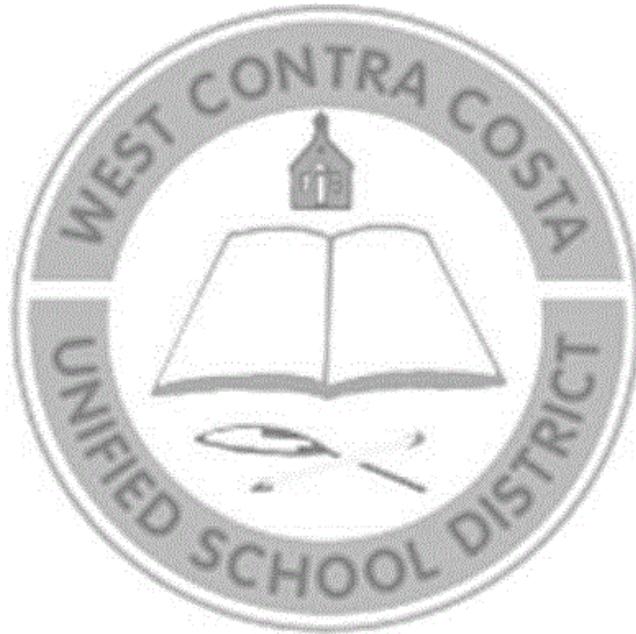


West Contra Costa Unified School District  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2018-19

ELLERHORST ELEMENTARY



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Greg Whaling
<b>Principal:</b>	Greg Whaling
<b>Address:</b>	3501 Pinole Valley Road
<b>City:</b>	Pinole, CA 94564
<b>Telephone Number:</b>	231-1426
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**BOARD OF EDUCATION**

**2018 - 2019**

**BOARD PRESIDENT: VALERIE CUEVAS**

**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

**ELIZABETH BLOCK**

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**TOM PANAS**

**SUPERINTENDENT**

**MATTHEW DUFFY**

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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:  
[Redacted]
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 Control Accountability 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: [Redacted]
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

[Redacted]

Typed name of school principal

[Redacted]

Signature of school principal

[Redacted]

Date

[Redacted]

Typed name of SSC Chair

[Redacted]

Signature of SSC Chair

[Redacted]

Date

## Elementary 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	Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members				
<b>Parent #1</b>	Maha Kallo Dizon		2018	
<b>Parent #2</b>	Francie Leintz		2018	X
<b>Parent #3</b>	Leonel Cardenas		2018	
<b>Parent #4</b>	TBD			
<b>Parent #5</b>	TBD			
School/Other Members				
<b>Teacher #1</b>	Rachel Grottke		2019	
<b>Teacher #2</b>	Janay Chan		2019	
<b>Teacher #3</b>	Michael Johnston		2018	
<b>Other</b>	TBD			
<b>Principal</b>	Greg Whaling		NA	

**Membership Composition:**

- Elementary (10 total)**
- 5 Parents/community members**
- 3 Classroom teachers**
- 1 Other school staff**
- 1 Principal**

## 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>	<b>Analyze local assessment data</b>	Process:	or	Process:
		Dec/Jan: staff review of data and discussion/planning for effective instructional strategies Feb/Mar: Presentation of data to SSC		
<b>Step 2</b>	<b>Gather input from</b>	Process:	or	Process:
		Survey parents of EL students; Survey parents of African-American parents; Written feedback and interviews with staff; ILT discussions;		
<b>Step 3</b>	<b>SPSA strategies development</b>	Process:	or	Process:
		SSC reviews district goals, previous site goals, contemporaneous feedback and input and develops goals for upcoming SPSA cycle		
<b>Step 4</b>	<b>Budget development</b>	Process:	or	Process:
		Review previous budget expenditures, match to planned goals, align with district goals and finalize		
<b>Step 5</b>	<b>Finalize and submit SPSA for School Board Approval</b>	Date:		
<b>Step 6</b>	<b>SPSA monitoring</b>	Process:	or	Process:
		Round 1 in Fall 2018                      Round 2 in Spring 2019		

## Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and 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.

**WCCUSD LCAP GOALS**

- Goal 1: Improve Student Achievement**
- Goal 2: Improve Instructional Practice**
- Goal 3: Increase Parent and Community Engagement and Involvement**
- Goal 4: Improve Student Engagement and School Climate Outcomes**
- Goal 5: Provide Basic Services to All Students**

**Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:**

**Priority 1 Basic Services** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

**Priority 2 Implementation of State Standards** Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

**Priority 3 Parent Involvement** Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

**Priority 4 Pupil Achievement** Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

**Priority 5 Pupil Engagement** Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

**Priority 6 School Climate** Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

**Priority 7 Course Access** Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

**Priority 8 Other Pupil Outcomes** Measuring other important indicators of student performance in all required areas of study.

