West Contra Costa Unified School District
Shannon Elementary School
Title I - Targeted Assistance

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
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BOARD OF EDUCATION
2017 - 2018

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

   X English Learner Advisory Committee

   X Other *(list)*
   **ELAC delegated decision making
   to SSC 2017-2018**

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: **9-18-2017**.

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:

Dan MacDonald
_____   _____   _____
Typed name of school principal   Signature of school principal   Date

Darlene Rohlfing
_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

West Contra Costa Unified School District
Shannon Elementary School
2017 - 2018
School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

	Names of Members	Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	**Kevin Adams**	**8/18**	
#2	**Jace Hua**	**8/18**	
#3	**Nicole Ellerbusch**	**8/18**	
#4	**Melina Vargas**	**8/18**	
#5	**Patricia Urbina**	**8/18**	
School/Other Members			
Tchr #1	**Maria Aguila/Annabel Sollestre**	**8/16**	
Tchr #2	**Kathy French**	**8/18**	
Tchr #3	**Darlene Rohlfing**	**8/18**	**X**
Other	**Tiffany Cowan, Ashley Ross**	**8/18**	
Principal	**Daniel MacDonald**	**8/18**	

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

Theory of Action

Vision & Grand Theory of Action (GTOA):

The vision at Shannon Elementary is that all students flourish academically, personally, and socially; teachers lead their instruction, professional development and school functioning; and parents are valued contributors and supporters of our learning community. Thus, our Grand Theory of Action (GTOA) is that if we plan, implement, and monitor the improvement of students according to their academic and social-emotional-learning needs; the professional development, leadership and collaboration of teachers; and the inclusion, volunteering and shared-decision-making of parents; then, students will succeed; teachers will be professional and accountable; and parents will buy-in to support and contribute to our learning community. There are four specific Theories of Action (TOA) that follow in support of our Grand Theory of Action: (1a) Student academic learning, (1b) Student social-emotional learning, (2) Teacher learning & leading, and (3) Parent inclusion.   Each of the four TOAs is aligned with budget actions.

Student Academic Learning (TOA 1a):
If students are taught academic standards at their level of understanding, with additional personnel available to work in smaller groups for intervention, and students are honored for their effort; then, students will be improving their academic success by working at their Zone of Proximal Development (ZPD), receiving the intervention they need with the additional support of para-professionals, and staying motivated to continue giving effort for improvement. Students' ZPD will be identified by common formative assessments, and allocated to learning activities in the classroom or learning center, all the while being honored for noticeable effort in academics during the morning and BEST assemblies.

Student Social-Emotional Learning (TOA 1b):
If we have a comprehensive approach to programs and practices for social-emotional learning that is aligned and embraced by faculty, with personnel and protocols provided to assist in the reflection of student behavior; then, students will improve their social-emotional wellbeing with a positive growth mindset. Students, teachers, and parents will be held accountable to the tenets, policies and practices of BEST, Character Counts, and Growth Mindset. Students' efforts in social-emotional improvement and accomplishment will be identified by teacher and staff observations and honored during the morning and BEST assemblies.

Teacher Learning and Leading (TOA 2):
If teachers are allowed to guide their own adaptive, personalized PD and collaboration in partnership with the leadership of the ILT and be provided the funds and opportunity for collaboration and leadership; then, teachers will improve their practice by being engaged in professional improvement according to their individual and collective needs. Teachers will collaborate in grade-level teams, whole school PDs and leadership roles in committees: SSC, ILT, ELAC, VAPA, TTL, ASC, PTA, SST, IEP, 504, AAPAC, AASAT.

Parent Inclusion (TOA 3):
If parents are included in meaningful participation as spectators of their children's efforts and decision makers in school policy and budget actions; then, we will have parent buy-in and support for their students and our learning community. Parents will participate in decision making committees (AAPAC, SSC, ELAC, PTA, PCC), volunteering, and attending school functions centered on the products and performances of their children.

