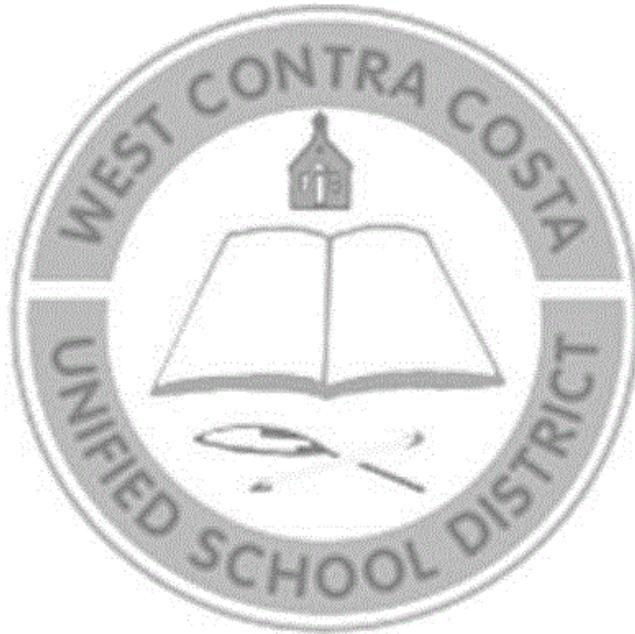


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

FAIRMONT ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Lynn Bernhardt
Principal:	Lynn Bernhardt
Address:	724 Kearney Street
City:	El Cerrito, CA 94530
Telephone Number:	231-1448
E-mail address:	lbernhardt@wccusd.net



BOARD OF EDUCATION

2018 - 2019

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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:

ELAC, SSC, AAPAC

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: April 16, 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:

Lynn Bernhardt

Typed name of school principal

Signature of school principal

5/9/2018

Date

Tim Warner

Typed name of SSC Chair

Signature of SSC Chair

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				
Parent #1	Tim Warner		6/2019	Chair
Parent #2	April Parekh		6/2019	
Parent #3	Annika Dukes		6/2019	
Parent #4	Thad Smith		6/2019	
Parent #5				
School/Other Members				
Teacher #1	Deborah Engel		6/2020	
Teacher #2	Pat Marshall		6/2010	
Teacher #3	Silke Taylor		6/2020	
Other	Luz Martinez		6/2019	
Principal	Lynn Bernhardt			

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
Step 1	Analyze local assessment data	Process:	or	Process:
				ILT, Admin Team, CARE TEAM
Step 2	Gather input from	Process:	or	Process:
				ILT, ELAC, AAPAC, PTA provide input via surveys and public comment
Step 3	SPSA strategies development	Process:	or	Process:
				ILT meets and studies data, formulates strategies to address needs identified.
Step 4	Budget development	Process:	or	Process:
				SSC, ILT ELAC, AAPAC meet, consider and determine priorities based on ahead of identified need
Step 5	Finalize and submit SPSA for School Board Approval	Date: 4/16/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		Recommendations to SSC by ILT, ELAC and AAPAC		

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

Fairmont School Theory of Action [_____]

Fairmont Theory of Action

TLL:IF we collaborate during dedicated common planning time in creating common core lessons and assessments including those for the Teacher's College Writing Program, use backwards planning, create authentic common assessments to drive those lessons and work with students in small groups,

THEN we will see increased student engagement, more rigorous instruction and increased academic achievement for all students.

ALC: ADULT LEARNING AND COLLABORATION

IF we create more opportunities for families to be engaged, share data about all students' progress strategically and work to invite them personally to school events,

THEN we will see more parent/family involvement, engagement and support.

SCC: STUDENT CULTURE AND CLIMATE

IF we use the Toolbox social emotional learning curriculum school wide, incorporate Trauma Informed Restorative Practices and support these with class meetings and making personal connections with all students,

THEN we will see more positive behaviors, increased student engagement, reduced suspensions and referrals, and a strong and supportive school 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	54% of our students in K-2 are at benchmark or above on their STAR Early Literacy measures. 46% are below benchmark. This is strong but we would still like to support all of our students to be reading by grade 3 so we are implementing more small groups for reading intervention.
	STAR Reading	Area of strength	56% is our average school wide Student Growth Percentile. SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments.
	Benchmarks: Writing	Area of strength	51% of our students scored at benchmark or above as measured by the Teacher's College Writing Rubrics.
	Benchmarks: MATH	Area of concern	67% of our students in grades 3-6 scored did not meet achievement standards on the SBAC assessment in 2018.
	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	Our attendance rate is 93.4% which is not as strong as last year. We need to focus on encouraging students with positive incentives.
	Suspension	Area of concern	Total of 28 suspensions this year. Implication is need for more counseling for at risk students.
	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	56% SGP schoolwide in Reading STAR	By June 2019, SGP average in the STAR Reading measure for students at all grade levels will be 60%	Grades K-6	STAR SGP percentage schoolwide	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Percent passing exams will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide small group intervention for all students who need it.			October 2018		
2	Provide TCRP Reading Materials for teachers to pilot at all grade levels			November 2018		1000
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		2450
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		5000
TOTAL					0	8950

