

The Single Plan for Student Achievement and Local Educational Agency Plan

LUCERNE ELEMENTARY SCHOOL

17 64048 6010656
CDS Code

Date of this revision: February 2017

While the Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized as the Every Student Succeeds Act (ESSA) and signed into law by President Barack Obama on December 10, 2015, most of the provisions of the ESSA will not take effect until the 2017–18 school year. The Local Educational Agency (LEA) Plan process remains the same at this time. The Web page will be updated as the ESSA LEA Plan process becomes available. Visit the ESSA Web page at <http://www.cde.ca.gov/nclb/sr/le/> for information regarding California's plan to implement the federal ESSA.

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

The *Local Educational Agency Plan* (LEAP) is a district level plan required by NCLB, which covers all of the same topics addressed in the SPSA and describes how the district will support its schools. Since Lucerne is a single school district, it makes sense to consolidate these two documents into one document.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mike Brown
Position: Superintendent/Principal
Telephone Number: (707) 274-5578
Address: 3351 Country Club Drive
Lucerne, CA 95458
E-mail Address: mbrown@lucerne.k12.ca.us

The SSC/DAC approved this revision
On February 2, 2017

The District Governing Board
approved this revision
On February 8, 2017

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet State standardized testing targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL: To continue to increase the percentage of students performing Proficient or Above on state standards-based tests so that this percentage, in English Language Arts and Mathematics, rises over the next year in each subject area.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>Lucerne Elementary serves a population that tends to be rather homogenously white and socio-economically disadvantaged; therefore, all our goals are for the whole school. No other subgroups comprise a number of students sufficient to report on as a group.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Growth in percent Exceeding/Met over one year in English Language Arts and Math as measured by State standardized testing.</p> <p>All groups will meet State standardized testing growth targets.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Consistent use of curriculum embedded assessments on a schedule determined by pacing calendars.</p> <p>Twice monthly staff meetings to discuss details of student performance on curriculum-embedded assessments aimed at: 1) planning for maximally effective lesson design, 2) planning for interventions to support students based on individual diagnosis.</p> <p>Yearly staff and SSC meetings to review overall progress and determine best use of resources to meet goals. (LCAP).</p> <p>five collaboration days</p>	<p>Group data to be collected to measure academic gains:</p> <ol style="list-style-type: none"> 1. District summative and cluster assessments. 2. Curriculum embedded assessments from: <ol style="list-style-type: none"> a. English Language Arts interventions programs currently used for at risk students: (Read Naturally, Accelerated Reader) b. Houghton Mifflin embedded assessments in English Language Arts for grades K-5 and McDougal Littell for grades 6-8 c. Macmillan/McGraw-Hill math, K-8 d. State standardized testing benchmarks

As required by NCLB, the Action Plan below addresses the fundamental teaching and learning needs of the school and the specific academic problems of low-achieving students. The actions include several major research-based strategies, including:

- A reading intervention teacher provides individual and group instruction designed to meet individual needs and motivate students. Work with staff to review and analyze student achievement data. Model, co-teach, and coach for implementation of exemplary instruction practices. Foster continuous reading improvement.
- Regular planning based on curriculum-embedded and student based benchmark assessments.

These actions were chosen because we believe they have the greatest likelihood of improving student achievement in meeting state standards.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Implement a comprehensive staff development plan that is directed at implementing the Common Core Standards <ul style="list-style-type: none"> a. Provide refresher training on Character Counts. (school climate) b. Common Core State Standards c. Provide ongoing training and support to CELDT Coordinator and key staff in order to assess and target the needs of ELL students. d. Provide and prioritize all possible interventions for ELL students including the learning center. e. Provide coaching to support instruction that is specifically targeted to goals identified by student needs. Current coaching needs include: <ul style="list-style-type: none"> • examination of delivery of ELA and Math instruction in light of Common Core Standards • coherence in the delivery of the writing initiative • support for new teachers • support for uniform delivery of coherent discipline approach (see below) 	Fall 2013 (ongoing as needed) Ongoing as needed Ongoing Ongoing Ongoing	LCOE Extra duty pay Professional Development Laura Barnes - Stipend Professional Development Mike Brown, Laura Barnes Release time Cost for substitutes Coaching Peer	\$1,000.00 \$5500.00 \$500.00 \$1,000.00 \$1,200.00	Targeted supp./conc. Title I; Title II, LCFF LCFF Title II/LCFF LCFF Targeted;