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 our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:  
Nine Key Strategies**

**Achieving  
Students**

2017-18 LCAP Goals 1 & 5

**1. Effective Leaders**

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

**2. Great Teachers**

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

**3. Authentic Student Experiences**

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested  
Employees**

2017-18 LCAP Goal 2

**4. Competitive Compensation**

Offer competitive compensation to attract and retain quality educators.

**5. Supportive Conditions**

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

**6. Increased Capacity**

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged  
Communities**

2017-18 LCAP Goals 3 & 4

**7. Safe and Welcoming Schools**

Provide school environments where students, families, and staff feel safe and welcome.

**8. Positive School Climates**

Strengthen school culture through a tiered system of positive and restorative supports.

**9. Socio-Emotional Services**

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

**Our Theory of Action**

Ellerhorst Theory of Action

### **Achieving Students**

If we create, adapt and use instructional units that require independent inquiry, learning, work:

Then our students will become more independent learners who produce better quality work products and are more thorough in their study.

### **Engaged Communities**

If we train and support our students to show responsible behavior toward themselves, other students and adults:

Then students will feel safer, take more emotional risks and feel more connected to the school.

### **Invested Communities**

If we build and maintain staff development structures and plans that support teachers' needs to learn new skills and the plan also supports and values teachers' time through planning, collaboration, shadowing and release time:

Then our staff and out community will be more aligned in terminology, practice and skill sets as it pertains to curriculum delivery, blended learning options, and classroom climate.

## 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	STAR Early Literacy	Area of strength	Full Day Kindergarten has had positive effect on student achievement. Students increased their proficiency in the sub-domain scores by an average of 5 points per domain from 2015-2016 to 2017-2018 and the average scaled score increased from a posttest score of 623 (with SGP of 80) to 709 (2016-2017) and 690 (2017-2018) (with SGP averages of 115 and 111). The growth from full day kindergarten has propelled these students into early literacy.
	STAR Reading	Area of strength	Student Reading Scores are improving. On the district's Winter STAR Reading assessment, 53% of Ellerhorst students (grades 2-6) scored at Meets or Exceeds. This is an increase of 5% over the Fall test and up 1% over the previous year. Number of students in the Intervention categories also decreased from Fall to Spring by nearly 10%
	Benchmarks:	Area of concern	Diagnostic instrument with pre-test and post-test on same instrument has a deleterious effect on student achievement in Fall 2017 when the material is unfamiliar to them. 10% of students in grades 3-5 met the exceeds standard column in the Fall. That number increased to 18% in the winter assessment. Students reported being disenfranchised knowing the same test questions were being used and didn't try as hard.
	Benchmarks:	N/A	
	SBA:	N/A	
	LTEL Data:	N/A	
	ELPAC	Area of concern	Not enough data yet to evaluate progress or placement
	Other:	N/A	
Other:	N/A		
Student Support Data			
Choose 2	Attendance	Area of strength	Ellerhorst did increase its overall attendance rate by nearly 2% --from 94.44% to 96.37% in 2017-2018.
	Suspension	Area of concern	Some spiking in suspension rate this year; concern over how SPED students bore brunt of suspensions. 32 suspensions involving 15 different students in 2017-2018; 25 suspensions involving 15 students in 2016-2017.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**  
**Student Achievement**

**English Language Arts (ELA)**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	On the district's STAR Reading for English Language Arts, the current Ellerhorst 4th graders scored at 28 % Meets or Exceeds, 10% of 5th graders scored Meets or Exceeds and 20% of the current 6th graders scored Meets or Exceeds Standards.	By March 2019, 36% of grades 4, and 25% of grades 5 and 6 students will score at Meets or Exceeds Standards on the STAR Reading Test.	Grades 4,5,6 students	Ellerhorst will use the STAR Reading Test at each grade level to measure attainment of the goal.	1	Grow 10 points closer to SBAC Level 3
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Teachers will meet to review results of Benchmark 1 for progress and for grade level curriculum planning.			January 2019		
2	Teachers will meet to review results of Benchmark 2 for progress and for grade level curriculum planning;			March 2019		
3	Learning Center Services through the funding of a graduate tutor position will be provided to students who are identified as Tier II and Tier III intervention candidates. These students will receive services on a small group and individual basis.			Ongoing		4000
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books. Support TCWP Writing efforts			Ongoing		1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		600
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		600
<b>TOTAL</b>					<b>0</b>	<b>6200</b>