Mission:
The mission at Shannon Elementary is to support and motivate students to progress in their academic and social-emotional level of understanding; harness the power of teachers with autonomy and shared-decision making; and, the inclusion and participation of parents. If we sharpen the skills of problem solving inside box, outside the box, and knowing the difference between the two and when each one applies, then Shannon will be a well-functioning, improving and sustainable institution of learning. The details of the mission are itemized below.

GTOA
If we plan for improvement according to the learning of students, teachers, and parents in the areas of teaching & learning, professional development, parent inclusion and climate, then we will have student improvement academically and socially, as well as for our learning community. 1a. If students are taught academic standards at their level of understanding, with additional personnel available to work in smaller groups for intervention, and students are honored for their effort, then, students will be improving their academic success by working at their Zone of Proximal Development (ZPD), receiving the intervention they need with the additional support of para-professionals, and staying motivated to continue giving effort for improvement. Students' ZPD will be identified by common formative assessments, and allocated to learning activities in the classroom or learning center, all the while being honored for noticeable effort in academics and citizenship during the morning and BEST assemblies.

Multi-Tiered Support System (MTSS)

Response to Intervention (RtI)
Assessments
STAR Reading
STAR Early Literacy
STAR Math
SBAC
BPST
CWPM Fluency
CELDT
Unit Assessments
Math Facts
ESGI
Tutoring: Teachers, J Vision
SST
Workshop Groups in Class
Learning Center
CCCSS
ELD: Designated/Integrated
GATE
Differentiated Instruction
Online Adaptive Software
Raz Kids
Accelerated Reader
Khan Academy
Moby Max
ESGI
Head Sprout
Awards
Morning Assembly:AR Quiz, Math Facts, STAR
Weekly Leprechaun Bucks Weekly Drawing
Trimester BEST Assembly

TOA 1b
1b. If we have a comprehensive approach to programs and practices for social-emotional learning that is aligned and embraced by faculty, with personnel and protocols provided to assist in the reflection of student behavior, then students will improve their social-emotional well being with a positive growth mindset. Students, teachers, and parents will be held accountable to the tenets, policies and practices of BEST, Character Counts, and Growth Mindset. Students' efforts in social-emotional improvement and accomplishment will be identified by teacher and staff observations and honored during the morning and BEST assemblies.

BEST
Power School Log Entries
Study Hall
Referral. Reflections, Apologies, mediation
4 Bs: Be Safe, Be Respectful, Be Responsible, Be a Learner
4 Bs Posted in all areas
Awards BEST Assemblies
Morning Assemblies
Spelling Bee
Friday Leprechaun Drawing
Junior Coaches
Character Counts: Integrity, Conflict Mediation
Growth Mindset: Positivity, Learning Efficacy

TOA 2
2. If teachers are allowed to guide their own adaptive, personalized PD and collaboration in partnership with the leadership of the ILT and be provided the funds and opportunity for collaboration and leadership, then teachers will improve their practice by being engaged in professional improvement according to their individual and collective needs. Teachers will collaborate in grade-levels teams, whole school PDs and leadership roles in committees: SSC, ILT, ELAC, VAPA, TTL, ASC, PTA, SST, IEP, 504, AAPAC, AASAT.

Collaboration: Instruction

Grade-Level Meetings
Grade-Level Articulation
SSTs
IEPs
504s
Collaboration: Functional
SSC
ILT
ELAC
AAPAC/AASAT
VAPA
TTL
ASC
Professional Development
Conferences
Faculty PDs
Best Practices Fair
District and ancilary trainings

TOA 3
3. If parents are included in meaningful participation as spectators of their children's efforts and decision makers in school policy and budget actions, then we will have parent buy-in and support for their students and our learning community. Parents will participate in decision making committees, volunteering, and attending school functions centered around the products and performances of their children.