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
f. Hire classroom teacher(s) to reduce class size in grades 6-8.	August 2012 ongoing	Classroom teacher-salary	\$61,919.00	Title I
2. Adopt new McGraw-Hill/Glencoe CCSS aligned math curriculum (k-8)	Summer 2015	Cost of curriculum	\$52,000.00	LCFF/ Lottery
3. Adopt new Houghton Mifflin/McGraw Hill CCSS aligned ELA curriculum (k-8)	Summer 2016	Cost of curriculum	\$87,000.00	LCFF/ Lottery
4. Train instructional aides to effectively implement Read Naturally, and any newly identified intervention strategies and to collect valid results from assessments.	Ongoing	Yearly cost of program Release Time	\$600.00 \$270.00	LCFF Targeted Title II
5. Aides will be updated on Character Counts.	September (annually)	On site trainer – Jen Wangberg No subs needed	No Cost	
6. Each year new programs will be reviewed to see if their use makes a difference.	Regularly	No cost		
7. Use expectations for student writing to increase overall English Language Arts competence.				
a. Increase the usefulness of the current district writing assessments by recalibrating scoring and revising scoring rubrics as deemed necessary.	Ongoing as needed	On site trainer No cost		
b. Provide time for staff to score writing samples and discuss those results.	Regularly	No cost		
c. Provide staff development to make it possible for the entire staff to systematically provide instruction that uses resources from the 4 Square Writing Program, AVID writing strategies and other appropriate writing to supplement core materials in writing.	Regularly	Professional Development	\$1,200.00	Title II; LCFF Targeted

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>d. Systematically employ writing as a means of note-taking, summarizing, and demonstrating competence in lessons aimed at language arts, science, social studies, and mathematics standards. Include discussion of this work in regular 6-8 week data meetings.</p> <p>8. Increase effectiveness of instruction by increasing time-on-task and reducing interruptions due to discipline events. (school climate)</p> <p>a. Objectively record time-on-task in classrooms and use this data as part of the coaching/lesson design work.</p> <p>b. Review procedures and intent of Character Counts. Systematically reinforce the messages in it, by training all staff (certificated as well as classified) to deliver a consistent message throughout the student's entire day.</p> <p>c. Discuss appropriate means of evaluating the success of this effort, collect and examine evidence as agreed. Adjust, monitor and coach this effort.</p> <p>d. Develop and implement Incentive Program for students.</p> <p>e. Develop program to teach tolerance, diversity and respect for all. (Second Step, Friendship Groups, Life Skills)</p> <p>f. Provide full time counselor to service mental health needs of at risk students.</p> <p>9. Analyze performance in ELA and Math across the strands in State standardized testing data to determine which areas should be the focus for improvement each year.</p>	<p>Ongoing</p> <p>Regularly</p> <p>Regularly</p> <p>Regularly</p> <p>Regularly Ongoing</p> <p>Regularly</p> <p>Ongoing</p> <p>August, yearly</p>	<p>No cost</p> <p>Peer to Peer</p> <p>Substitute for Jen Wangberg</p> <p>Stipend CC Coordinator/ Leadership, Incentives Videos/Curriculum</p> <p>Josh Lunn</p> <p>Josh Lunn</p> <p>See Page 3</p>	<p></p> <p>\$220.00</p> <p>\$1,000.00</p> <p>\$480.00</p> <p>\$36,000.00</p> <p></p>	<p></p> <p>LCFF Targeted</p> <p>LCFF Targeted</p> <p>LCFF</p> <p>LCFF Targeted</p>

Form B: Centralized Support for Planned Improvements in Student Performance

Lucerne Elementary is a single school district. Therefore, there is no essential difference between site support and centralized support.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
LCFF Supplemental and Concentration Grant/Targeted Funding <u>Purpose:</u> To increase or improve support and services to students who are eligible for funds. Because the district’s unduplicated count is greater than 55%, (93%) all students in the district are eligible and will benefit from targeted funds on a district basis.	\$ 585,000.00
Total amount of state categorical funds allocated to this school	\$585,000.00
Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$148,233.00
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 19,260.00
Title VI, Part B: Rural and Low Income School Program	\$ 5,234.00
Total amount of federal categorical funds allocated to this school	\$172,727.00
Total amount of state and federal categorical funds allocated to this school	\$757,727.00

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Mike Brown	X			
Jessica Byrd				X
Linda Whitley				X
Shauna Rogers				X
Maria Espinosa-Figueroa				X
Gloria Maxwell				X
Rosa Pulido			X	
Ron Hale		X		
Anne Brown		X		
Venus Kuintzle		X		
Numbers of members of each category	1	3	1	5

Form E: 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 (**Check those that apply**):

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other

Lucerne Elementary serves a population of about 270 students. This population has remained, over time, fairly homogeneous in this respect: it rarely contains as many as 10 students (the threshold that triggers group reporting on the state website) in any subgroup other than white and socio-economically disadvantaged. Thus, the only group convened to plan for Lucerne Elementary is the School Site Council.

