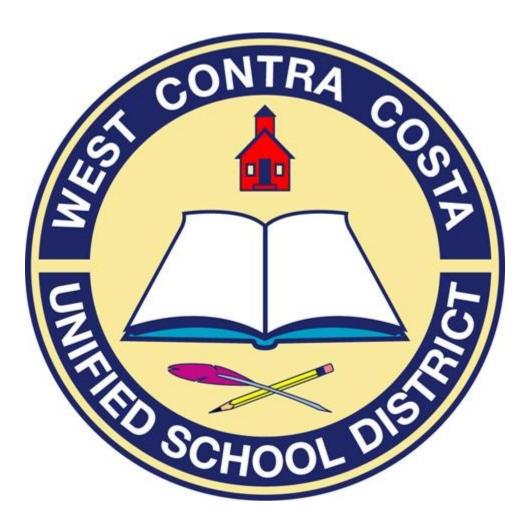# West Contra Costa Unified School District
Lupine Hills Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Heather Best**
Principal: **Heather Best**
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Hercules, CA 94547-1299
E-mail address: **hbest@wccusd.net**

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Telephone (510) 231-1101	Fax (510) 236-6784	
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Deputy Superintendent		
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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

   X Other *(list)*
   ILT
   PTA

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: **04/10/17**.

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:

Heather Best
_____   _____   _____
Typed name of school principal   Signature of school principal   Date

Henry Webb
_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

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

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

	Names of Members	Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	**Henry Webb**	**6/2016**	**X**
#2	**Jeng Villanueva**	**6/2016**	
#3	**Cielo Fuentes**	**6/2017**	
#4		**6/2017**	
#5	**Asmar Khan**	**6/2017**	
School/Other Members			
Tchr #1	**Emily Earl**	**6/2017**	
Tchr #2	**Vanna Vang**	**6/2017**	
Tchr #3	**Diane Manfredi**	**6/2017**	
Other	**Annie Gwathney**	**6/2017**	
Principal	**Heather Best**	**6/2016**	

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

Theory of Action

If learning environments are accessible, comfortable, and inviting to all learners, then students will be more motivated to achieve their best and less intimidated to take on complex challenges.

If we implement positive, preventative, proactive, and restorative discipline practices, then our students will feel more safe and happy at school.

If we read, observe, and collaborate around effective implementation of Teachers College Writing Program, then both our students and our teachers will develop in their learning and potential achievement.

SPSA Stakeholder Involvement

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

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

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process:	or	Process: **ILT and Grade Level Teams and Principal-teacher conferences**
Step 2	Gather input from (check all that apply) ELAC **X** Others **Teachers, Parents**	Process:	or	Process: **ILT reports to principal who in turn shares with SSC.**
Step 3	SPSA strategies development	Process:	or	Process: **ILT and Grade Level teams who in turn share with the SSC**
Step 4	Budget development	Process: **SSC was actively involved.**	or	Process: **ILT, Grade level teams, and parents**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **04/10/17**		
Step 6	SPSA monitoring	Process: **SSC is actively involved in the monitoring process**	or	Process: **ILT and Grade level teams are actively involved**

System-wide Barriers

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

Barrier Description	Strategy for Overcoming Barrier
Staffing: **high numbers of staff absences**	* **increase staff morale and build more effective collaborative teams**
Facilities maintenance:	*
Facility capacity (space for classrooms/programs): **cafeteria/MPR is much too small for school population**	* **readjust daily schedule to have four separate lunch periods**
Safety: **play yard is solid concrete, no natural surfaces. structure has cracked and buckled mats**	* **work with district to cut the center of the track and create a grass field**
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

