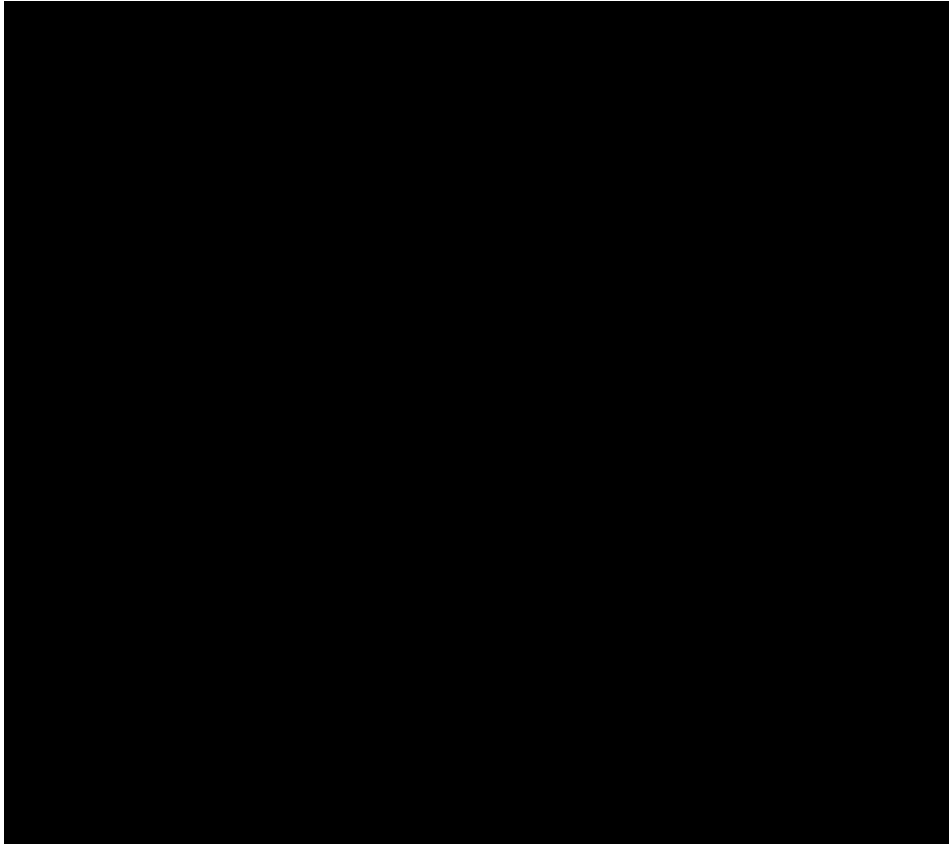


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

LAKE ELEMENTARY



Board Approval Date:	<u>December 5, 2018</u>
Contact Person:	<u>Kenneth Bonner</u>
Principal:	<u>Kenneth Bonner</u>
Address:	<u>2700 11th Street</u>
City:	<u>San Pablo, CA 94806</u>
Telephone Number:	<u>231-1451</u>
E-mail address:	<u>kbonner@wccusd.net</u>



BOARD OF EDUCATION

2018 - 2019

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OVERVIEW School Site Council (SSC) Recommendations and Assurances

SSC Roster

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Elementary School

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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:

		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
		Analyze local assessment data		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	or	Process
		ELAC Parent Club		
Step 3	SPSA strategies development	Process	or	Process
				The ILT will research best practices, select strategies and share the information with stakeholder groups
Step 4	Budget development	Process	or	Process
		The SSC and teachers will develop budgets to support the SPSA strategies		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
		April 23rd		
Step 6	SPSA monitoring	Process	or	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.		

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: 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: 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: 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: 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: Providing students with engaging programs and coursework that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates

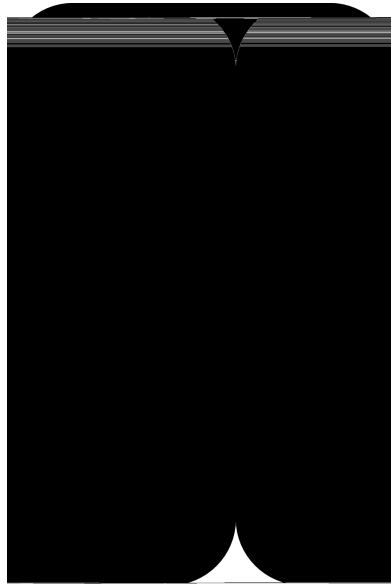
Priority 6: Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents

Priority 7: 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: Measuring other important indicators of student performance in all required areas of study.
Other Pupil Outcomes

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



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.
	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,

Data Analysis

Data Reviewed		



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 instructional 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 goal on the students' I.E.P.s).

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