

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

HERCULES HIGH SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Paul Mansingh
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BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

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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:

Department Chair and Instructional Leadership Team

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: May 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:

Paul Mansingh

Typed name of school principal

Signature of school principal

5/23/18

Date

Estella Depaz

Typed name of SSC Chair

Signature of SSC Chair

5/23/18

Date

Secondary 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	Terms End on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Kimberly Dauer			June, 2019	
Parent #2	Estela DePaz			June, 2019	Chair
Parent #3	vacant				
Student #1	Scott Dauer			June, 2019	
Student #2	Julianna Edgerly				
Student #3	vacant				
School/Other Members					
Teacher #1	John Crosby			June, 2019	
Teacher #2	Linda Coleman			June, 2019	
Teacher #3	Herbert Harris			June, 2019	
Teacher #4	vacant				
Other	Dingane Newson			June, 2019	
Principal	Paul Mansingh			June, 2019	

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 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:
		SSC Actively Involved in Task		
Step 2	Gather input from	Process:	or	Process:
		SSC Actively Involved in Task		
Step 3	SPSA strategies development	Process:	or	Process
		SSC Actively Involved in Task		
Step 4	Budget development	Process:	or	Process:
		SSC Actively Involved in Task		
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/23/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		SSC Actively Involved in Task		

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	<u>Goal 1: Improve Student Achievement</u> <u>Goal 2: Improve Instructional Practice</u> <u>Goal 3: Increase Parent and Community Engagement and Involvement</u> <u>Goal 4: Improve Student Engagement and School Climate Outcomes</u> <u>Goal 5: Provide Basic Services to All Students</u>
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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Priority 8 Other Pupil Outcomes	Measuring other important indicators of student performance in all required areas of study.
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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

Hercules High School Theory of Action

THEORY OF ACTION – HERCULES HIGH SCHOOL

Hercules Vision Statement:

Diverse 21st century scholars and leaders, demonstrating integrity and academic excellence.

Hercules Mission Statement:

All students will demonstrate academic proficiency in common core disciplines to enable them to meaningfully and responsibly contribute to local, national, and global communities.

Theory of Action:

The theory of action for improving teaching and learning at Hercules High School comprises of three statements that describe how the work of teachers and administrators will cause improvement in learning over time.

“Good to great comes by a cumulative process-step by step, action by action, decision by decision, turn upon turn of the flywheel-that adds up to sustained and spectacular results....It is a quiet, deliberate process of figuring out what needs to be done to create the best future results and then taking those steps one way or the other” (Collins, 2001).

Systemic Beliefs:

1. We believe that all students are capable of learning.
2. We believe in collecting, analyzing, and sharing data to guide decisions that improve student learning; individualize instruction and promote social, emotional, and physical development.
3. We believe that commitment to and implementation of continuous learning lead to improved student performance.

Teaching, Learning & Leading:

If each teacher deepens their personalized approach to instruction across all subjects, then we will see the level of student engagement increase resulting in a deeper level of understanding of content subject matter.

Adult Learning & Collaboration:

If we build a professional learning culture that supports the alignment of curriculum, instruction and assessment across all grade levels then we will see student performance levels increase across all course specific, SBAC and PSAT assessments.

Student Culture & Climate:

If we implement Positive Behavioral Intervention & Supports (PBIS) throughout the school year then our students will develop school appropriate habits and behaviors that contribute to the cultivation of 21st century scholars and leaders demonstrating integrity and academic excellence.

