

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

PERES ELEMENTARY K-8



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Jawan Eldridge
<b>Principal:</b>	Jawan Eldridge
<b>Address:</b>	719 5th Street
<b>City:</b>	Richmond, CA 94801
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**BOARD OF EDUCATION**

**2018 - 2019**

**BOARD PRESIDENT: VALERIE CUEVAS**

**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

**ELIZABETH BLOCK**

**MADLINE KRONENBERG**

**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:

Instructional Leadership Team, ELAC, AASAT

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: May 15, 2018
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:

Jawan Eldridge

Typed name of school principal

Signature of school principal

05/15/18

Date

Kelly Cary

Typed name of SSC Chair

Signature of SSC Chair

05/15/18

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>	Theresa Burgin		June 7, 2019	
<b>Parent #2</b>	Maria Gonzalez		June 7, 2019	
<b>Parent #3</b>	Alejandra Sanchez		June 7, 2019	
<b>Parent #4</b>	Rosivel Mazariegos		June 7, 2019	
<b>Parent #5</b>	Apolonia Resendiz		June 7, 2019	
School/Other Members				
<b>Teacher #1</b>	Latasha Pipkin		June 7, 2019	
<b>Teacher #2</b>	Alia John		June 7, 2018	
<b>Teacher #3</b>	Kelly Cary		June 7, 2018	Chair
<b>Other</b>	Christy Chen		June 7, 2019	
<b>Principal</b>	Jawan Eldridge		June 7, 2019	

**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:
				SSC Academic subcommittee will review staff recommendations and present SBAC data to SSC for review and recommendations.
<b>Step 2</b>	<b>Gather input from</b>	Process:	or	Process:
				SSC chairperson and school administrator will gather and present recommendations for approval by SSC
<b>Step 3</b>	<b>SPSA strategies development</b>	Process:	or	Process:
				SSC Academic subcommittee will review ILT recommendations and present findings to SSC for approval
<b>Step 4</b>	<b>Budget development</b>	Process:	or	Process:
				Principal/ Vice Principal will develop budget and present recommendations for review and approval by SSC
<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:
				Peres ILT and SSC Academic subcommittee will monitor the implementation of the SPSA. Findings will be presented for SSC review and approval mid-year and again in April/May

## 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**

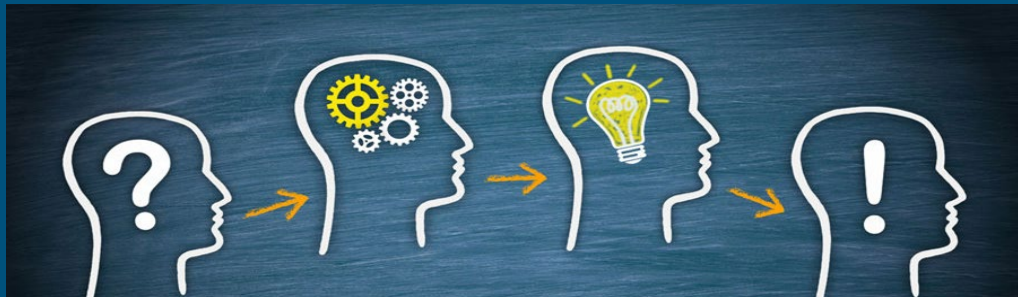
Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

