West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

LAKE ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	Kenneth Bonner
Principal:	Kenneth Bonner
Address:	2700 11th Street
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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:

English Learner Advisory Committee

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 23, 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:

Kenneth Booner

Typed name of school principal | Signature of school principal | Date

Tesla Moreno

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	Tesla Moreno			10/19	Chair
Parent #2	Dannisha Mosley			10/19	
Parent #3	Irma Alvarez			10/19	
Parent #4	Eva Serrano			10/19	
Parent #5	Nancy Mendoza			10/19	
School/Other Members					
Teacher #1	Dominic Moody			10/19	
Teacher #2	Gordon Nadeau			10/19	
Teacher #3	Gretchen English			10/19	
Other	Karen Rodriguez			10/19	
Principal	Kenneth Bonner			NA	

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	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: Analyze local assessment data	or	Process: The ILT will analyze assessment data . A summary of the analysis will be shared with teachers, SSC, ELAC, and other stakeholder groups.
Step 2	Gather input from	Process: ELAC Parent Club	or	Process:
Step 3	SPSA strategies development	Process:	or	Process The ILT will research best pratices, select strategies and share the information with stakeholders groups.
Step 4	Budget development	Process: The SSC and teachers will develop budgets to support the SPSA strategies.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: April 23rd		
Step 6	SPSA monitoring	Process: The SSC, ILT, teachers and focus groups will complete Round 1 monitoring forms re: implementation strategies. The same group will later complete Round 2 monitoring forms (re: results) by the end of the school year.	or	Process:

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

Lake Theory of Action

Lake Theory of Action

If we engage our families, by giving them the tools to analyze reading data, learn reading strategies and give incentives for reading	then we will foster a culture of reading, motivating our families to be active participants in which will motivate our students and families to read	which will significantly raise students' reading levels
If we provide high quality professional development along with continuous support, with biweekly collaboration around the area of writing,	then we increase the capacity of staff to deliver writing instruction to our students	Then our students will produce high quality writing.
If we develop a strong community school model by bringing all community partners to target/focus on family engagement, health and wellness/school climate, expanded learning, and academics	students and families will feel supported socially and academically	then our behavior referrals will decrease..
If we provide high quality professional development opportunities with time to collaborate, sharing best practices around technology use,	teachers will increase their capacity with integrating technology on a daily basis	then our students will be prepared to compete with others in the global world.

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 concern	
	STAR Reading	Area of concern	More than 70% of students are not scoring at grade level
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	We need to move students along the band of CELDT. We have too many Long Term English Learners stay at Level 3.
	Other: Reclassification	Area of concern	We are not reclassifying enough students every year. Only 13% of our English Learners were reclassified in the 2016-2017 School year.
	Other:	Area of concern	
	Student Support Data		
Choose 2	Attendance	Area of strength	We have improved in our attendance for the first month of this school year. We have also continue to improve our attendance through conferencing with parents.
	Suspension	Area of strength	Our suspension rates continue to remain low.
	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	Currently, 38% of 2nd-6th graders have made at least a school's year's growth in reading level as measured by the difference in their Sept scores.	By May 2019, 70% of 2nd-6th graders will have at least a school year's growth in reading level as measured by the difference in their Sept and May STAR assessment. The students that started at grade or above should sustain or grow.	All	STAR Reading Data	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC ELA proficiency (4A, 2A, 2B)
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Facilitate Professional Development including, Illuminate, accelerated reader and other training for teachers			Ongoing		
2	Conduct Professional Development trainings and offer collaboration time to teachers			Ongoing		
3	Provide afterschool tutoring for students			Ongoing	4400	
4	Hire subs for to release teachers for academic conferencing and peer observation and instructional support			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Jan-June	2500	2282
6	Hire part time instructional aide and classroom aide to work with students			Ongoing	10218	9000
7	Purchase light snacks for PD			Ongoing		527
8	Hire upper division tutor and part time intervention teacher			Ongoing		
9	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Jan-June	2950	1500
10	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Jan-June	3300	
				TOTAL	**23368**	**13309**