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

Data Analysis

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
	Academic Data		
Choose 3	Accelerated Reader/Star Reading:	**X** Area of concern Area of strength	**In August 59% of 2nd-5th grade students scored at or above benchmark on STAR Reading. By January, only 78% of those students had any growth at all, and only 68% of those students scored at or above benchmark. This minimal growth is insufficient, especially given the high beginning levels.**
	Benchmarks:	**X** Area of concern Area of strength	**District math benchmarks do not demonstrate growth through the year, and therefore are not useful for us when we are growth oriented.**
	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:	**X** Area of concern Area of strength	**As of March 2017, only eight English Learners had been recommended for reclassification. We have 21 ELs in kinder-2nd grade gen ed classes, 24 in 3rd-5th grade gen ed classes, and 12 in 2nd-5th grade SDCs. All eight students recommended for reclassification are in 3rd-5th grade gen ed classes.**
	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:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Student Support Data		
Choose 2	Attendance:	**X** Area of concern Area of strength	**ADA variable month to month, though generally not increasing at the rate we want.**
	Suspension	Area of concern **X** Area of strength	**As of March 2017, only two suspensions school-wide.**
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	

	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*
	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 August 2016, 125 of the 312 students (40%) who took the STAR early literacy or STAR reading test scored in intervention or urgent intervention levels. 160 of the 312 students (51%) scored at or above benchmark.	By May 2018, 70% of 2-5 Grade students will increase their instructional reading level by at least one grade level as measured by the IRL score on STAR reading. By June 2018 all teachers will implement Teachers College Writing Units of study.	school-wide, all grades	STAR Reading & STAR Early Reading Assessment. count of teachers using TCWP materials	Improve student achievement for all students	grow 10 points on SBAC ELA

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	identify students who are needing intervention	November		
2	confirm after school intervention teachers	October		
3	Purchase materials and supplies for all Lupine Hills students	on going	8214	LCFF
4	Plan and implement after school intervention program	December	7060	LCFF
5	continue TCWP professional development as a whole staff	on going	1535	LCFF
6	Provide opportunities for study trips for Lupine Hills students	On-going	17000	LCFF
7	PD around data analysis (STAR Early Assessment & STAR Reading Assessment)	August 2017	1000	LCFF
8	Grade level collaboration to analyze the data [DDI Calendar]	On-going	200	LCFF
9	Extra Teacher Hours for tutoring	On-going	2000	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	In spring 2016 only 24% of 3rd graders, 34% of 4th graders, and 30% of 5th graders met or exceeded the standard in math on the SBAC.	By May 2018, we will increase the number of 3rd-5th graders who meet or exceed the standard on the math SBAC test by at least 10% over the previous year's scores.	3rd-5th grade students	SBAC math scores	Improve student achievement for all students	grow 15 points to grow closer to SBAC math level 3

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Determine baseline number from previous year's SBAC	August 2017		
2	Teacher professional development/collaboration, Increase use of multiple methods	on-going	1500	LCFF
3	Secure intervention staff for after school intervention	August		
4	Identify students in need of intervention	September		
5	Purchase materials and supplies for Lupine Hills students	on going	8000	LCFF
6	Extra teacher hours for tutoring	on-going	2050	LCFF

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	(9 students) of the EL students were reclassified as of May 2017	By May 2018, we will increase the number of English Learners reclassified by at least 4 more than the previous school year, as measured by the difference between the 2017 and 2018 reclassification numbers.	English Learners	CELDT, WCCUSD Reclassification criteria	Improve student achievement and accelerate student learning increases for English learners	English learner reclassification rate will increase to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Students will receive daily designated English Language Development, in addition to integrated ELD.	August-June (daily)		
2	Provide high quality, rigorous, and engaging reading, writing, speaking, and listening activities daily.	daily		
3	Provide monthly teacher collaboration time for grade level teams to develop lessons to support student comprehension skills	on going	1986	LCFF
4	Increase writing activities through the use of Teachers College Writing Program.	on going		

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
	District-wide lack of growth of African-American students at the desired rate, exacerbated by school specific failure to gather or analyze data specific to African-American students.	By May 2018 70% of African-American students 2nd-5th grade will demonstrate at least one year of growth as measured by the IRL score on the STAR reading assessment.	African-American students schoolwide	STAR early literacy and STAR reading	Improve student achievement	Grow 10 points to move closer to SBAC ELA level 3

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Identify students who need intervention	November		
2	Provide after school intervention	November	500	LCFF
3	collect and analyze data after every STAR testing round	ongoing		
4	Purchase materials and supplies to support student learning	ongoing	2000	LCFF

