

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Megan Burnham**
Principal: **Megan Burnham**
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BOARD OF EDUCATION
2017 - 2018

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Required Student Achievement Plan

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Plan

Science
History/Social Studies
ILT Goals
Other 1
Other 2

- Overall Budget Summary
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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.

English Learner Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **June 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:

Megan Burnham

Typed name of school principal

Signature of school principal

Date

Claudia Garcia

Typed name of SSC chairperson

Signature of SSC chairperson

Date

West Contra Costa Unified School District
Lincoln 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:
<i>Parent/Community Members</i>			
#1	Claudia Garcia		X
#2	Evelia Agredano		
#5	Olinda Penunuri		
<i>School/Other Members</i>			
Tchr #1	Maria Cottani	11/17	
Tchr #2	Courtney Bunney	11/17	
Tchr #3	Robert Kirker	9/17	
Other		9/17	
Principal	Megan Burnham	N/A	

Membership Composition:

Elementary (10 total)

1 Principal
3 classroom teachers
1 other school staff
5 parents/community members

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Lincoln Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

Student Culture and Climate:

IF our culture of achievement plan is properly and systematically implemented and maintained to fidelity throughout the school year by everyone, THEN we will see improvement in culture, behavior, climate and academics.

Adult Learning and Collaboration:

IF we engage in authentic collaboration as educators in organized cycles of inquiry, THEN we will be resilient, dedicated teachers and professionals.

Learning and Teaching:

IF our lesson planning and instruction is informed by data, THEN teachers will be able to function at a high level of autonomy and creativity to ensure students make greater academic gains.

SPSA Stakeholder Involvement

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

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

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process: ILT will facilitate the data norms and discussions for data analysis in regular cycles of inquiry	or	Process: ILT, Principal
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others African American Academic Advisory group, SSC	Process: Through regular monthly meetings, the ILT will work closely with parent groups to ensure two-way communication regarding Culture of Achievement Plan implementation.	or	Process: ILT, Principal, parent groups
Step 3	SPSA strategies development	Process: ILT and SIP will oversee the implementation of our Culture of Achievement Plan, inclusive of staff PD/discussions.	or	Process: ILT, SIP, Principal, staff
Step 4	Budget development	Process: Budgets presented to the SSC for approval, along with data and justification per the Culture of Achievement plan.	or	Process: ILT, SSC determine expenditures based on the Culture of Achievement Plan, SPSA, and SSC approves
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: ILT and SIP will engage in on-going monitoring of goals as related to the Culture of Achievement Plan and SPSA working definition of goals	or	Process: ILT, SIP, Principal

System-wide Barriers

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

Barrier Description		Strategy for Overcoming Barrier
<input checked="" type="checkbox"/> Staffing: Many new teachers - high turnover		* Stable staff - only 3 new teachers - moving into 2017-2018 school year
Facilities maintenance:		*
Facility capacity (space for classrooms/programs):		*
<input checked="" type="checkbox"/> Safety: student violence		* Robust Restorative Justice plan implemented for 2017-2018
Materials availability:		*
<input checked="" type="checkbox"/> Technology: lower grades lack of tablet access due to lack of carts		* Revised tech plan will allow for access to tablets for all grade levels - (6th graders will take tablets home ?)
Fiscal Support:		*
Compliance Support:		*
<input checked="" type="checkbox"/> Curriculum and Instruction Support: Instructional leadership has been lacking due to the need to focus on school-wide behaviors		* Newly implemented RJ plan will allow Principal and SIP to engage in on-going coaching, within the framework provided by the Culture of Achievement Plan and the cycles of inquiry therein.
Other:		*

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

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading: STAR Reading and STAR Early Literacy	XArea of concern Area of strength	majority of students far below grade level for reading scores
	Benchmarks:	Area of concern Area of strength	
	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: Reclassification	XArea of concern Area of strength	Reclassification data shows that we need to target our 4s to ensure they are on track for reclassification
	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: SBA	XArea of concern Area of strength	ELA scores are low across 3-6 grade levels, Math for our Els is a brighter spot for the school, but still an area for improvement
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance:	XArea of concern Area of strength	Inconsistent communication with families
	Suspension	XArea of concern Area of strength	Far too many students being suspended - Tier 3 behaviors are the majority of the suspensions, implementing Restorative Justice and PBIS to address
	Parent/Community Survey:	Area of concern Area of strength	
	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	In the fall of 2017-2018 10% of students are meeting or exceeding grade level proficiency	50% of students will meet their trimester and yearly goal for AR points In June 2018 20% of students will meet or exceed grade level proficiency	All students, focusing on students who are approaching grade level	STAR tests		Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source	
1	Subs for Academic Conferencing (1 hour per teacher)		June 2017		3453	Title I	
2	Bilingual Instructional Aide		June 2017		15911	LCFF	
3	PD Collaboration (170 Hours)		June 2017		1500	LCFF	
4	Materials & Supplies for Teachers		June 2017		1000	LCFF	
5	Materials & Supplies for Students		Ongoing		1000	LCFF	
6	Saturday School (2 Teachers Twice a Month Sept-Jan.) 65 Hours		Ongoing		883	Title I	
7	Purchase on-line licenses		Ongoing		2384	LCFF	
8	PALS Training		August 2016		1200	LCFF	
9	Materials and Supplies for Staff		June 2017		500	Title I	
10	Materials and Supplies for Students including technology		June 2017		3500	Title I	
11	Raz Kids (10 Teachers)		June 2017		2000	LCFF	