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 Reading	N/A	
	Benchmarks: Math	Area of concern	Math benchmarks will be implement 2018-19
	Benchmarks: English	Area of concern	English Benchmarks will be implement 2018-19
	SBA: CAASPP	Area of concern	28% of 11th grade students met/exceeded math standards in 2017 and 61% met/exceeded English standards in 2017.
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	GPA	Area of concern	
	Credits Earned	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Average Daily attendance is 97%
	Suspension	Area of strength	Rate of suspension is below the % of each subgroups, below district average and within states acceptable rate of suspension
	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	Based on the Fall 2017 PSAT results, 63% of 10th grade students scored above ERW benchmarks (meet/Exceed range).	By the end of March, 2019 we will have 70% or above scoring in the met/exceeded benchmark range on the PSAT.	10th and 11th grade	PSAT 10th and 11th grade	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017-18 score to move closer to SBAC ELA level 3.
	Based on the Fall 2017 PSAT results, 61% of 11th grade students scored above ERW benchmarks (meet/Exceed range).	By the end of March, 2019 we will have 70% or above scoring in the met/exceeded benchmark range on the PSAT.				
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Academic Intervention Program: Extended Learning for all students receiving a D* or F in English I.			Throughout the year		5000
2	Extra Time for Professional Development focused on collaborative teaching within departments- Analysis of curriculum embedded assessments, examine lesson plans for coordination of pacing guides.			Throughout the year		5000
3	Professional Conferences for teachers			Throughout the year		3000
4	Achieve Learning Tutorial Services - English/Writing Support Homework Center			Throughout the year		5000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the year		2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the year		1000
7	Pay for study trips for students			Throughout the year		10000
TOTAL					0	31500

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	Based on the Fall 2017 PSAT results, 28% of 10th grade students scored above the Met/Exceed range within the Math Benchmark.	By the end of March, 2019 we will have 35% of 10th grade students scoring in the met/exceeded the math benchmark range.	10th & 11th grade	PSAT 10th and 11th grade	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017-18 score to move closer to SBAC Math level 3.
	Based on the Fall 2017 PSAT results, 27% of 11th grade students scored above the Met/Exceed range within the Math Benchmark.	By the end of March, 2019 we will have 35% of 11th grade students scoring in the met/exceeded the math benchmark range.				
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extra Teacher Hours - Academic Intervention Program - Extended Learning for all students receiving a D' or F' in Algebra I or II.			Throughout the year		5000
2	Achieve Learning Tutorial Services - Algebra I Support Homework Center			Throughout the year		5000
3	Extra Time for Professional Development focused on collaborative teaching within departments- Analysis of curriculum embedded assessments, examine lesson plans for coordination of pacing guides.			Throughout the year		1500
4	Professional Conferences for teachers			Throughout the year		6000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the year		2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the year		1344
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Throughout the year		1000
TOTAL					0	22344

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)	42% of English Learners (EL's) advanced 1 or more CELDT level(s) between Fall of 2016 & Fall of 2017, and 45% of ELD students advanced one or more ELD level at the end of the 2017-18 school year.	By the end of the March, 2019 school year, 10% of ELD (1-4) students will advance one or more ELD placement as measured by ELPAC.	EL Students	ELD benchmarks and placment tests	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extra Teacher Hours - Academic Intervention Program - EL Tutorial period after school to assist EL students in areas of academic need through peer tutoring.			Throughout the year		5000
2	Grad Tutor/IA - EL - support EL instructor with translations, assist students as needed (3.5)/ IA			Throughout the year		21600
3	Professional Conferences for teachers (TOEFL Registration)			Throughout the year		1500
4	Pay subs for academic conferencing			Throughout the year		1000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the year		1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the year		1000
7						
TOTAL					0	31600

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	According to 2017-18 A-G Data 20% of African American males successfully complete A-G requirements.	By the end of March, 2019 African American Male A-G completion rate will increase by 5%	African American Males and Females	A-G Completion Rate	Improve Student Achievement	UC/CSU completion rate will increase by 7%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Rising Scholars - Students of Color - building college culture - underrepresented students participating in college tours, college preparatory seminars, educational workshop, study trips.					5000
2	AASU - Black History Month Events - African American Poetry Slam & African American History Showcase - transportation, guest speakers, supplies.					1500
3	Achieve Learning - Homework Center (see ELA and math for costs)					10000
4	Study Trip - College Visits					1087
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
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.					2000
TOTAL					0	21587

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	In 2017-18 97% of all IEP's were completed on time	By the end of June, 2019 we will have successfully completed 100% of all Individualized Education Plans.	All students with IEPs	As evident through SEIS database used for special education tracking documents	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	SPED Department Meetings					0
2	Review of Case load per case manager					0
3	Follow up meetings with SPED					0
4						
5						
6						
7						
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	Currently we do not have any data from 2017-18	By the end of March, 2019, 100% of our teachers will have implemented 5 schoolwide lessons supporting social/emotional development among all students	9-12	Social Emotional Lesson plans will be collected in shared google folder	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Social Emotional Curriculum/Lesson Plan for teachers and light snacks					2000
2						
3						
4						
5						
6						
7						
TOTAL					0	2000

