

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

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
Contact Person: **Jawan Eldridge**  
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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  
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*)

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: **May 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:

**Jawan Eldridge**

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

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

\_\_\_\_\_  
Date

**Kelly Cary**

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

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

\_\_\_\_\_  
Date

**West Contra Costa Unified School District  
Peres 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>Maria Gonzalez</b>	<b>9/30/19</b>	
#2	<b>Alejandra Sanchez</b>	<b>9/30/19</b>	
#3	<b>Rosivel Mazariegos</b>	<b>9/30/19</b>	
#4	<b>Apolonia Resendiz</b>	<b>9/30/19</b>	
#5	<b>Antonia Monsisbais</b>	<b>9/30/19</b>	
<b><i>School/Other Members</i></b>			
Tchr #1	<b>Latasha Pipkin</b>	<b>9/27/18</b>	
Tchr #2	<b>Kelly Cary</b>	<b>9/27/18</b>	<b>X</b>
Tchr #3	<b>Alia John</b>	<b>9/27/18</b>	
Other	<b>Christy Chen</b>	<b>9/27/18</b>	
Principal	<b>Jawan Eldridge</b>	<b>9/27/18</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 Peres Elementary School's specific SPSA plan of action for the 2017-18 school year.

## **Theory of Action**

### THEORY OF ACTION

#### Climate and Culture

If we deepen our efficacious culture where everyone in the school models the belief that all students are capable of learning at high levels; then all students will have the confidence, character, and academic proficiency necessary to be college and career ready.

#### Instruction

If we engage in deep and continuous process of data driven instruction and decision making, then we will expand successful programs, make responsive adjustments for instructional planning and delivery, and provide relevant professional development based on identified needs.

#### Students

If students are given rigorous tasks with opportunities to discuss their thinking and understanding, and reflect on their learning then they will think critically, take ownership of their learning, and deepen their ability to persevere in the face of challenges.

## 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>SSC Academic subcommittee will review staff recommendations and present SBAC data to SSC for review and recommendations.</b>
<b>Step 2</b>	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others Site Leadership	Process:	<b>or</b>	Process: <b>SSC chairperson and school administrator will gather and present recommendations for approval by SSC</b>
<b>Step 3</b>	SPSA strategies development	Process:	<b>or</b>	Process: <b>SSC Academic subcommittee will review ILT recommendations and present findings to SSC for approval</b>
<b>Step 4</b>	Budget development	Process:	<b>or</b>	Process: <b>Principal/Vice Principal will develop budget and present recommendations for review and approval by SSC</b>
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date:		
<b>Step 6</b>	SPSA monitoring	Process:	<b>or</b>	Process: <b>Peres ILT and SSC Academic subcommittee will monitor the implementation of the SPSA. Findings will be presented for SSC review and approval midyear and again in April/May.</b>

