	
6	Additional Yard Supervisor hours - 10/week		On-going	5477	LCFF	
7	Contract for Music (EB Center for Performing Arts)		On-going	20000	LCFF	
8	Weekly instructional time set aside for mindset/efficacy lessons		On-going			
9			On-going			

## 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	Currently no AASAT and limited ELAC.	By June 2018 there will be a AASAT and ELAC parent groups that meet monthly.	All parents	Parent sign in sheets and agendas	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).
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Host a Math and Literacy Family Night Teacher Hours		On-going			
2	PD/Materials for parents		On-going	3394	Title I	
3	50% SCOW		On-going	35177	LCFF	
4	Babysitting		On-going	732	Title I	
5	Parent University		On-going			
6	Translation		On-going	1444	Title I	
7	100 extra teacher hours for parent events		ongoing	1059	Title I	
8	Develop an African American Advisory Team (AASAT)		On-going			
9	Mafanikio Parent Nights with data chats					
10	Snacks for Parent Events		ongoing	395	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	115302	5,181.00
LCFF	134578	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	5,181.00
LCFF	134,578.00
Title I	110,121.00

## 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.