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	Only 8% of our 3rd-6th students met or exceeded standard on SBAC in Math. Currently, 43% of our K-2 students have advanced at least one band growth (below, basic, proficient, and advanced) on the baseline assessment.	By May 2019, 10% of our 3rd-6th students will met or exceeded standard on SBAC in Math. K-2nd wil advance at least one band growth on the MyMath Benchmark.	All	My Math Benchmarks and IABs, STAR	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC Math proficiency (4A, 2A, 2B)
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Conduct Professional Development trainings and offer collaboration time to teachers			Ongoing	3500	1500
2	Buy supplies for student incentives			Ongoing		500
3	Send teachers and Principal to in-state conferences that will support the needs of the students, curriculum, climate, etc			Ongoing	2000	
4	Extra Hours for Instructional Aid			Ongoing	1500	
5	Hire part time instructional aide to work with students			Ongoing		9349
6	Hire part time classroom support aide			Ongoing	9000	
7	Pay for materials and supplies (including food) for Family Math Nights					
8	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	1800	
9	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing	3100	
7	Provide tutoring in Math					
				TOTAL	**20900**	**11349**

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	30 out of 231 (13%) English Learners were reclassified to full English proficient.	By June 2019, the number of students in grades 3rd-6th being reclassified will be 20% ELs	El Students	District Reclassification rate and CELDT Scores if CELDT is still being administered.	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:**	**Title I Cost**	**LCFF Cost**
1	Send people to CABE Conference (parent, teacher, SCOW and/or principal) in order to bring strategies to share with the rest of the staff and community to support EL students.			Ongoing	2000	
2	Hire subs to allow for collaboration and peer observation and academic conferencing			Ongoing	1500	
3	Hire subs to release teachers that attend conferences.			Ongoing		
4	Have workshops for parents on how to help their EL students			Ongoing		
5	Purchase snacks and supplies for EL parent workshops			Ongoing		
6	Pay extra hours for Instructional Aide to work with EL students			Ongoing		
7	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	2500	
8	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing	2100	
9	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing	2100	
				TOTAL	**10200**	**0**

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	17 out of 37(32%) of our 2nd 6th grade African-American students scored at grade level on the STAR Reading assessment.	By June 2019, 50% of African American students will make at least one year growth as stated by the pre and post results of the STAR Reading assessment.	African American	STAR Reading	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA proficiency (4A, 2A, 2B)
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Maintain an African American Family Group and provide Snacks for meetings					
2	Participate in National African American Read-In Day					
3	Have students participate in the Contra Costa College Mentoring Program					
4	Provide training for teachers on Responsive Classrooms				1000	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				500	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation, teacher extra hours for training and trauma-impacted teaching				978	
7						
				TOTAL	**2478**	**0**

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	2/23 (1%) of Special education students in 3rd through 6th grade increased a bandlevel from fall to winter in the Math IABs in Numbers and Base 10.	10% of special education students in 3rd through 6th grade will increase a bandlevel from fall to winter in the Math IABs in Numbers and Base 10.	SPED students	Math IABs	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow on SBAC by 15 point towards level 3

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1				
2				
3				
4				
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		500	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		1500	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.		500	
	TOTAL		2500	0

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	According to Powerschool there were 183 recorded behavior referrals to the office-	By June 2019, Lake's overall referral with decrease by 50% .	All Students	The number of referrals recorded and incident logs.	4.2 Improve student engagement and climate outcomes	Suspension rates will decrease by 2%

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Pay 50% of a100% VP position			63538
2	Hire Steadfaster Media to work with students on video on positive behavior and positive motivation. / other contracts	Ongoing		
3	Hire teacher for afterschool student groups (positive discipline)	Ongoing	1500	
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others	Ongoing	6000	9000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	Ongoing	5000	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training i.e trauma informed practices	Ongoing	2500	
7	Pay for study trips for students	Ongoing	3000	
	TOTAL		18000	72538

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	Only 20% parents participated in events hosted by the school.	By May 2019 at least 77 parents/guardians will participate in a variety of workshops and trainings, including Common Core family nights to support their children be successful in school as measured by sign in sheets. This includes social/emotional, Math and/or Language Arts workshops	All Students	List of parent education classes, workshops, and family nights. Include parent sign-in sheets	Increase parent and community engagement, involvement, and satisfaction	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Pay teachers to work extra hours for parent meetings and activities (Common Core Nights)	Ongoing	2000	
2	Contract with High Expectations and focus on family engagement	Ongoing		
3	Purchase materials and supplies for parent events	Ongoing	500	
4	Extra hours for School Community Outreach Worker and clerical	Ongoing	4000	
5	Provide light refreshments for parent events and meetings.	Ongoing	1500	
6	Offer translation for parent events and meetings.	Ongoing		
7	Arrange child care for parent events and meetings.	Ongoing		
	TOTAL		8000	0

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	97196	0
Title I	85446	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	97196
Title I	85446

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 activites 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.