

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Stephanie Serrano**
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**BOARD OF EDUCATION
2017 - 2018**

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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.

English Learner Advisory Committee

Other (*list*)
Instructional Leadership Team

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 19, 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:

Stephanie Serrano		
Typed name of school principal	Signature of school principal	Date
Brent Claudeanos (2015-17); Yvonne Sao Vicente (2017-19)		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Ohlone 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:
<i>Parent/Community Members</i>			
#1	Mei Tran	6/19	
#2	Yolanda Cacho	6/19	
#3	Teshelle Bobo	6/18	
#4	Chris Chartrand	6/18	
#5	Lourdes Miller	6/18	
<i>School/Other Members</i>			
Tchr #1	Heidi Scharffenberg	6/19	
Tchr #2	Tory Cox	6/19	
Tchr #3	Yvonne Gago de Sao Vicente	6/18	X
Other	Bernadette Aguwa	6/18	
Principal	Stephanie Serrano	n/a	

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

Theory of Action

Learning and Teaching

If we engage our kids in the creative and metacognitive process of learning, we will increase our students' ability to problem-solve and make constructed decisions about their learning.

Student Culture and Climate

If we lower the affective filter, lessen the cognitive load and increase motor planning through multi-sensorial and purposeful activities, we will increase the joy of learning and positive engagement at Ohlone.

Adult Learning and Collaboration

If we focus on mastery, purpose and autonomy, we will increase staff motivation to learn and participate in Professional Learning Communities.

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
Step 1	Analyze local assessment data	Process: Data will be collected from formal and informal assessments to be analyzed by SSC	or	Process: Staff
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others Benchmark Assessments; STAR (AR); SBAC	Process: Data on the goals will be monitored	or	Process: SSC
Step 3	SPSA strategies development	Process: SSC will get input from the ILT and will develop appropriate goals based on needs	or	Process: ILT; SSC
Step 4	Budget development	Process: SSC will review budget and allocate funds for goals and needs	or	Process: SSC
Step 5	Finalize and submit SPSA for School Board Approval	Date: April 19, 2017		
Step 6	SPSA monitoring	Process: SSC will meet to monitor SPSA and review goals and budget	or	Process: SSC