Collaborative Instructional
SSTs
IEPs
504s
Parent-Teacher Conferences
Collaborative Functioning
SSC
ELAC
AAPAC/AASAT
Safety
PTA
Maintenance
Participatory Events
Winter Fest
Carnival
Back to School Night
Open House
BEST Assemblies
Talent Show/International Potluck
Halloween Parade
Science Fair
Volunteer
Classroom
Events
Committees

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **Review data and analayze assessement data**	or	Process: **ILT and report at SSC Meeting in the Fall**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **PTA,SSC, Faculty**	Process: **SSC members hear targets and goals of ILT, ELAC, AAPAC, PTA and Principal**	or	Process: **Input gathered by ILT members and reported to the SSC**
Step 3	SPSA strategies development	Process: **SSC members hear strategies of ILT and Principal**	or	Process: **Strategies developed by ILT and discussed at the SSC meetings**
Step 4	Budget development	Process: **SSC review budget and decide of budget items**	or	Process: **A tentative budget is developed by the Principal with ILT/faculty input then presented to the SSC**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **November 2017**		
Step 6	SPSA monitoring	Process: **SSC reviews the sections of the plan to monitor and gets input from the ILT**	or	Process: **Principal, SSC, and ILT review SPSA and make recommendations**

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: **More sanctioned yard supervision.**	*	**Recruit parents to assist in morning, yard and dismissal supervision**
Facilities maintenance: **Lack of sufficient Multi-Purpose room or meeting place. Lack of Air Conditioning. Lack of general maintenance for old facility.**	*	**Coordinate with maintenance & operations to renovate and maintain facilities allocate funds for beautification of facilities in alignment with vision and mission.**
Facility capacity (space for classrooms/programs): **Lack of number of classrooms to accommodate a cohort of 2 classes through the grades of K-6.**	*	**Possible conversion of non classroom spaces to classroom spaces.**
Safety: **Parking lot congestion**	*	**Signs, parent volunteers, supervision**
Materials availability:	*	
Technology:	*	
Fiscal Support:	*	
Compliance Support:	*	
Curriculum and Instruction Support:	*	
Other:	*	

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
Academic Data			
Choose 3	Accelerated Reader/Star Reading: **STAR Reading**	**X** Area of concern Area of strength	**ELA school-wide baseline data for grades 2-6 gathered at the beginning of the year in September and October 2017 from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 3.5 (third grade, fifth month) compared to the GP (Grade Placement, chronological) which was 3.79 (third grade, eighth month). This indicates that the school-wide average GE (Grade Equivalent) for grades 2-6 is three months below the Grade Placement. (3.79 – 3.5 = .29) (194 students tested)**
	Benchmarks: **STAR Math**	**X** Area of concern Area of strength	**Math school-wide baseline data for grades 1-6 gathered at the beginning of the year in September and October 2017 from the STAR Math assessment indicated that the GE (Grade Equivalent, academic) of grades 1-6 averaged was 3.1 (third grade, first month) compared to the GP (Grade Placement, chronological) which was 3.32 (third grade, third month). This indicates that the school-wide average GE (Grade Equivalent) for grades 1-6 is two months below the Grade Placement. (3.32 – 3.1 = .18) (231 students tested)**
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	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**	**X** Area of concern Area of strength	**SBAC scores ELA grades 3-6 decreased by 3% and no movement in Math in the academic year 2016-2017.**
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: **Chronic Absenses**	**X** Area of concern Area of strength	**Attendance in 2016-2017 academic year was an average of 93.19%.**
	Suspension	Area of concern Area of strength	**During the academic year of 2016-2017 there were 70 suspensions.**