12	Rosetta Stone (12 Newcomers)	June 2017	1000	LCFF
13	Study Trips	June 2017	2000	LCFF
14	Lincoln Family Night (1 day, 1 hour per teacher)	June 2017		
15	West County Digs Program	June 2017	3000	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	<p>Math SBAC Scores 2016-2017</p> <p>3rd Grade Did Not Meet Standard 79% Nearly Met Standard 14% Met/Exceeded Standard 6%</p> <p>4th Grade Did Not Meet Standard 69% Nearly Met Standard 20% Met/Exceeded Standard 11%</p> <p>5th Grade Did Not Meet Standard Nearly Met Standard Met/Exceeded Standard</p> <p>6th Grade Did Not Meet Standard 58% Nearly Met Standard 24% Met/Exceeded Standard 18%</p>	40% of students will improve one performance level on the SBAC	All Students	Kahn Academy, My Math, STAR Math, Xtra math	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase Star Math		September 2017	3000	Title I	
2	Materials and Supplies for Teachers		June 2017	3000	LCFF	
3	Subs for Academic Conferencing		June 2017	1500	Title I	
4	Purchase IXL math		June 2017	2500	Title I	
5	Materials and Supplies for Students		June 2017	5000	LCFF	

6	Materials and Supplies for Staff	June 2017	1000	LCFF
7	Afterschool Tutoring (3 days a week, 7 teachers, one hour a day, Nov.-May.)	June 2017	1500	LCFF
8		June 2017		

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)	6 % of Els reclassified in 2016-2017 school year.	Increase numbers of students who are reclassified by 11%	All EI Students - focus on students who are eligible for reclassification	ELD toolkits, frameworks for ELD	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Materials and Supplies for Students <ul style="list-style-type: none"> ELD Toolkits provided from M and M dept. 		Ongoing	2500	LCFF	
2	PD for Teachers <ul style="list-style-type: none"> TBE teachers meeting with the Multilingual and Multicultural Dept to strategize how best to instruct in the bilingual context 		June 2017	1351	Title I	
3	Rosetta Stone (12 Newcomers)		June 2017	500	LCFF	
4	Monitor student progress towards meeting goals - reclassification as well as ELD levels		each trimester			

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
Socio-Emotional	African American students are receiving referrals at a higher rate than other students, thus missing out on instructional time.	African American students being suspended from school will decrease by 15%. This will be measured through tracking referral data through the use of PowerSchool.	African American	Referral Data, OCR data, RJ data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspensions will decrease by 2%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Restorative Justice Coordinator (see climate for costs)		June 2017			
2	Community Worker		June 2017			
3	Staff and students will use Tool Box lessons and the use of restorative practices to resolve conflict.					

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	Lincoln's ADA for 2016-17 was approx. 91%	95% or above students in attendance daily.	All Students	Attendance Data in Powerschool	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Bilingual Outreach School Specialist will work with families on attendance. (3 days a week) - Cost put into parent section		June 2017			

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	85% of suspension were for tier 3 behaviors -specifically physical altercations.	Reduce the suspensions for tier 3 behaviors by 15%.	All Students	Discipline Referrals, CARE team data collection, positive PBIS-based slips/tickets tracker	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Decrease suspensions by 2%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	School Community Worker- extra hours to work with students in after school enrichment		June 2017	3500	LCFF	
2	Restorative Justice Coordinator		June 2017			
3	PD for Staff (7 School Climate Team Members & 2 Support Staff)		June 2017	2500	LCFF	
4	Materials & Supplies for Students		Ongoing	500	Title I	
5	Restorative Justice Coordinator (Same Person as Above)		June 2017			
6	PD for Staff (7 School Climate Team Members & 2 Support Staff)		June 2017	2500	LCFF	
7	School Community Worker Extra Hours for Lionesses and Bully Club (2 days a week, 1 hour a day, Nov.-May)		June 2017	2238	Title I	
8	Extended Hours Yard Supervisor		June 2017	1500	LCFF	
9	Materials and supplies for students		June 2017	2050	LCFF	
10	BACR Contract		Ongoing	15000	LCFF	
11	Vice Principal (50%)		Ongoing	65927	LCFF	
12	BACR Contract		Ongoing	52017	Title I	

13	100% of Lincoln Elementary students will participate in Toolbox lessons and the use of restorative practices to resolve conflicts.	November		
14	Student food incentives	August 2017	150	LCFF
15	Light Snacks for PD, meetings, ILT	August 2017	300	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	10% of families attended academic assemblies to see their child receive trimester or yearly goal awards and certificates. This is for AR and Kahn Academy.	30% of our families will attend at least one Academic Achievement Assembly (OR, alternatively an academic achievement awareness night) as given per trimester. Parents will be guided in the understanding that their most important educational role with their student is in the home - helping to support the learning that is going on at school.	All Students	Parent Sign In Sheets and communication from trainings, meetings	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Family Night (1 hour per teacher)		June 2017	1000	LCFF	
2	Parent Supplies/Materials/and Translation		June 2017	1500	LCFF	
3	light refreshments		June 2017	1000	LCFF	
4	Hire 80% SCOW to work with parents and community		June 2017	27390	Title I	
5	Clear communications between school and home, in the areas of academic and behavioral management					
6	SCOW to work with parents and community		June 2017	3801	LCFF	

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	98832	0.00
LCFF	145223	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	145,223.00
Title I	98,832.00

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.