

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

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
Contact Person: **Christine Gant Hatcher**  
Principal: **Christine Gant Hatcher**  
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**BOARD OF EDUCATION**  
2017 - 2018

**BOARD PRESIDENT : ELIZABETH BLOCK**  
**BOARD CLERK : VALERIE CUEVAS**  
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|   |                       |                   |
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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: **October 25, 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:

|                                |                               |       |
|--------------------------------|-------------------------------|-------|
| <u>Christine Gant Hatcher</u>  | _____                         | _____ |
| Typed name of school principal | Signature of school principal | Date  |
| <u>Christine Gant Hatcher</u>  | _____                         | _____ |
| Typed name of SSC chairperson  | Signature of SSC chairperson  | Date  |

**West Contra Costa Unified School District**  
**Riverside 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                                     | Nora Campos             | 06-2015       |                        |
| #2                                     | Arnita Williams         | 06/2016       |                        |
| #3                                     | Amparo Saldana          | 06/2016       |                        |
| #4                                     | Maria Leiva             | 06/2016       |                        |
| #5                                     | Martha Saldana          | 06/2016       |                        |
| <b><i>School/Other Members</i></b>     |                         |               |                        |
| Tchr #1                                | Connie Caldwell Granger | 06-2017       | X                      |
| Tchr #2                                | Jennifer Benda          | 06-2016       |                        |
| Tchr #3                                | William Hodges          | 06-2017       |                        |
| Other                                  | Stephanie Gonzalez      | 06-2016       |                        |
| Principal                              | Christine Gant Hatcher  | 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 Riverside Elementary School's specific SPSA plan of action for the 2017-18 school year.

## **Theory of Action**

TLL: If we create an environment of collaboration among teachers focused on improving instruction then the shared responsibility and accountability will create a structure for continuous improvement in teaching and learning for all students.

ALC: If we provide professional development that is both collaborative and job embedded as well as engage in cycles of inquiry/data analysis/reflections then we will increase teacher capacity to positively change outcomes for students.

SCC: If we work as a cohesive system and focus the teaching and learning on the instructional core - knowledge and skills/student engagement/alignment of content/and rigor and effectively communicate to all stakeholders then we will provide students the opportunity to reflect and take ownership of their learning.

## 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: <b>Principal will disaggregate all SBAC assessment data and other relevant data and present it the SSC for review. The principal will advise the committee on a course of action in accordance with the SPSA and mandates by No child Left Behind.</b> | or | Process: <b>Principal/ILT</b>  |
| Step 2  | Gather input from<br>(check all that apply)<br><input checked="" type="checkbox"/> ELAC<br><input type="checkbox"/> Others | Process: <b>The ELAC will review all related data for input and recommendations</b>   | or | Process: <b>Principal will develop the budget to align with SPSA goals and present it to the ELAC/SSC for review</b>                                       |
| Step 3  | SPSA strategies development  | Process:  | or | Process: <b>The principal along with the ILT and staff will develop reachable goals during collaboration time.</b>   |
| Step 4  | Budget development   | Process:  | or | Process: <b>The principal will develop the budget to align with SPSA goals and present it to the stakeholders including school site council for review</b> |
| Step 5  | Finalize and submit SPSA for School Board Approval   | Date:   |    |  |
| Step 6  | SPSA monitoring  | Process: <b>The ILT/SSC will review all related data for input and recommendations</b>  | 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  |
|---|--|
| <input checked="" type="checkbox"/> Staffing: <b>Bilingual aide position has been open for 3 years</b>                            | * <b>communicating with HR</b>   |
| <input checked="" type="checkbox"/> Facilities maintenance: <b>Need additional space to accommodation more Parent Involvement</b> | * <b>Communicating to the ED as well as M and O</b>  |
| <input checked="" type="checkbox"/> Facility capacity (space for classrooms/programs): <b>See above</b>                           | * <b>See above</b>   |
| <input checked="" type="checkbox"/> Safety: <b>Multiple points of entry</b>   | * <b>All gates are locked and we control the follow as much as possible, directing all adults to the office, best we can with the designed issue, the overpass presents some additional safety concerns because the design is more open than the original design proposal.</b> |
| 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><br><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><br><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:<br><b>STAR Reading</b> | Area of concern<br>XArea of strength  | <b>We use the data to create differentiate groups to meet specific needs of students with a focus on intervention groups.</b>  |
|                             | Benchmarks:   | Area of concern<br>Area of strength   |  |
|                             | Benchmarks:   | Area of concern<br>Area of strength   |  |
|                             | Benchmarks:   | Area of concern<br>Area of strength   |  |
|                             | SBA:  | Area of concern<br>Area of strength   |  |
|                             | AMAO Data:  | Area of concern<br>Area of strength   |  |
|                             | CELDT:  | Area of concern<br>XArea of strength  | <b>Use multiple assessment ( CELDT sand STAR) to ensure we are reclassifying students in elementary.<br/>Align curriculum to match students skill deficits.</b>  |
|                             | Grade Count: (Secondary Only)                           | Area of concern<br>Area of strength   |  |
|                             | GPA: (Secondary Only)                                   | Area of concern<br>Area of strength   |  |
|                             | Credits Earned: (Secondary Only)                        | Area of concern<br>Area of strength   |  |
|                             | Other:<br><b>SBAC</b>                                   | XArea of concern<br>Area of strength  | <b>In both ELA and Math, the majority of our students are not meeting grade level proficiency (Level 3),</b>   |
|                             | Other:  | Area of concern<br>Area of strength   |  |
| <b>Student Support Data</b> |   |   |  |
| <b>Choose 2</b>             | Attendance:   | Area of concern<br>XArea of strength  | <b>Decreased the % of students who are considered chronically absent. We have SART and CARE team meetings regular, to address the needs of students and remove absences as a mitigation factor.</b>                                  |
|                             | Suspension  | Area of concern<br>Area of strength   |  |
|                             | Parent/Community Survey:                                | XArea of concern<br>XArea of strength   | <b>Provides information about how was are meeting parents needs as well as their feeling in terms of relationship to teacher, both positive or negative, and gage their feeling of how welcome they feel in office and classroom</b> |
|                             | Healthy Kids Survey:                                    | Area of concern<br>Area of strength   |  |
|                             | Other:  | Area of concern<br>Area of strength   |  |