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
	Parent/Community Survey: **Lack of participation in PTA and SSC**	**X**Area of concern Area of strength	**Decrease in PTA membership and poor attendance by parent SSC members**
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	ELA school-wide baseline data for grades 2-6 gathered at the beginning of the year in September and October 2017 from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 3.5 (third grade, fifth month) compared to the GP (Grade Placement, chronological) which was 3.79 (third grade, eighth month). This indicates that the school-wide average GE (Grade Equivalent) for grades 2-6 is three months below the Grade Placement. (3.79 – 3.5 = .29) (194 students tested)	By June of 2018 the school-wide average GE (Grade Equivalent) of grades 2-6 will be equal to or better than the school-wide averaged GP (Grade Placement). That makes our goal a school-wide GE of 4.5 or better. (3.8 GP + 7 months = 4.5)	Grade 2-6 students	STAR Reading (2-6)	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B) . (2017-18) 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	Provide 40% of a .6 FTE Lower Division Tutor from PCN List CMD to support students in need of academic intervention, RtI tiers 2 & 3.	Ongoing	4689	LCFF
2	Provide 50% of a .53 FTE Lower Division Tutor from PCN List EM to support students in need of academic intervention, RtI tiers 2 & 3.	Ongoing	4885	LCFF
3	Teacher hours for Professional Development and Collaboration	Ongoing	1150	LCFF
4	Teacher hours for ELA tutoring for students in need of intervention and extra help.	Ongoing	5788	LCFF
5	Purchase ELA books, materials, & supplies	Ongoing	7614	LCFF
6	Sub-release time for teacher collaboration and observation	Ongoing	3645	LCFF
7	Spelling Bee	Ongoing	151	LCFF

| 8 | Technology maintenance and upgrade | Ongoing | 6788 | LCFF |
| 9 | Online licenses of computer adaptive software for students: eg, Raz Kids, ESGI | Beginning of year | 4116 | 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	Math school-wide baseline data for grades 1-6 gathered at the beginning of the year in September and October 2017 from the STAR Math assessment indicated that the GE (Grade Equivalent, academic) of grades 1-6 averaged was 3.1 (third grade, first month) compared to the GP (Grade Placement, chronological) which was 3.32 (third grade, third month). This indicates that the school-wide average GE (Grade Equivalent) for grades 1-6 is two months below the Grade Placement. (3.32 – 3.1 = .18) (231 students tested)	By June of 2018 the school-wide average GE (Grade Equivalent) of grades 1-6 will be equal to or better than the school-wide averaged GP (Grade Placement). That makes our goal a school-wide GE of 4.0 or better. (3.32 GP + 7 months = 4.02)	Grades 1-6	STAR Math	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC Math proficiency (4A, 2A, 2B) (2017-18) Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide 40% of a .6 FTE Lower Division Tutor from PCN List CMD to support students in need of academic intervention, RtI tiers 2 & 3.	Ongoing	4689	LCFF
2	Provide 50% of a .53 FTE Lower Division Tutor from PCN List EM to support students in need of academic intervention, RtI tiers 2 & 3.	Ongoing	4885	LCFF
3	Teacher hours for Professional Development and Collaboration	Ongoing	1150	LCFF
4	Tech maintenance & upgrade	Ongoing	6788	LCFF
5	Sub-release time for teacher collaboration and observation	Ongoing	3645	LCFF
6	Teacher hours for Math tutoring for students in need of intervention and extra help	Ongoing	5788	LCFF
7	Online software: e.g., STAR Math & Moby Max	Ongoing	3212	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)	ELA school-wide baseline data for English Learners grades 2-6 gathered at the beginning of the year in September and October 2017 from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 2.4 (second grade, fourth month) compared to the GP (Grade Placement, chronological) which was 3.19 (third grade, second month). This indicates that the school-wide average GE (Grade Equivalent) for English Learners grades 2-6 is eight months below the Grade Placement. (3.19 – 2.4 = .79) (57 students tested)	By June of 2018 the English Learners school-wide average GE (Grade Equivalent) of grades 2-6 will be equal to or better than the English Learner school-wide averaged GP (Grade Placement). That makes our goal for English Learners school-wide a GE of 3.9 or better. (3.19 GP + 7 months = 3.89)	English Language Learners (ELLs)	ELPAC, STAR Reading & Reclassification criteria	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	English Learner (EL) reclassification rate will increase (4E) (2017-18) Increase rate to 11% to reclassify.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide .2 FTE Lower Division Tutor from PCN List CMD to support ELL students in need of academic intervention, RtI tiers 2 & 3.	Ongoing	2345	LCFF
2	Teacher Conference out of District: eg, CABE or SCCOE.	June 2017	7000	LCFF
3	Light Snacks for ELAC	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 Americans	ELA AA (African American) school-wide baseline data for grades 2-6 gathered at the beginning of the year in September and October 2017 from the STAR Reading assessment indicated that the GE (Grade Equivalent, academic) of grades 2-6 averaged was 3.6 (third grade, sixth month) compared to the GP (Grade Placement, chronological) which was 3.91 (third grade, ninth month). This indicates that the AA school-wide average GE (Grade Equivalent) for grades 2-6 is three months below the Grade Placement. (3.91 – 3.6 = .31) (37 students tested)	By June of 2018 the AA school-wide average GE (Grade Equivalent) of grades 2-6 will be equal to or better than the AA school-wide averaged GP (Grade Placement). That makes our goal an AA school-wide GE of 4.6 or better. (3.91 GP + 7 months = 4.6)	African American students grades 2-6	STAR Reading	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA & Math proficiency (4A, 2A, 2B) (2017-18) Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3. (2017-18) 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	Light snacks for AAPAC meetings	ongoing	500	LCFF
2	School Community Outreach Worker recruits and supports the African American Parent Advisory Committee	ongoing		
3	AAPAC	ongoing		
4	AASAT	ongoing		
5	Books and Materials	ongoing	700	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	Attendance in 2016-2017 academic year was an average of 93.19%.	Attendance in 2017-2018 academic year will be an average of 95% or greater.	whole-school student population.	District report on attendance data gathered from PowerSchool.	LCAP Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	School attendance rates (5A) (2017-18) All schools will maintain 95% or above attendance rate.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source	
1	Students will be honored for perfect attendance with academic awards.	Ongoing			