## System-wide Barriers

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

Barrier Description	Strategy for Overcoming Barrier
<p>Staffing:  <b>We have trouble filling positions for instructional assistants, which has been a hindrance in providing our at risk students with the services needed.</b></p> <p><b>We also frequently are unable to get substitute teachers. This hinders our teacher's ability to teach (when classes have to be split) and its caused us have to cancel professional development days for teachers, data chats, and peer observations.</b></p> <p><b>Due to retirements and promotions, we have an increased number of first year teachers which need additional support in order to meet the needs of all students.</b></p>	<p>* <b>We have been pulling staff from other necessary job duties to try to support student needs, however this is not a sustainable strategy and we trust the district is working to fill these positions.</b></p> <p><b>If funding is available, we will have a coaching support for new teachers one day per week.</b></p> <p><b>For substitute teachers, we are looking to allocate funds to have a roaming substitute.</b></p>
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
<p>Technology: <b>The current 1:1 initiative is posing a challenge with student access to hotspots at home and students ability to transport the tablets safely back to the school site on a daily basis. Teachers also need technological support in providing educational activities through the use of the device at home.</b></p>	<p>* <b>The school technology team will conduct professional development sessions for teachers around the use of technology in the classroom.. Website links will be provided to teachers and families which contains FAQ and tutorial videos. Information regarding free WiFi hotspots, 1:1 initiative and use of technology will be disseminated to parents through a newsletter and family assembly nights.</b></p>
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:	Area of concern <input checked="" type="checkbox"/> Area of strength	<b>Our students are assessed every six weeks with STAR and AR assessment which provides teachers with immediate feedback on students reading levels.</b>
	Benchmarks: <b>Math</b>	<input checked="" type="checkbox"/> Area of concern Area of strength	<b>In 2016-2017 school year district math benchmark was optional after the initial assessment, it was a challenge for teachers to find a common and summative assessment to determine student learning. The new curriculum was also a challenge for the teachers since it was the first year of implementation.</b>
	Benchmarks: <b>Writing</b>	<input checked="" type="checkbox"/> Area of concern Area of strength	<b>In 2016-2017 school year we have participated in the district writing benchmark and the teachers had difficulty with uploading their assessment data in Illuminate which in turn did not give us timely results for analysis.</b>
	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:	Area of concern Area of strength	
Other:	Area of concern Area of strength		
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance:	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Suspension <b>African American Students</b>	Area of concern <input checked="" type="checkbox"/> Area of strength	<b>In May 2017, our discipline rates reflected a decrease in suspension rates from 43% the previous year to 23% at the end of the 2016-2017 school year.</b>
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern <input checked="" type="checkbox"/> 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	
	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	<p>Peres Elementary School STAR Reading data indicated that 37% of students in grades 2- 6 met or exceeded the 1.5 grade level reading goal.</p> <p>Peres Elementary School STAR Early Literacy Reading data indicated that 34% of students in grade 1 met or exceeded the their Probable Reading Level.</p>	<p>By May 2018, 90% of Peres Elementary School students in 2-6th grade will increase one and a half grade levels on the STAR Reading test and 90% of 1st graders will move to Probable reading level on the STAR Early Literacy test.</p> <p>By May 2018, 100% of teachers will teach narrative, opinion, and information TCWP units of study in writing. This will be measured by Pre and Post on- demand assessments from the Lucy Calkins Learning Progressions of writing.</p>	1st - 6th Grade students	STAR Early Literacy Assessment/ STAR Reading Assessment/ Units of Study writing rubrics	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.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Provided Extra hours for PD and Collaboration Hours for Peres teachers		August 2017- June 2018	4238	Title I	
2	Purchased General Materials & Supplies, including subscriptions to scholastic magazine and other materials as needed, including reading intervention materials		September 2017- May 2018			
3	Obtained Reading Intervention Teachers (1st & 2nd Grade)		September 2017 - May 2018	19610	LCFF	
4	Provide Sub Release time for Academic Conferences & Data Chats		September 2017- May 2018			
5	Purchase Teachers College Reading and Writing supplemental material		On going			
6	Implemented Lexia ASP tutoring		September 2017- May 2018			

7	Pay for writing contract	September 2017- May 2018	9600	Title I
8	Purchased materials and supplies for Peres students including, but not limited to, Lexia , carpets and supplemental Reading Materials, and books for the school library	Ongoing	670	LCFF
9	Contracts for PD/Garden	Ongoing	4100	LCFF
10	Conferences out of state for Lucy Calkins Writer's workshop.	October 2017 - May 2018	5500	Title I
11	Purchase classroom libraries and other supplies	On-going	3850	Title I
12	Conferences	On-going	4000	Title I
13	Provide extra hours for PD and Collaboration	On-going	7579	LCFF
14	Materials and supplies for PD including light snacks	ongoing	1500	LCFF
15	Library books	ongoing	3000	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	In 2016 -2017 18% of 3rd -6th grade Peres Elementary School students scored at or above grade level on the Math SBAC.	By May 2018, Peres Elementary School will increase the 2016-2017 Math SBAC proficiency scores by 5 % points for all 3rd-6th grade students.	3rd- 6th grade students	WCCUSD Math Benchmarks, SBAC Scores	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 5 points from 2016-17 score to move closer to SBAC Math level 3.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Arrange Collaboration time for Peres Teachers		October 2017 - May 2018	3000	LCFF	
2	Purchased General Materials & Supplies, including subscriptions to scholastic magazine and other materials as needed.		October 2017- May 2018	5000	Title I	
3	Renewal fee for ST Math		October 2017 - Feb 2018	10000	LCFF	
4	Purchase Educational Technology to support all Peres students		AS needed			
5	Facilitate Math Family night		January 2018			
6	Provide Sub Release Time for Academic Conferences & Data Chats		October 2017 - Feb 2018	2000	LCFF	
7	Provide materials & supplies for teachers		AS needed			
8	Conferences & math workshops		AS needed			
9	Renewal of Coding Program Tynker		AS needed			
10	In State Conference		ongoing	850	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)	In the 2016-2017 school year 37 of all English Language Learners were Reclassified as Fluent English Proficient as measured by the WCCUSD reclassification criteria.	By May of 2018 14% of English Learners students will meet the criteria to be reclassified as Fluent English Proficient as measured by the WCCUSD Reclassification Criteria.	3rd -6th grade English Language Learners	ELL Reclassification criteria,	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). -----	English Learner (EL) reclassification rate will increase to 14%.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Provide After School Program tutoring ( Grad Tutor/ Bilingual Instructional Aid) to increase English Proficiency		October 2017-June 2018	9805	Title I	
2	Provide Translation		October 2017-June 2018			
3	Purchase ELD supplemental Materials & Supplies		October 2017-June 2018	500	LCFF	
4	Facilitate Collaboration on ELD strategies		October 2017-June 2018	500	LCFF	
5	Professional Development on ELD strategies		October 2017-June 2018	500	LCFF	
6	Purchase Materials & Supplies		October 2017-June 2018	4287	Title I	
7	Provide parent workshops and meetings for ELL students		October 2017-June 2018			
8	Conferences (CABE)		October 2017-June 2018	2000	LCFF	
9	Purchase software for ELL students who have been in the US less than 12 months		October 2017-June 2018	1000	LCFF	
10	Purchase library books for ELL students		October 2017-June 2018	1000	LCFF	
11	Purchase Materials & Supplies		Ongoing	6235	LCFF	