- 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 LEA 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 at a public meeting on: 2/02/17

Attested:

Mike Brown
School principal

Signature of school principal

2/02/17
Date

SSC chairperson

Signature of SSC chairperson

2/02/17
Date

**LOCAL EDUCATIONAL PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency:

Lucerne Elementary School District

County District Code:

17-64048

Date of Local Governing Board Approval:

February 8, 2017

District Superintendent:

Michael V. Brown

Address:

3351 Country Club Drive; PO Box 1083

City:

Lucerne

Zip Code:

95458

Phone:

(707) 274-5578

FAX:

(707) 274-9865

E-mail:

mbrown@lucerne.k12.ca.us

Signatures:

Participants included in the preparation of this Local Educational Agency Plan Addendum:

Signature of Superintendent

Mike Brown

Printed Name of Superintendent

2/08/17

Date

Signature of Board President

Dawn McAuley

Printed Name of Board President

2/08/17

Date

Adequate Yearly Progress (AYP)

Conclusions indicated by the data:
District made AYP based on State indicators. There were no AYP results derived from test scores for the 2015/2016 school year.

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Smarter Balanced Assessment Test Results for:

Lucerne Elementary School

CDS Code: 17-64048-6010656

Lucerne Elementary District

Lake County

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

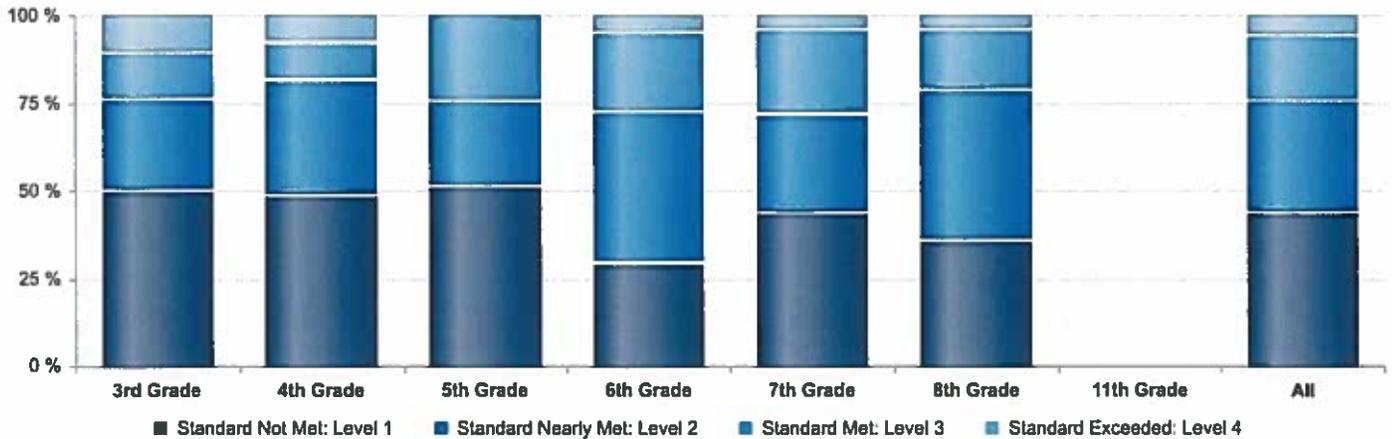
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) or N/A will be displayed instead of a number on Internet test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	31	31	34	23	29	31	N/A	179
# of Students Tested	31	30	34	23	29	30	N/A	177

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	31	30	34	23	29	30	N/A	177
Mean Scale Score	2366.3	2416.4	2438.2	2465.3	2496.0	2506.5	N/A	N/A
Standard Exceeded: Level 4	10 %	7 %	0 %	4 %	3 %	3 %	N/A	5 %
Standard Met: Level 3	13 %	10 %	24 %	22 %	24 %	17 %	N/A	18 %
Standard Nearly Met: Level 2	26 %	33 %	24 %	43 %	28 %	43 %	N/A	32 %
Standard Not Met: Level 1	52 %	50 %	53 %	30 %	45 %	37 %	N/A	45 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	3 %	7 %	9 %	9 %	17 %	7 %	N/A	8 %
Near Standard	42 %	33 %	26 %	43 %	28 %	47 %	N/A	36 %
Below Standard	55 %	60 %	65 %	48 %	55 %	47 %	N/A	55 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	3 %	18 %	4 %	4 %	7 %	N/A	9 %
Near Standard	23 %	59 %	29 %	39 %	54 %	43 %	N/A	41 %
Below Standard	65 %	38 %	53 %	57 %	43 %	50 %	N/A	51 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	10 %	9 %	13 %	3 %	7 %	N/A	9 %
Near Standard	52 %	63 %	56 %	57 %	62 %	73 %	N/A	60 %
Below Standard	35 %	27 %	35 %	30 %	34 %	20 %	N/A	31 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