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	During the academic year of 2016-2017 there were 70 suspensions.	Suspensions will decrease by 50% for the academic year of 2017-2018.	K-6th graders	Power School	LCAP Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease (6A) (2017-18) STATE Suspension Rate Overall – increase 1 performance level (decrease from 6.4% to 4.4%) STATE Suspension Subgroups – increase 1 performance level for yellow/orange/red subgroups: English Learners (from 5.6% to 3.6%) Low Income (from 7.7% to 5.7%) Students with Disabilities (from 11.9% to 9.9%)

Shannon Elementary School 2017-2018 Single Plan for Student Achievement

					American Indian (4.6% to 2.6%) African American (14.2% to 12.2%) Hispanic/Latino (5.7% to 3.7%) Pacific Islander (7.7% to 5.7%

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Character Counts Program	Ongoing	3800	LCFF
2	Yard Supervision	Ongoing	10114	LCFF
3	Silk Screen Printing and pride garments	Ongoing	500	LCFF
4	Academic Awards	Ongoing	1212	LCFF
5	Junior Coaches	Ongoing	700	LCFF
6	Garden Supplies	Ongling	500	LCFF
7	Orchard Maintenance	Ongoing	300	LCFF
8	Picnic Tables	December 2017	1000	LCFF
9	Hallway Displays	December 2017	1700	LCFF
10	Awards for BEST Assemblies	Ongoing	300	LCFF
11	Winter Fest	December 2017	1000	LCFF
12	Carnival	May 2018	1000	LCFF
13	Halloween Parade	October 2017	100	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	During the academic year of 2016-2017 only 5 families attended our Science Fair displays presentation.	For the academic year of 2017-2018 our goal is that 20 parents families our Science Fair displays presentation.	Grades 3-6	Shannon Calendar & Flyers	LCAP Goal 3: Increase parent and community engagement, involvement, and satisfaction.	California School Parent Survey (CSPS) results will measure increase in engagement, involvement, and satisfaction (3A) (2017-18) 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	Light Snacks SSC	Ongoing	500	LCFF
2	Materials for Parent Inclusion	TBD	900	LCFF
3	School Community Outreach worker organizes and communicates with parents.			

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	During the Academic year of 2016-2017 there were 14 science fair projects submitted for judging.	During the Academic year of 2017-2018 there will be at least 28 science fair projects submitted for judging.	Students grades 3-6	Number of Science Fair Exhibits submitted.	LCAP Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs (7A, 7B, 7C).

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Science Fair	January 2018	600	LCFF
2	Purchase materials for science.	Ongoing	1000	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)**
LCFF	105254	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	105,254.00

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.