**Mathematics**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	On the district's Benchmark assessment for Mathematics, the current Ellerhorst 4th graders scored at 20.8% of students who are reporting as mastering the content. The current 5th graders scored at 42% 'Meets or exceeds'. On the district benchmark for Mathematics, the current Ellerhorst 6th graders scored at 72% of students who are reporting as mastering the content	By June 2019, 28% of students in grades 4, 50% of students in grade 5, 75% of students in grade 6 will score 'Meets or Exceeds' as evidenced by performance on the IAB Assessment for each grade level.	Grades 4,5,6 students	Math IAB Assessments adopted by the district	1	Grow 15 points closer to Level 3
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Teachers will meet to review results of Benchmark 1 (Math IAB) for progress and for grade level curriculum planning.			January 2019		
2	Teachers will meet to review results of Benchmark 2 (Math IAB) for progress and for grade level curriculum planning;			March 2019		
3						
4	Learning Center Services through the funding of a graduate tutor position will be provided to students who are identified as Tier II and Tier III intervention candidates. These students will receive services on a small group and individual basis.			Ongoing		4000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		600
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		600
<b>TOTAL</b>					<b>0</b>	<b>6200</b>

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**English Language Development (ELD)**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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)	Ellerhorst currently has 28 general education students who are classified as EL students in grades 3, 4, 5, and 6. --	By March 2019, 50% (14) of EL students in grades 3,4,5,6 will increase STAR Reading Assessment scores to meet benchmark cut scores for reclassification eligibility. 10 of these students will achieve R-FEP status in 2019.	EL students in grades 3,4,5,6	Local Assessments: ELD benchmarks. District ELD office: List announcing students who are reclassified as R-FEP in Spring 2018. STAR Assessments	1, 2,	EL Reclassification rate will increase by 13%
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Site will use graduate tutor services to support EL students in the content areas of Science, Social Science and related subjects.			Ongoing		19040
2	Teachers will share best practices with colleagues at ILT-designed Minimum Day Staff Trainings and review ELD lesson videos with discussions afterward			Ongoing		
3	Professional Development to assist teachers. Training on the ELD Toolkit by district staff			December 2018		600
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>19640</b>

**African American Student Achievement**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	The results from the 2017 CAASPP Mathematics Tests show that 57% of Ellerhorst African-American Students scored at Level 1: Standard not met and 0% African-American Student scored at Level 4: Standard Exceeded. Common Core Standards seek to address non-fiction reading skills for students at all grade levels. The Ellerhorst library has a shortage of quality nonfiction resources regarding biographies of significant African-Americans.	Through targeted tutoring activities and teacher interventions, student achievement for African American Students in Mathematics on the 2019 SBAC Mathematics Test will rise to: 10% of students reaching Level 4: Standard Exceeded with 60% of all African-American Students scoring in Levels 2 and 3.	African-American Students in Grades 3-	2019 Math Benchmark 3 Preliminary 'unofficial' SBAC results (Available May 2019)	1, 4	Grow 15 points to move closer to SBAC Math Level 3.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Provide after-school tutoring for African-American students in the Learning Center			April 2019		1500
2	Teacher review testing data for African-American students to target interventions, modify lessons, scaffold instruction to increase achievement at grades 3 through 6.			October 2018		
3	Site will grow its AASAT local committee and collaborate with other Pinole sites with similar demographics to support African-American families			December 2018		
4	Ellerhorst library will add additional titles that focus on African-American biographies, African-American achievements and fiction with African-American characters.			December 2018		300
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>1800</b>

**REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Special Education and Inclusive Environments**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Special Education and Inclusive Environments	In 2017-2018, Case managers facilitated mainstreaming experiences for 8 SPED students of the 43 students in SDC or SH classes, or 18%.	In 2018-2019, case managers will facilitate mainstreaming experiences for 25% of our SPED SDC and SH student population	SPED students, grades K-6	Case manager survey and SEIS records.	Goal 1	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Provide more mainstreaming experiences for SPED students in SH and NSH classrooms			October 2018		
2						
3						
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>0</b>