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	67% below benchmark on SBAC	By June 2019, 70% of students at all grade levels will have an at or approaching proficiency score on the math benchmark assessments.	K-6	Math Benchmark assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Percent passing exams will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide after school tutoring for at risk students.			On-going		8112
2	Provide small group instruction for all students.					
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1910
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		3800
TOTAL					0	14822

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)	14% of ELD students are LTEL	By June 2019, the number of LTEL students will decrease by 4%	LTEL	District data on LTEL's	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Percent of students scoring Early Advanced/Advanced on the ELPAC will increase by 3%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide after school tutoring and book clubs.			October 2018		500
2	Provide reading intervention for students who need it.			October 2018		
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1700
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000
TOTAL					0	4200

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	There were 274 discipline incidents of AA students last year, which comprised 81% of the total number of incidents for the school. The suspension rate for AA students was 4.8% very high, and increased by 1.1% for the year.	By June of 2019 discipline incidents and suspensions of African American students at Fairmont will decrease by 2% By May of 2019 10% more African American Students will be proficient and above for ELA and Math in all grade levels as measured by SBAC assessments.	African American Students k-6	SBAC Scores, Discipline and Suspension data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Utilize PBIS and Restorative Practices school wide			September 2018		
2	Include more African American students in student leadership opportunities like Playworks Junior coaches and student Ambassadors.			September 2018		
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		1200
TOTAL					0	2700

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	16 parents graduated from parent university at our site in 2018. AAPAC is currently comprised of three parents and community members.	20 parents, including SPED Parents will participate in parent university and AAPAC will grow to 7 parents.. asp including SPED Parents	k-6	Enrollment in Parent University and AAPAC	Increase parent and community engagement, involvement, and satisfaction.	20 parents will graduate from Parent University and African American Site Advisory Team (AASAT) will increase membership to at least 7 parents.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Principal will call and recruit parents for AAPAC			January 2019			
2	Principal and PTA will recruit parents for Parent university			September 2018			
3	School community worker will work with parent organizations to increase attendance and participation at school events.			October 2018		500	
4	Special Education parents will be personally invited to attend school wide events			October 2018			
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.						
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.						
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.						
TOTAL						0	500

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	Currently there have been 19 student suspensions for 2017-2018.	By June 2019, students will improve their interpersonal skills via use of , Restorative practices, Toolbox strategies, participation in games and activities presented by Playworks Coach and PE classes, as measured by a 10% decrease in student referrals and a 10% decrease in student suspensions.	k-6	Powerschool discipline data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rates will decrease by 2%	
Fairmont Discipline Matrix Link []							
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	CARE team to meet monthly and identify students at risk.			September 2018			
2	Provide Trauma Informed Practices training on site for teachers and staff			August 2018			
3	Utilize Restorative class meetings site-wide			September 2018			
4	Arrange contract for students: BACR, Toolbox, and others			October 2018		39683	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					2000	
6	Provide extra yard supervisor hours.			On-Going		8100	
7							
TOTAL						0	49783

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	12% of parents report feeling engaged and involved with our school on the SSC survey.	20% of parents will report feeling engaged and involved with the school on the SSC survey	African American and ELL	SSC survey	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.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	
1	School to identify at least one room parent for each classroom			September 2018			
2	School Community Worker will coordinate College/Career activities and recruit parents to participate and purchase materials as needed			September 2018		1000	
3	Provide for translators for print material, conferences and events as needed			August 2018		600	
4	Pay teacher extra teacher hours for family activities and events			August 2018		500	
5							
6	Offer translation for parent events and meetings.			August 2018		500	
7							
TOTAL						0	2600

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	Current attendance rate is 93.4%	By June 2019 our attendance rate will increase by 2%	k-6	District attendance Data	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:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			October 2018		500
2	School community worker to contact families on 2nd consecutive absence.			September 2018		
3	School community worker and Principal to make home visits for chronically truant students			October 2018		
4	SST meetings for chronically truant students			October 2018		
5	Attendance certificates and incentives for students to be distributed monthly.			October 2018		
6						
7						
TOTAL					0	500

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	84055	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	84055
Title I	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.