|  | <b>Data Reviewed</b> | <b>Concern/Strength</b><br><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><br><i>Provide a brief description of what the data shows/implications for instruction</i> |
|--|----------------------|---|--|
|  | Other:               | Area of concern<br>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>% of K - 6th grade students scored at grade level Proficiency or Above as measured by Spring 2017 English Language Arts STAR Literacy/Early Literacy assessments.</p> <p>Spring 2017 SBAC data found 47% of 3rd - 6th grade students at Meets/Nearly Met for grade level CCSS standards</p> | <p>By May 2018, 100% of K - 6 students will have increased their performance band a minimum of one level as measured by the scope of English Language Arts Benchmarks towards the goal of becoming grade level proficient.</p> <p>By Spring 2018, 100% 3rd - 6th students taking the SBAC will increase overall performance by 10 points from 2017 SBAC data to move closer to appropriate grade level performance.</p> | Schoolwide                    | ELA Benchmarks<br>SBAC<br>STAR Literacy                                    | 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  | Purchase Units of Study Reading  |   | End of November               | 4000   | Title I  |   |
| 2  | Academic conferences to plan common core units in ELA to intervene and accelerate student achievement and PD/Collaboration hours   |   | On-going                      | 2246   | LCFF   |   |
| 3  | Arrange Extra Hours for Teacher planning and collaboration twice/school year   |   | All Year                      | 4338   | Title I  |   |
| 4  | Arrange Study Trips for Riverside Students to increase background knowledge and experiences for students to serve as the basis for CCSS-aligned research, reading, writing and presentation projects.  |   | On Going                      | 10000  | Title I  |   |
| 5  | Contract with BookNook to provide reading support to students Grades 2 - 6   |   | October                       | 5000   | Title I  |   |