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Average daily attendance is inconsistent month to month, but continues to be below the district and school goal metrics.	By June 2018, TK-5 Average Daily Attendance will increase to an average of 96%.	TK-5	Average Daily Attendance	Improve student achievement and climate outcomes	All schools will maintain 95% or higher attendance

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Follow established procedures for SARB.	on-going		
2	When patterns of absence are identified, teachers & office staff make personal calls to parents.	on-going		
3	Each trimester, distribute perfect attendance awards to celebrate.	on-going	1000	LCFF

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	Out of school suspensions, especially repeated suspensions of the same students, are ineffective in solving the root issues. The number of Powerschool suspensions of students.	By June 2018 total 2017-18 suspensions in Grades 3-5 will be no more than 3 suspensions as measured by PowerSchool entries.	Grades 3-5	individual suspensions as counted in Powerschool	Improve student achievement and climate outcomes.	Report CA healthy kids survey and key findings.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	purchase materials and supplies to reduce conflicts	as needed	3000	LCFF
2	Release teachers to observe effective engagement strategies in other classrooms	On-going	2317	LCFF
3	Embed Playworks best practices within our recess protocol	on-going		
4	provide professional development for Playworks	monthly	500	LCFF
5	extra teacher hours for Playworks Recess TEAM as needed	August, on-going		
6	research Toolbox as a possibility	January 2018		
7	implement positive, restorative, preventative, and proactive discipline strategies school wide, with on going PD for all staff members	on-going	500	LCFF
8	give weekly Paws awards as incentive (materials and supplies)	on-going	1500	LCFF
9	Release teachers to observe effective engagement strategies in other classrooms	on going	1000	LCFF
10	conduct study trips	on-going	2000	LCFF
11	Materials and supplies for students	on-going	8000	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	In May 2016, teachers submitted lists that totaled 100 parents as having volunteered throughout the school year. This volunteer counting continued in the 2016-2017 school year.	By May 2018, we will maintain the high levels of parent participation, which was 152 volunteers in 2016-2017, as measured by the count of the end of year Volunteer Appreciation Guest List.	TK-5	volunteer sign in sheets, counts of parents listed by teachers	Increase parent and community engagement, involvement, and satisfaction	Parents will be encouraged to complete the CA healthy kids survey

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	create baseline data regarding parent participation (i.e. PTA membership, campus/school-wide volunteerism, badged parents, classroom volunteers, etc.)	June 2017		
2	collect data parents with volunteer badges & PTA membership	on going		
3	maintain active partnership with PTA	on going		
4	increase written communication material to families	on-going		
5	continue Parent University at Lupine	ongoing		
6	extra hours for clerical	on going	1800	LCFF
7	snacks for parent events	on going	2000	LCFF
8	materials and supplies for parents	on-going	1000	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Science	Despite having a beautiful garden space, it remains underutilized, with only about 12% of the classes using the garden regularly.	By June 2018 the garden will be used by 80% of all classes as an outside classroom space, with an emphasis on Next Generation Science Standards, as measured by counts of use by classroom.	all students	count of classes using student centered and hands on science activities	Improve student achievement	Grow 10 points to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	ensure all classes have curriculum science kits	October	1500	LCFF
2	work with on site FOSS kit storing center leader to ensure usage by all teachers	on going		
3	provide PD on garden management and usage	on going	1500	LCFF
4	purchase materials and supplies for garden and garden instruction	on going	4000	LCFF
5	coordinate and support parent volunteers for garden	on going		

Student Achievements

ILT Goals

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
ILT	SBAC scores remain lower than desired, STAR scores reflect inconsistencies, ILT meeting time usage can be inconsistent	Every month, at least 50% of the ILT meeting time will be dedicated directly to improving student success, as measured by ILT notes.	all students	counts of meetings, agenda allotment, actual time usage	Improve instructional practice through professional development.	Ongoing professional development to certificated staff in CA state standards.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	meet monthly	on going		
2	collect, analyze, and discuss data	on going		

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	84662	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	84,662.00

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.