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	According to 2017-18 parent sign in sheets we had 40% of parents participant in parent involvement activities (SSC, WASC, Family Nights, Back To School Night, Open House).	By the end of June, 2019 the number of parents attending our parent involvement nights will increase by 10 % as measured by parent sign in sheets.	Parents	Parent Night Sign In Sheets SSC Sign In Sheets Parent Teacher Organization	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Pay for extra security for parent events			Throughout the year		2500
2	Pay for extra clerical hours to work with parents			Throughout the year		3750
3	Pay teachers extra hours for parent events			Throughout the year		7800
4						
5	Provide light refreshments for parent events and meetings.					5000
6	Offer translation for parent events and meetings.					500
7	Arrange child care for parent events and meetings.					500
TOTAL					0	20050

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	According to 2017-18 attendance monitoring data, our truancy rate was at 32% of the total population of the student body.	By March, 2019 the truancy rate will decrease to 30% as measured by attendance monitoring data.	All students	Attendance Data	% students chronically absent will decrease by 3%	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					700
2	Phone Calls made to students who have an unverified attendance					
3	A2 Letters sent home to students with more than 15 period absence					
4	Extra Teacher Hours: Time Management after school sessions					
5	College Study Trip for 9th and 10th Grade Students					
6	Purchase HERO K-12 (collect attendance and tardy data) Implement PBIS			July, 2018		14374
7	Parent Conferences with students who have more than 30 period absences with site administrator.					
TOTAL					0	15074

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

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
Science	In Spring of 2018, 60% of 9th grade, 40% of 10th grade students successfully completed Biology with a grade of C or better.	By the end of June 2019, 70% of all 9th and 10th grade students will successfully complete Biology with a grade of C or better.	9th and 10th grade students	Core Academic Data - PowerSchool, Teacher Gradebook	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	UC/CSU completion rate will increase (4C)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extra Time: Academic Tutoring: Academic Intervention Program: Biology Tutorial offered 4 days a week, before and after school (M, T, Th, F).					
2	Extra Time: Teacher Collaboration- Develop common rubric for grading lab reports: The science department will use a common rubric, developed by science department staff to assess student work in writing experimental conclusions.					
3	Extra Time: Teacher Collaboration - Professional Development - Share Lesson Plans, Unit Plans, and Unit Exams, Continually monitor student scores and performance					
4	NGSS Workshop Teacher Training - Discovery					
5	Professional Conferences for teachers					
6	Pay subs for academic conferencing					
7						
TOTAL					0	0

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

ILT Goals

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
Professional Learning & Collaboration	According to 2017-18 sign in sheets and ILT minutes, 70% of our time on topics and issues that relate directly to leading staff through relevant, meaningful and purposeful professional learning activities that will enhance teaching and learning with a focus on our schoolwide SMART goals.	By the end of June, 2019 the ILT will meet monthly. In each meeting the ILT will focus at least 80% of our time on topics and issues that relate directly to leading staff through relevant, meaningful and purposeful professional learning activities that will enhance teaching and learning with a focus on our schoolwide SMART goals.	9th - 12th	District Benchmark SBAC PSAT	Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards. (2A, 2B)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5						
6						
7						
TOTAL					0	0

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other 1

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
Technology Based Learning	According to technology based learning survey, 60% of teachers utilized technology based learning at least once per week.	By June 30, 2019, 75% of teaching staff will have will have successfully integrated a form of technology based learning (online application tool, Google Apps for Education, Edmodo, Shmoop.com, Newsela, and/or KHAN Academy) into a curriculum oriented lesson plan, as evident through monthly technology based learning surveys.	9-12	SBAC, PSAT, AP & SAT	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017-18 score to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase Shmoop online license: SAT/PSAT/AP prep and A-G courses			July, 2018		6720
2	Purchase Turnitin - support writing across content areas - enhance academic integrity			July, 2018		4745
3	Purchase NEWSELA Pro - support reading comprehension and critical thinking			July, 2018		8000
4						
5						
6						
7						
TOTAL					0	19465

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	163620	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	163620
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.