|    |   |                 |       |         |
|----|---|-----------------|-------|---------|
| 6  | Materials and supplies for PD/collaboration   | Ongoing         | 2338  | Title I |
| 7  | Provide after school tutoring for Riverside Students one day/week   | September - May | 2500  | Title I |
| 8  | Attendance professional development conferences and/or training that focus on instructional intervention and acceleration   | As Needed       |       |         |
| 9  | Hire sub for academic intervention  | On-going        | 10000 | LCFF    |
| 10 | Arrange Study Trips for Riverside Students to increase background knowledge and experiences for students to serve as the basis for CCSS-aligned research, reading, writing and presentation projects. | On-going        | 10000 | LCFF    |
| 11 | Provide subs for peer observation release time  | On-going        | 4528  | Title I |
| 12 | Materials and Supplies  | On-going        | 5000  | 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  | <p>Less than 75% of K - 6 students scored Approaching or Below as measured by the Benchmark assessments administered Spring 2017</p> <p>Spring 2017 SBAC data found 59% of 3rd - 6th grade students at Meets/Nearly Met for grade level Math CCSS standards</p> | <p>By May 2018, 100% of K - 6 grade students will advance a minimum of one academic performance band as measured by the Mathematics - Benchmark 3</p> <p>By Spring 2018, 100% 3rd - 6th students taking the SBAC will increase overall performance by 15 points from 2017 SBAC data to move closer to appropriate grade level performance.</p> | All Students                  | District Mathematics Benchmarks  | 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. |
| <b>Actions to Support Goal: (one action per line)</b>      |   |  | <b>By When:</b>               | <b>Cost:</b>   | <b>Site Funding Source</b>   |  |
| 1  | Planning and collaboration for Riverside Teachers   |  | One planning day/trimester    | 4353   | Title I  |  |
| 2  | Purchase Materials and Supplies for all Riverside Students including on-line licenses   |  | An Needed                     | 5000   | LCFF   |  |
| 3  | Academic Conference for Riverside Teachers  |  | Twice per/year                | 1000   | Title I  |  |
| 4  | After School Tutoring for Riverside Students  |  | One day/week September - May  | 1500   | Title I  |  |
| 5  | Purchase materials and supplies for students  |  | On-going                      | 5000   | Title I  |  |
| 6  | Hire subs for academic conferencing   |  | On-going                      | 5000   | 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)                         | 42% of English Learners (ELs) are one or more years below grade level proficiency as measured by STAR data  | 100% of ELs below grade level proficiency will increase their STAR literacy benchmark score to grade level | English Learners              | <ul style="list-style-type: none"> <li>• ELD Benchmarks</li> <li>• Performance Writing Tasks</li> <li>• STAR Benchmarks</li> <li>• </li> </ul> | 1.2 Accelerate student learning increases for ELs and low income students. | Increase rate to 15%         |
| <b>Actions to Support Goal: (one action per line)</b>      |   |  | <b>By When:</b>               | <b>Cost:</b>   | <b>Site Funding Source</b>   |                              |
| 1  | <ul style="list-style-type: none"> <li>• Daily targeted, rigorous ELD instruction</li> <li>• Use of explicit language objectives</li> <li>• Modeled and scaffolded oral discourse</li> <li>• Independent student discourse linked to writing</li> </ul> |  | Ongoing                       |  |  |                              |
| 2  | Provide after school tutoring for Riverside Students  |  | January - May                 | 3683   | Title I  |                              |
| 3  | To monitor progress towards grade level proficiency, ELs will be students assessed every 6-8 weeks to monitor progress toward goal  |  |                               |  |  |                              |
| 4  | Grad Tutor to work with ELs 1/2   |  | September - June              |  |  |                              |
| 5  | Funds to attend CABE  |  | Spring 2018                   | 2500   | Title I  |                              |
| 6  | Teachers/Admin to attend training for Early/Literacy (Units of Study, Fountas & Pinnell)  |  | Ongoing                       | 7500   | LCFF   |                              |
| 7  | Purchase materials and supplies for students  |  | Ongoing                       | 2000   | Title I  |                              |
| 8  | Hire subs for academic conferencing   |  | Ongoing                       | 5000   | 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  |
| English Language Arts                                      | More than 50% of all African American students, 2nd through 6th grades were found to be at Intervention or Urgent Intervention levels as measured by Spring 2017 STAR Reading assessments. | 100% of all African American students, grades 2nd - 6th will advance a minimum of one grade level equivalency as measured by STAR Reading data for the 2017-2018 school year.<br><br>• | African American students, grades 2 through 6. | STAR Reading   | 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  | Student/Teacher academic conferences   |  | January  | 1000   | Title I  |   |
| 2  | After-school tutoring for 5th/6th grade students at the performance level of Intervention and Urgent Intervention  |  | On-Going                                       | 1000   | Title I  |   |
| 3  | Intervention/Urgent Intervention students assessed every 6-8 weeks to monitor progress toward goal   |  |  | 999  | Title I  |   |
| 4  | Monthly check in with students regarding academic goals/progress   |  |  |  |  |   |
| 5  | Monthly reports to parents/guardians on student progress toward articulated academic goals   |  |  |  |  |   |
| 6  | BACR counselors will facilitate separate support groups for male/female students (see climate for costs)   |  |  |  |  |   |

## 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   | 25% of all students K-6 who are below grade level or approaching, are chronically tardy and/or truant.  | By the end of the 2017-2018 school year, the number of students chronically tardy and or truant will decrease by 15% to mitigate the loss of instructional time and improve academic outcomes. | All students with emphasis on chronically tardy and truant | Daily Attendance; Monthly attendance data, PowerSchool                     | 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  | Letter home at beginning of school year and new students communicating the school attendance policy and goal, school calendar, and bell schedule                    |  | August 2017  |  |   |   |
| 2  | Daily calls to home of students who are tardy and/or absent   |  | Daily on-going   |  |   |   |
| 3  | Students with 3 or more absences or tardies will receive letter from SI&A   |  | On-going   |  |   |   |
| 4  | Students with 10 or more absences or tardies will set personal attendance goals with site SART team   |  | On-going   |  |   |   |
| 5  | Students with perfect attendance for the trimester will be recognized during end of term recognition assemblies/certificates/pins and be invited to Principal Lunch |  | On-going   | 500  | LCFF  |   |
| 6  | Post monthly attendance by class, grade level   |  | On-going   |  |   |   |