**Our Theory of Action**

Peres Theory of Action



# Coaches Meeting Peres K- 8 School



June 20, 2018

# Theory of Action

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## Climate and Culture

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

# Theory of Action

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## Instruction

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

# Theory of Action

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## Students

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

## 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	Our first grade students are assessed every six weeks with STAR and AR assessments which provides teachers with immediate feedback on students reading levels. This year our kinder students were assessed through the Foundational Skills Assessments.
	STAR Reading	Area of strength	Our students are assessed every six weeks with STAR and Ar assessments which provides teachers with immediate feedback on students reading levels
	Benchmarks: Math	Area of concern	In 2017-2018 school year we have participated in the Interim Assessments Benchmark (IAB). Although our school has participated in the assessments the standards tested were not aligned with the unit in the My Math Curriculum. Teachers have utilized both end of unit assessments and IABs this school year.
	Benchmarks: Writing	Area of concern	In 2017-2018 school year we have participated in the district writing benchmark and the teachers had difficulty uploading their assessment data in illuminate which in turn did not give us timely results for analysis.
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	In May 2018, our attendance rate is 93.59%
	Suspension	Area of concern	In May 2018, our discipline rates reflected increase of total suspensions from previous year from 57 incidents to 60.
	Parent/Community Survey	Area of strength	
	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	2017-2018 STAR Reading data indicated that 30% of students in grades 2nd- 6th made at least 1 year growth and 11% met or exceeded the 1.5 year reading goal.	By May 2019, 45% of Peres Elementary School students in 2nd -7th grade will increase 1.5 grade levels on the STAR Reading assessment.	2nd-7th	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning for English Language Learners, Low income students, and foster youth.	Grow 10 points from 2017-2018 score to move closer to SBAC ELA 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	Hire part time ELA coach			August - June	31407	
2	Hire two Reading intervention teachers working with students during the day			August - June	19000	
3	Contracts for students			August - June	3134	
4	Snacks for PD			August - June	1000	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August - June	5152	1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August - June	1000	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August - June	946	
<b>TOTAL</b>					<b>61639</b>	<b>1500</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	In 2017-2018 school year 37% of 3rd-6th grade students scored above standard in the SBAC Interim Assessments.	By May 2019 80% of all Peres Elementary School students will master their grade level Common Core standards as measured by Interim SBAC Assessments and My Math end of the unit Assessments.	TK-7th Grade	Baseline Data for My Math End of Unit assessments, STAR Math, and SBAC Interim Assessments	Improve student achievement for all students and accelerate student learning for English Language Learners, Low income students, and foster youth.	Grow 5 points from 2017-2018 score 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	Hire Full Time Math Coach			August - June		127950
2	Snacks for PD			August - June		1000
3	Materials and supplies for PD			August - June	56	
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August - June	1250	1000
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August - June	2666	
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August - June	946	
7						
<b>TOTAL</b>					<b>4918</b>	<b>129950</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)	In the 2017-2018 school year 45 students met the district criteria for reclassification.	By May 2019, 60 English Language Learners will meet the criteria to be reclassified as fluent English Proficient as measured by the WCCUSD reclassification criteria.	Long Term English Language Learners	ELL Reclassification criteria	Improve student achievement for all students and accelerate student learning for English Learners, low income students, and foster youth.	15% of English Language Learners met the reclassification criteria.
<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 intervention services for LTEL's.			August - June		
2	Provide parent workshops and meetings for LTELs.			August - June		
3	Offer Parent University & the Latina Center			August - June		
4	Provide light snacks for parent events			August - June		449
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August - June	2066	
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August - June	714	
7	Provide intervention for identified newcomer students.			August - June		
<b>TOTAL</b>					<b>2780</b>	<b>449</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	African American students make up 20% of the total student population at Peres. During the 2017-2018 school year, the STAR Early Literacy assessment resulted in 16% of African American students from K-1st grade reached Probable Reading Level. STAR Reading Assessment for grade 2-6 resulted in 30% of African American students reached at least 1 year growth.	By May 2019, 30% of Peres African American students Kinder to 1st grade will reach Probable Reading level and 45% in Grades 2-7 will increase one and a half grade levels on the STAR Reading Test.	African American Students	STAR Early Literacy, STAR Reading, and Kinder Foundational Skills Assessment	Improve student achievement for all students and accelerate student learning.	Grow 10 points from the 2017-2018 score to move closer to SBAC ELA 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	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-June	1000	
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-June	250	
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June	250	
4	Facilitate Professional Development and coaching (Efficacy & Growth Mindset, Trauma Informed Teaching & Restorative Justice)			August-June	250	
5	Facilitate Parent Workshops and Trainings			August-June		
6						
7						
<b>TOTAL</b>					<b>1750</b>	<b>0</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 28 students received special education services (RSP)	By May 2019, 75% of RSP students will meet their academic goals in their Individual Educational Plan.	2nd-7th Grade students with Individual Education Plan	Baseline data Individualized Education Plan (IEP) goals.	Improve achievement and outcomes for all students , as measured in multiple ways, such as test scores, English proficiency and college and career readiness.	Improve on achievement and progress in IEP goals.
<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.			August-June	500	
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-June	500	
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June	500	
4						
5						
6						
7						
<b>TOTAL</b>					<b>1500</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	This is a new strategy just being adopted this school year. We have purchased Second Step Middle School curriculum for students in 6th and 7th grade. The curriculum is geared to support students social emotional needs as they transition into the middle school setting.	By May 2019, 80% of 6th & 7th grade students will have mastered the skills taught throughout the Second Step curriculum. This goal will be measured by the end of the unit assessments.	6th & 7th grade Middle School students	Pre & Post Second Step Unit Assessments	Factors both inside and outside the classroom such as health, safety, student discipline, and school connectedness, as measured in oart by suspension and expulsion rates, and surveys of students, teachers, and parents.	Decrease suspensions and referrals rates by 10%
Insert your Discipline Matrix Link here [ ]						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Extra Hours for clerical			August-June		2800
2	Light snacks for PD			August-June		500
3	Contract with BACR to provide Intern Counselors for individual and group sessions.			August-June		
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others			August-June	10900	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-June		1200
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-June		2000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-June		
<b>TOTAL</b>					<b>10900</b>	<b>6500</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	In 2017-2018 Peres held 34 Parent Engagement activities. The total number of parents that participated in these workshops and events were 1071.	By May 2019, the Peres team will increase attendance to parent engagement activities by 20%. This goal will be measured by the attendance sign-in sheets from events.	Parents	Event parent sign-in sheets and CA Healthy Kids Survey	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.	20% more parents will participate in Family events.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Facilitate Parent/Family Nights (Literacy, Math, Science, CCCS)			August-June		
2	Facilitate Peres Parent University Workshops materials and supplies			August-June		
3	Facilitate Title I, School Site Council , English Language Advisory Committee. Coffee Club Meetings			August-June		
4	Provide light refreshments for parent events and meetings.			August - June	366	2000
5	Offer translation for parent events and meetings.			August - June	1500	
6	Arrange child care for parent events and meetings.			August-June	700	
7						
<b>TOTAL</b>					<b>2566</b>	<b>2000</b>