**Social/Emotional Support for Students**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Social/Emotional Support for Students	PowerSchool reports were generated and the following information was noted: PowerSchool's Incident Summary Report listed only 29 total days of suspension incidents that earned suspension from school for AY 2017-2018	By June 2019, the school site suspension rates for 2018-2019 will be reduced by 20% (to a total of 24 days) over the 2017-2018 school year. Playground discipline incidents will decrease by 20% when compared with the 2017-2018 school year.-	All students	PowerSchool records; teacher and student surveys; CALPADS data-	4	7
<b>Ellerhorst Behavior Response Matrix</b>						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	The school will host an expectations assembly to educate students on proper behavior norms.			August 2018		1000
2	The school will promote the uniform dress code policy and will inform students and parents of the cell phone usage rules for school			August 2018 through March 2018		
3	The administration will use different consequences as a means of reducing the suspension of students. These consequences involve restorative practices, counseling, parent communication and creative solutions			Ongoing		
4	Arrange contract for students: Mindful Life, Boys and Girls Club, Toolbox, and KP			Ongoing		1132
5	The administration will make visits to the upper grades classrooms to talk to students about behavioral norms and to host discussions with students about ways to improve school safety and school climate. The administration will also discuss use of cell phones and appropriate use of social media			Ongoing		
6	The site will implement the PlayWorks TeamUp system in collaboration with other sites sharing the same recess supervisor.			May 2019		
7	The site recess team will implement a student junior coach program to assist in recess and play activities.			May 2019		
<b>TOTAL</b>					<b>0</b>	<b>2132</b>

**Parent Involvement**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	The Ellerhorst PTA had a total membership representing 160 families for the 2017-2018 year. The Ellerhorst Dads' Club had a total membership representing 30 families, and the school hosted a series of family and parent-friendly events in the 2017-2018 school year. increased parent engagement and inclusiveness will make a stronger campus community.	Working closely with the parent and community organizations at Ellerhorst, the Ellerhorst staff will provide more opportunities for parent engagement (7 events) and for family oriented education events (15 events) that foster academic support and community building by May 2019. Dads Club participation will increase to 35 families. PTA membership will increase to 200 families. These activities and opportunities will improve our positive school climate and help support fundraising for student centered uses.-	All Grade Levels	PTA and Dads Club membership records; attendance records from school and parent club events, total community fundraising statistics. Teacher survey-	3	2
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Ellerhorst PTA will host monthly meetings and support classrooms, provide opportunities for parent interaction with social events and school supportive events.			Ongoing		
2	Ellerhorst Dads Club will host regular meetings for business and parental support; activities will be social in nature and will foster community spirit with concessions at school events, movie nights for recreation and interaction			Ongoing		
3	The SSC will host presentations on educational issues and support at Back to School Night and Open House.			May 2019		
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>0</b>

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**  
**Student Achievement**

**Attendance**

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	District attendance data from 2017-2018 shows that Ellerhorst had 93.98 % ADA attendance rate for the year.	By June 2019, Ellerhorst Elementary will have achieved a 95% ADA attendance rate for 2018-2019.	Total Student Body	Attendance Records	4	1. All Schools will maintain 95% attendance rate or higher
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Obtain donations of incentives and certificates.			August 2018		1000
2	Honor Perfect Attendance at Trimester Awards assemblies			Ongoing (Nov, Mar, May)		0
3						
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>1000</b>

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Science**

2018-2019 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 2018-19 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	On the state's pilot of the 5th grade Life Sciences CST, Ellerhorst 5th graders scored at 20% of students showing proficient or advanced skills in science. Students in all grade levels are experiencing new NGSS science instruction	By June 2019, 25% of 5th grade students will score proficient or advanced as reported on the state-mandated Science exam for 5th grade students. By June 2019, students in all classes will complete gradelevel appropriate rigorous science instruction which involves 1) a lab, 2) a field experience and 3) the use of technology tools related to computer technology, computer coding, robotics or automation.	Schoolwide	State testing data; Science tests Teacher reporting of practical science instruction	1	4	
<b>Actions to Support Goal: (one action per line)</b>					<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500	
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					700	
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					500	
4	Students will participate in study trips to science-oriented locations or programs. Site staff will contract with outside presenters to augment quality science instruction and focused projects.					500	
5							
6							
7							
<b>TOTAL</b>					<b>0</b>	<b>2200</b>	

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**History/Social Science**

2018-2019 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 2018-19 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 Science	A significant number of historic venues are located in the East Bay. Many students are unaware of significant California and US History related places in our local area.	Teachers in each grade level by May 2018 will conduct one (1) field trip excursion or host one (1) outside presentation or engage in one (1) history unit which focuses on a local venue significant to California or US history.---	Schoolwide	Teacher surveys on participation and academic effectiveness---	1	4
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Students will participate in study trips or experience quality guest speakers in the areas of social science			January to May 2019		500
2	Students will participate in Pinole Historical Society activities and engage with speakers and history contests.			Spring 2019		0
3						
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>500</b>

**Overall Budget Summary**

**Summary of Costs**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
<b>LCFF</b>	39672	0
<b>Title I</b>	0	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	39672
<b>Title I</b>	0

## **Agreements**

**The following critical compliance items are in place throughout WCCUSD:**

**Highly Qualified Teachers:** All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

**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).

**Professional Development:** 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.

## **Title I Centralized Services (Title I Schools Only)**

**The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:**

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.