12	Contract for BACR	Ongoing	9001	LCFF
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## 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
School Climate	African Americans students make up 20 % of the total student population at Peres Elementary School. During the 2016-2017 school year, the STAR Early Literacy assessment resulted to 20% of African American students from Kinder to Grade 1 reached the Probable Reading Level. STAR Reading Assessment for Grades 2-6 resulted in 12% of African American students reached At/ Above Proficiency.	By May 2018, 90% Peres Elementary School African American students in Kinder and 1st grade will reach the Probable Reading Level and 90% of African American students in Grades 2-6 will increase one and a half grade levels on on the STAR Reading test.	African American Students	STAR Early Literacy K-2 Early Learning Foundation Assessment My Math Unit Assessments	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.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Develop mindfulness by contracting with Mindful Life to inspire children to be able to self-regulate their emotions.		September 2018	7750	Title I	
2	Contract with BACR to provide Intern Counselor for (Individual and Group)		September 2018	9000	LCFF	
3	Facilitate Professional Developments(and Coaching( Efficacy& Growth mindset, Trauma Informed Teaching, Restorative Justice)		March 2018	1000	LCFF	
4	Facilitate Parent Workshops & Trainings		February 2018			
5	Conferences ( Learning and the Brain, New Frontiers in Trauma treatment, Summit on PLC)		March 2018	1000	LCFF	

## 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 2015-2016 Peres Elementary's attendance daily rate was 93.76% based on WCCUSD monthly ADA, PowerSchool, and A2A data.	By May 2018, the Peres Elementary School Team will increase daily attendance rates for all students to 95%.	school wide	PowerSchool, A2A, District Monthly ADA	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% above attendance rate
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Purchase Student Incentives		September - May 2018	500	LCFF	
2	Purchase Scholar Party Materials		September- May 2018	500	LCFF	
3	Purchase Materials and supplies		September - May 2018	1000	LCFF	
4	Purchase Certificates and Awards for perfect attendance		September- May 2018	500	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	Peres Elementary Schools discipline data in June 2017 reflects 56 suspensions and 86 office behaviors referrals.	By May 2018, discipline rates for both suspensions and referrals will decrease by 10%.	EL and African American students	Efficacy/ Growth Mindset survey  Referral and Suspension Data  CA Healthy Kids survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Decrease suspensions and referral rates 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	Purchase materials and supplies and student Incentives		on-going	3000	LCFF	
2	Facilitate Professional Developments (i.e Growth Mindset/Efficacy/ Brainology/ Mindset works, Trauma Informed Practices/ Restorative Justice )		On-going	1000	LCFF	
3	Hold School Wide Assemblies and other contracts for students		On-going	4500	LCFF	
4	Facilitate Parent Workshops & Trainings		September- May			
5	Hire 1 CSR Teacher		By August, 2018	16637	LCFF	
6	Facilitate trips to local colleges and universiteies		on-going	1958	LCFF	
7	Conferences		on-going	3000	Title I	
8	On-line Licenses		on-going	7000	LCFF	
9	Pay for additional support for Admin work		On-going	1106	LCFF	
10	Pay for School wide Physical Education Supplies for students during recess		on-going			
11	Contracts for students (zsharp, MOCHA, Lego, assemblies)		on-going	37500	Title I	
12	Additional Hours for Clerk			1106	LCFF	

