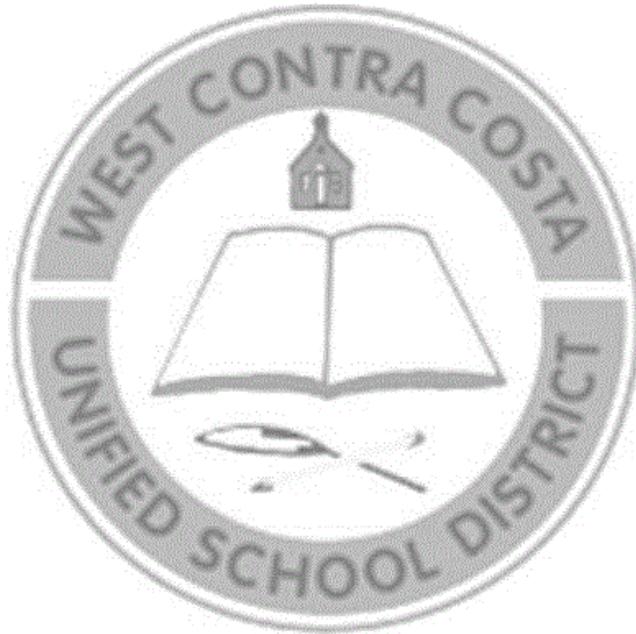


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

LUPINE HILLS ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Heather Best
Principal:	Heather Best
Address:	1919 Lupine Road
City:	Hercules, CA 94547
Telephone Number:	231-1411
E-mail address:	hbest@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:
[Redacted]

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: 05/09/18

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:

Heather Best

Typed name of school principal

[Redacted]

Signature of school principal

05/09/18

Date

Jeng Villanueva

Typed name of SSC Chair

[Redacted]

Signature of SSC Chair

05/09/18

Date

Elementary School Site Council Membership Roster

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

Names of Members	Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members				
Parent #1	Jeng Villanueva		September 2019	Chair
Parent #2	Teresa Kearns		September 2018	
Parent #3	Cielo Fuentes		September 2019	
Parent #4	Hien Tran		September 2019	
Parent #5	Mehwish Azhar		September 2019	
School/Other Members				
Teacher #1	Emily Earl		September 2018	Vice Chair
Teacher #2	Vanna Vang		September 2018	
Teacher #3	Diane Manfredi		September 2018	
Other	Andria Gwathney		September 2018	
Principal	Heather Best			

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		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
		Review data throughout year through progress monitoring.		
Step 2	Gather input from	Process:	or	Process:
		Parents/guardians, teachers, staff, stakeholders		
Step 3	SPSA strategies development	Process:	or	Process
				Staff leadership groups (ILT, intervention team, etc.) will continue to read research, seek out experts, and suggest best practices
Step 4	Budget development	Process:	or	Process:
		Principal and SSC analyze successes and needs		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		Review data throughout the year for successes and needs		

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

Lupine Hills Theory of Action

Lupine Hills Theory of Action

Learning and Teaching: 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.

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

Adult Learning and Collaboration: 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.

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	We have committed to having every one of our students grow by at least one year in reading level. We have not achieved that yet. this year 47% of our 2nd-5th graders achieved at least 1 year of growth, with the range in classes from 7% to 76%.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	We have a large gap between the relative success of students in our gen ed classes and those in our self contained classes. For example, ELA proficiency is 37% overall, but 47% when excluding students in self contained classes.
	LTEL Data:	Area of concern	There is a very high correlation between our LTEL population and our population of students with special needs. Of our 12 LTELs at the end of the school year, 9 have IEPs.
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	We have increased our ADA from 94% to 95% this year, achieving our goal.
	Suspension	Area of strength	We had 4 total suspensions, of 3 total children. All were safety issues.
	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	In August 2018, 64 of the 271 students (24%) who took the STAR reading test scored in intervention or urgent intervention levels. 104 of the 271 students (38%) 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:	Title I Cost	LCFF Cost
1	Implement intervention through after school tutoring and learning center services, on 6-8 week instructional cycles.					2000
2	Implement study trips for Lupine Hills students.					16000
3	Light Snacks for PD			As needed		500
4	Purchase on-line licenses					850
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					5000
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.					2191
TOTAL					0	28041

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	In spring 2018 only 33% of 3rd, 4th, and 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:	Title I Cost	LCFF Cost
1	Implement intervention through after school tutoring and learning center services, on 6-8 week instructional cycles.					2000
2	Purchase on-line licenses					850
3	Light snacks for PD					500
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					5000
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.					1120
TOTAL					0	10970

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)	36% of our EL students (23 students) were reclassified in the 2017-2018 school year	By May 2019, we will continue to have at least 20% of our EL students reclassified, as measured by the difference between the 2017 and 2018 reclassification numbers.	English Learners	CELDT, STAR scores, 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:	Title I Cost	LCFF Cost
1	Provide high quality, rigorous, and engaging reading, writing, speaking, and listening activities daily.					
2	Increase writing activities through the use of Teachers College Writing Program.					
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					3000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					900
TOTAL					0	4900

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	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 2019 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 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:	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.					
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					
TOTAL					0	500

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	20% of Lupine students have IEPs. Every classroom has students with IEPs, including RSP, speech, full inclusion, and mainstreaming from SDCs. Therefore, every classroom must be a flexible environment with student choice, so that no student is isolated, excluded, or unable to access the information.	By June 2019, every classroom will have flexible seating options for students, as measured by the number of classrooms with rocking chairs, stools, wiggly seats, bean bags, or other alternate seating choices available.	Students with IEPs and/or special needs	Number of classrooms with flexible seating options	4. Improve student engagement and school climate	Increase positive climate and safety
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.					
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	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	3 students in grades 2-5 were suspended in the 17-18 school year for a total of 4 suspensions	By June 2019 total 2018-19 suspensions in Grades 3-5 will be no more than 3 as measured by PowerSchool entries.	3rd-5th graders	Count of suspensions in Powerschool	Improve student achievement and climate outcomes.	Suspension rates will decrease
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extra clerical hours			As needed		850
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1991
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	2841

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	16-17 school year 100 family members volunteered. 17-18 school year 152 family members volunteered.	By May 2019, we will maintain the high levels of parent participation of at least 150 family members volunteering, 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	California school parent survey will measure increase in engagement, involvement, and satisfaction.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extra hours for clerical for parent events			As needed		850
2						
3						
4						
5	Provide light refreshments for parent events and meetings.					
6	Offer translation for parent events and meetings.					
7	Arrange child care for parent events and meetings.					
TOTAL					0	850

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	Average daily attendance is inconsistent month to month, but continues to be below the district and school goals.	By June 2019, TK-5 Average Daily Attendance will increase to an average of 96%.	tk-5	ADA	Improve student achievement and climate outcomes	All schools will maintain 95% or higher attendance
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					
2						
3						
4						
5						
6						
7						
TOTAL					0	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	48102	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	48102
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.