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:	*
<input checked="" type="checkbox"/> Fiscal Support: need more money	* more money
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 <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks: Site Writing Common Assessment	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Benchmarks: Site Math Common Assessment	Area of concern <input checked="" type="checkbox"/> 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:	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: SBAC	Area of concern <input checked="" type="checkbox"/> Area of strength	
Other:	Area of concern Area of strength		
Student Support Data			
Choose 2	Attendance: PowerSchool	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey: Satisfaction survey	Area of concern <input checked="" type="checkbox"/> 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	60% of 4th grade students scored at a Level 1 in Narrative Writing using a Site-based Writing Assessment taken in May 2017.	By December 2017, 85% of 5th grade students who scored at a Level 1 in Narrative Writing using a Site-based Writing Assessment taken in May 2017 (in 4th grade) will score at least one level up.	4th going to 5th grade	Site-based Assessments Writing	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	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	Conduct Data Collaborations with grade levels to analyze data and plan instruction		ongoing	2000	LCFF	
2	After school professional development and collaboration		ongoing	500	LCFF	
3	ILT Professional Development		ongoing	500	LCFF	
4	Purchase materials and supplies for PD and other materials		ongoing	500	LCFF	
5	Pay for subs for academic conferencing and PD		ongoing	2693	LCFF	
6	Purchase materials and supplies for students (Lucy Calkins)		ongoing	1406	LCFF	
7	Conferencing for students at risk		ongoing			
8	Word Wizard program - incentivize learning high frequency words for reading and writing		ongoing	500	LCFF	
9	Software license for reading - phonics and whole language that builds reading and writing		ongoing	1000	LCFF	
10	Clerical support for collaboration and PD sessions and materials		Ongoing	500	LCFF	
11	Conferences for teacher/admin		Ongoing	5000	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	60% of 3rd grade students scored at Tier 3 in Multiplication Facts using a Site-based Math Assessment in May 2017.	By December 2017, 85% of 4th grade students who scored at 0-29% (Tier 3) in Math Multiplication Facts using a Site-based Math Assessment taken in May 2017 (in 3rd grade) will score at least one Tier up (Tier 2 - 40-69%; Tier 1 - 70-100%).	3rd grade going to 4th grade	Common Math Assessment via item-bank on Illuminate	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	Conduct Data Collaborations with grade levels to analyze data and plan instruction		Ongoing	2000	LCFF	
2	Pay for subs for Professional Development for teachers		Ongoing	2000	LCFF	
3	ILT Professional Development		Ongoing	1000	LCFF	
4	Purchase materials and supplies for PD and other materials		Ongoing	500	LCFF	
5	Pay teachers extra hours for PD/Collaboration		Ongoing	1000	LCFF	
6	Conferencing for students at risk		Ongoing			
7	Purchase materials and supplies for students		Ongoing	2200	LCFF	
8	Clerical support for collaboration and PD sessions and materials		Ongoing			
9	Instructional Aide #2		Ongoing	4551	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)	As of May 2017, there are 15 EL students who scored at Level 1 and 2 in their CELDT.	By May 2018, 85% of the 15 English Learners who scored Level 1 and 2 in their CELDT (as of May 2017) 3 will increase at least one level up.	All EL students K-5 who scored Level 1 and 2 in CELDT	CELDT	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Conduct Data Collaborations with grade levels to analyze data and plan instruction		ongoing	2000	LCFF	
2	Pay for subs for Professional Development for teachers		ongoing	2000	LCFF	
3	ILT Professional Development		ongoing			
4	Purchase materials and supplies for PD and other materials		ongoing			
5	Pay teachers extra hours for PD/Collaboration		ongoing			
6	Subs for SSTs		ongoing			
7	Lower division tutor to support EL		ongoing			
8	Conferencing for students at risk		ongoing			
9	Instructional Aide #1		ongoing	4551	LCFF	
10	Purchase materials and supplies for students		ongoing	500	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	46% of African American students met or exceeded the standards in the ELA portion of the Smarter Balance Assessment state test taken in the Spring of 2016.	By May 2018, 60% of African American students in 5th grade who took the Smarter Balance Assessment state test in the Spring of 2017 will meet or exceed the standards in ELA.	3rd, 4th, 5th grade students who took the SBAC state test in ELA	SBAC	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	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	promoting multicultural diversity - books; PD; collaboration		ongoing			

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	Ohlone's overall average student attendance percentage from September 2017-January 2018 was 93%.	By May 2018, Ohlone's overall average student attendance percentage from February 2018 to June 2018 will be at 95% or higher as measured by the attendance data in PowerSchool.	All students K-5	PowerSchool	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Perfect Attendance Certificate		ongoing	200	LCFF	
2	SART meetings/Parent Conferences; communication with parents		ongoing			
3	Teacher collaboration/PD		ongoing			
4	Extra clerical support (truancy, residency, etc)		ongoing	1283	LCFF	

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	California Healthy Kids Survey 5th grade responses done in January 2017 (in caring and high expectations) were 70%.	By May 2018, California Healthy Kids Survey 5th grade responses (in caring and high expectations) will increase by 20%.	5th grade	CHKS	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Positive Incentives (Excellence Cards)		ongoing	1200	LCFF	
2	Certificated and classified training on Discipline		ongoing			
3	Purchase materials and supplies for students (eg Word Wizard Shirts)		ongoing	2663	LCFF	
4	Excellence Store		ongoing	554	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	Ohlone PTA memberships as of Oct 2017 were 150 as measured by the membership roster.	By May 2018, Ohlone PTA membership will increase by 20% as measured by the membership roster.	Parents of K-5	LCAP	Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Pay extra time for teachers who attend		Ongoing			
2	Pay for materials and supplies for parent activities and events		Ongoing	1000	LCFF	
3	Extra hours for classified staff		Ongoing			

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	43801	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	43,801.00

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.