13	Mindful Life contract	on-going	7750	Title I
14	Coach for 100 hours	on-going	9752	Title I
15	Pay for study trips	on-going	15000	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	In 2016 - 2017 Peres held eight Parent University workshops and Common Core State Standards events to inform parents about the implementation of the CCSS at our school site. The total number of parents that participated in these workshops and events were about 120 parents.	By May 2018, the Peres Team will increase attendance to Parent University workshops an other CCSS parents events by 20%. This goal will be measured by the attendance sign in sheets from workshops and events.	Parents	Parent sign in sheets CHKS	Increase parent and community engagement, involvement, and satisfaction.	20% more parents will graduate from Parent University and African American Site Advisory Team (AASAT)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Facilitate Parent/ Family Nights( Literacy, Math, Science, CCCS)		September 2017- May 2018			
2	Facilitate Peres Parent University Work Shops materials and supplies		October 2017- May 2018			
3	Provide translation and babysitting for school meetings such as Student Site Council and other school events and work shops		September 2017 - May 2018		949	Title I
4	Facilitate Title I, School Site Council, English Language Advisory Committee, Coffee Club meetings,		September 2017- May 2018			
5	Collaborate with outside agencies to provide training's to parents such as YES, City of Richmond, CC County & Latina Center & Family Justice		September 2017- May 2018			
6	Purchase Materials & Supplies		Ongoing		771	Title I
7	Conferences ( CABE, etc)		Ongoing			
8	Provide updated information on school related information through a variety of medias such as newsletters, robo calls, marquees announcements , web site, and educational apps		August 2017- May 2018			
9	Provide Light Refreshments for parent meetings		Ongoing			
10	Purchase Materials & Supplies		Ongoing			

11	SCOW Extra hours	ongoing	1011	Title I
12	Provide Babysitting	Ongoing	260	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 2016, 5th grade CAASPP data results indicated that 55 % of all fifth grade students met the proficiency or advanced target on the Science CAASPP.	By May 2018, The Peres Elementary School Team will increase student science academic achievement on the CAASPP to 5% increase proficiency.	5th - grade students	FOSS Pre/ POST Assessments, District Science CAASPPRESULTS	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	increase 5th grade science proficiency by 5%
<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 MAD Science		October 2017- May 2018	1000	LCFF	
2	Facilitate Science Themed Study Trips		On Going	1000	LCFF	
3	Secure Lego Robotics Contract		November 2017- February 2018			
4	Purchase FOSS Life Science Kits		As needed	500	LCFF	
5	Host Peres Merritt Academy		Yearly			
6	Plan and Host/Facilitate Science Assemblies & Workshops (i.e Planetarium, Lawrence Hall of Science, Whale Bus)		On Going			
7	Purchase necessary science fair materials and supplies including, but not limited to, microscopes and other items that will provide hands on visual learning experiences for Peres students		October 2017 - May 2018	1000	LCFF	
8	Student Incentives		October 2017 - May 2018	500	LCFF	
9	Conduct Study Trips for students		On Going	1000	LCFF	

## Student Achievement

### History/Social Studies

<b>2017-2018 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
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	.					
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>		<b>Cost:</b>	<b>Site Funding Source</b>

## Student Achievements

### ILT Goals

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
Instructional Leadership Team	To support teachers and to provide professional development opportunities to improve academic performance for all students.	By June 2018, 80 % of Instructional leadership team will increase their capacity in facilitating grade level meetings by discussing student samples, analyzing student data and leading professional development around teaching practices.	PK - 6th Grade	1)Grade Level Meeting agendas and minutes. 2) Student Samples 3)Instructional teaching Videos	Improve instructional practice through professional development and professional learning communities at school.	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards. (2A, 2B)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	The Instructional Leadership Team will meet Bi Weekly		September 2017			
2	The ILT will examine School Wide Data ( referrals, STAR, Early Literacy, Math Benchmarks, AR Reading Challenge Points					
3	Provide Professional Learning Community Book Study					
4	Provide Instructional Rounds					
5	Provide opportunities for ILT to attend workshops and conferences as a team.					
6	Material Supplies					
7	Light refreshments					

## 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
Music Enrichment	All students need exposure to enrichment activities during the school day that extend and enhance the learning of other subjects. The addition of a school wide VAPA program will give students the opportunity to explore their own creativeness and as individuals and members of the group.	By May 2018, Peres Elementary School team will provide a school wide Visual And Performing Arts program that provides students with opportunities to enhance learning objectives.	All Students	Z- Sharp Pre- Post Assessments A survey will be given to students, teachers, and parent Music Assembly Sign-in sheets	Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students	student proficiency will increase by 10% percent on the Z-sharp post assessment
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Engage students in age appropriate and development music activities in chorus; reading/writing music, instrument explorations on a weekly basis. Music Contract Z-Sharp		September 2017- June 2018			
2	Performance by students for the parent community in the winter and spring		December 2017, February 2018, and May 2018			
3	Administer and share data from parent surveys to demonstrate and increase engagement					
4	Provide opportunities for parents to observe and volunteer during classroom music times to increase knowledge of the program.		September- May 2018			
5	Secure MOCHA Contract		September -May 2018			
6	Pay for study trips		On-going			
7	Band		On-going			
8	Orchestra		On-going			

## 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	118023	0.00
LCFF	139852	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	139,852.00
Title I	118,023.00

## 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.