**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Science**

<b>2018-2019 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
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
Science	In 2017-2018, 5th grade data results indicated that ___% of all 5th grade students met the proficiency or advanced target on the Science CAASPP	By May 2019, the Peres Elementary School Team will increase student Science academic achievement on the CAASPP to 5% increase in proficiency.	5th and 7th grade students	FOSS Pre/ post assessments, common assessments, CAASPP Science	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth.	Increase 5th and 7th grade Science proficiency by 5%
<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 FOSS Life Science Kits			August-June	500	
2	Plan & Host/ Facilitate Science Assemblies & Workshops			August-June		
3	Purchase necessary science fair materials and supplies including, but not limited to , microscopes, and other items that will provide hands on visual learning experiences for students			August-June	500	
4	Student Incentives			August-June		
5	Conduct Study Trips for students			August-June		
6				August-June		
7				August-June		
<b>TOTAL</b>					<b>1000</b>	<b>0</b>

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Other 1**

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
Music Enrichment	In 2017-2018, all student from grades TK-6th grade participated in the schoolwide music program.	By May 2018, Peres Elementary School team will provide a schoolwide Visual and Performing Arts program that provides students with opportunities to enhance learning objectives	TK-5th Grade students	Z-Sharp pre-/post Assessment, & student/staff surveys	Improve student engagement and climate outcomes, and allocate services for all students	Student proficiency will increase by 10% percent on the Z-sharp post assessment.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Engage students in age appropriate and development music activities in chorus; reading/writing music, instrument explorations on a weekly basis. Music Contract Z-Sharp				24300	
2	Performance by student for the parent community in the winter and spring					
3	Administer and share data from parent surveys to demonstrate and increase engagement					
4	Provide opportunities for parents to observe and volunteer during classroom music times to increase knowledge of the program					
5	Secure MOCHA Contract					
6	Plan Study Trips					
7						
<b>TOTAL</b>					<b>24300</b>	<b>0</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>	140399	0
<b>Title I</b>	111353	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	140399
<b>Title I</b>	111353

## **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.