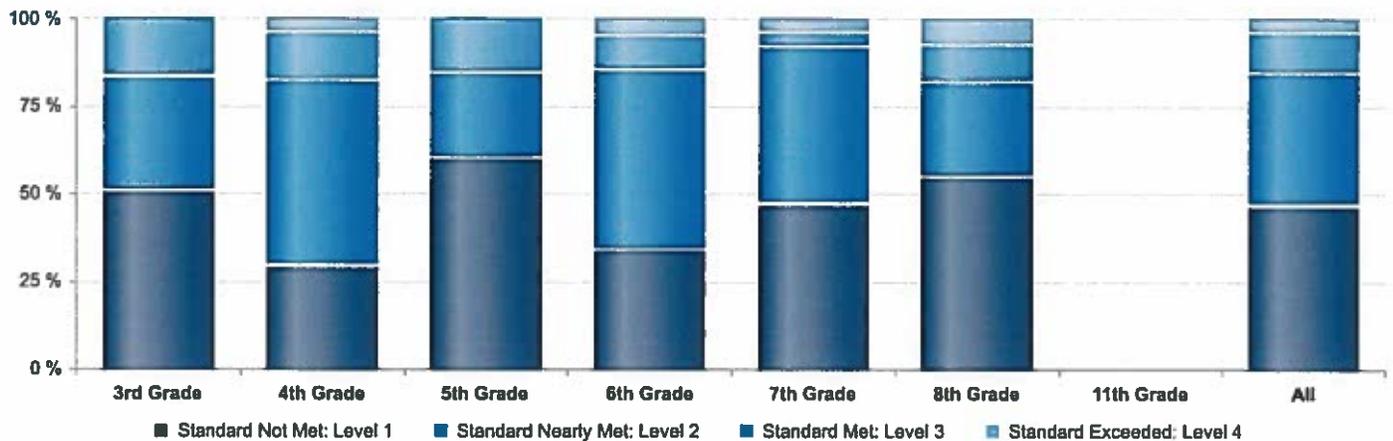


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	10 %	9 %	13 %	14 %	3 %	N/A	9 %
Near Standard	45 %	47 %	53 %	57 %	48 %	60 %	N/A	51 %
Below Standard	48 %	43 %	38 %	30 %	38 %	37 %	N/A	40 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution

[Mathematics Achievement Level Descriptors](#)All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	31	31	34	23	29	31	N/A	179
# of Students Tested	31	30	34	23	29	30	N/A	177
# of Students With Scores	31	30	34	23	29	30	N/A	177
Mean Scale Score	2379.7	2438.4	2451.6	2471.7	2474.6	2500.8	N/A	N/A
Standard Exceeded: Level 4	0 %	3 %	0 %	4 %	3 %	7 %	N/A	3 %
Standard Met: Level 3	16 %	13 %	15 %	9 %	3 %	10 %	N/A	11 %
Standard Nearly Met: Level 2	32 %	53 %	24 %	52 %	45 %	27 %	N/A	38 %
Standard Not Met: Level 1	52 %	30 %	62 %	35 %	48 %	57 %	N/A	48 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	3 %	7 %	9 %	9 %	7 %	10 %	N/A	7 %
Near Standard	29 %	37 %	21 %	39 %	24 %	20 %	N/A	28 %
Below Standard	68 %	57 %	71 %	52 %	69 %	70 %	N/A	65 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	3 %	0 %	4 %	3 %	7 %	N/A	4 %
Near Standard	52 %	63 %	38 %	52 %	55 %	70 %	N/A	55 %
Below Standard	42 %	33 %	62 %	43 %	41 %	23 %	N/A	41 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	7 %	6 %	4 %	3 %	7 %	N/A	6 %
Near Standard	58 %	43 %	47 %	52 %	45 %	53 %	N/A	50 %
Below Standard	32 %	50 %	47 %	43 %	52 %	40 %	N/A	44 %

[Mathematics Area Achievement Level Descriptors](#)