## 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   | The suspension and referral rate for Riverside Elementary for the 2016-2017 school year resulted in a reduction in disciplinary incidents and lost instructional minutes concurrent with total suspension days. | By May 2018, Riverside Elementary School will reduce the amount of behavioral referral and suspensions by 20% from the 2016-2017 school year. | All students                  | The number of suspensions and referrals                                    | 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  | Contract with BACR for two (2) mental health interns to provide 1:1 counseling services to identified students and group counseling sessions  |   | September 2016                | 9000   | LCFF  |                                      |
| 2  | Assemblies/awards to acknowledge positive behavior, attendance  |   | On Going                      | 2000   | LCFF  |                                      |
| 3  | Professional Development - Social Emotional Learning/Culturally Appropriate Practice  |   | March 2017                    | 5000   | Title I   |                                      |
| 4  | SEL Materials - Toolbox   |   | May 2017                      | 1500   | Title I   |                                      |
| 5  | Arrange study trips for students  |   | Ongoing                       | 5000   | LCFF  |                                      |
| 6  | Contract with BACR for two (2) mental health interns to provide 1:1 counseling services to identified students and group counseling sessions  |   | September 2016                | 9000   | Title I   |                                      |
| 7  | Purchase materials and supplies for students and incentives   |   | Ongoing                       | 10623  | LCFF  |                                      |
| 8  | Send teachers/admin to conferences  |   | On Going                      | 1500   | LCFF  |                                      |
| 9  | Online licenses for students  |   | Ongoing                       | 5000   | LCFF  |                                      |
| 10   | Subscriptions for students  |   | Ongoing                       | 2500   | LCFF  |                                      |
| 11   | Extra teacher hours for tutoring  |   | Ongoing                       | 2726   | LCFF  |                                      |

|    |                                    |         |       |         |
|----|------------------------------------|---------|-------|---------|
| 12 | Technology under \$500             | Ongoing | 2500  | LCFF    |
| 13 | Extra teacher hours for tutoring   | Ongoing | 3334  | Title I |
| 14 | Pay for BACR after school contract | Ongoing | 10000 | 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   | 70% of all families attended one school event during the 22016-2017 school year.                    | By the end of the 2017-2018 school year 80% of all families will attend one school event at Riverside, including but not limited to Back to School Night, Math Night, Literacy Night, and End of Year Expo in support of our goal is to increase parent involvement in diverse ways and create a system that supports productive parent advocacy. | All Families                  | Parent surveys, sign-up sheets   | 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  | Purchase materials and supplies for Parents   |   | On Going                      |  | 1000   | Title I  |
| 2  | Provide Babysitting services for Parent Meetings  |   | As Needed                     |  |  |  |
| 3  | ESL Classes   |   | On going                      |  |  |  |
| 4  | San Pablo Police Department - Loving Solutions  |   | On going                      |  |  |  |
| 5  | Parent University   |   | January 2017                  |  |  |  |
| 6  | CABE 2016 Conference  |   | March 2017                    |  | 825  | Title I  |
| 7  | LISTOS  |   | On Going                      |  |  |  |
| 8  | Purchase materials and supplies for Parents   |   | On Going                      |  | 179  | Title I  |
| 9  | Extra pay for teachers to attend events.  |   | As Needed                     |  | 1000   | LCFF   |
| 10   | Contract for parents  |   | Ongoing                       |  | 1454   | Title I  |
| 11   | Snacks for parent events  |   | Ongoing                       |  | 2000   | Title I  |

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

## 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  |
| Leadership   |   | By the end of the 2017-2018 school year 100% of Riverside ILT members will be able to facilitate and lead professional development, grade level team meetings, plan and execute minimum of six (6) peer observations as measured by the grade level agendas, data analysis notes and peer observation forms. | All Students                  | Agendas/Meeting Minutes/Peer Observation Notes                             | Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals. | 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. |
| <b>Actions to Support Goal: (one action per line)</b>      |   |  | <b>By When:</b>               |  | <b>Cost:</b>  | <b>Site Funding Source</b>  |
| 1  | Attend ILT Training Institute(s)  |  | On Going                      |  | 500   | LCFF  |
| 2  | Monthly ILT Meetings w/Coaching support   |  | On Going                      |  | 500   | LCFF  |
| 3  | On going staff trainings  |  | On Going                      |  | 500   | LCFF  |

## 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                             | 85031      | 0.00                               |
| LCFF                                | 98595      | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF                                 | 98,595.00          |
| Title I                              | 85,031.00          |



## 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.