

**West Contra Costa Unified School District
Sylvester Greenwood Academy
Title I - Schoolwide**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Principal: **Allison Huie**
Telephone Number: **(510) 231-1402**
Address: **831 Chanslor Avenue
Richmond, CA 94801-3597**
E-mail address: **ahuie@wccusd.net**



BOARD OF EDUCATION
2017 - 2018

BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
MADELINE KRONENBERG
TOM PANAS
MISTER PHILLIPS

Superintendent		
Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address Matthew.duffy@wccusd.net		

Deputy Superintendent		
Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address nrashidchi@wccusd.net		

Contents Page

- School Site Council (SSC) Recommendations and Assurances
- SSC Roster
- Executive Summary
- Theory of Action
- Stakeholder Involvement
- System-wide Barriers
- Data Analysis
- Action Plan for Improving Student Achievement (Academic)

Required Student Achievement Strategies

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Strategies

Science
History/Social Studies
World Language
ILT Goals
Other 1
Other 2

- Overall Budget Summary
- Agreements

School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

☒ English Learner Advisory Committee

Other *(list)*

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 Improvement 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: **10/23/17**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Allison M. Huie

Typed name of school principal

Signature of school principal

Date

Douglas Marques

Typed name of SSC chairperson

Signature of SSC chairperson

Date

West Contra Costa Unified School District
Sylvester Greenwood Academy
2017 - 2018
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		Term ends on:	Identify Chair Person:
<i>Parent/Community Members</i>			
#1	Sharon Sanders, Vice Chair	6/2019	
#2	Maggie Guess	6/2019	
<i>Student Members</i>			
<i>School/Other Members</i>			
Tchr #1	Douglas Marques, Chair	6/2019	X
Tchr #2	David Flint	6/2019	
Tchr #3	Lisa Lipscomb	6/2019	
Tchr #4		6/2019	
Other	Nelly Hernandez, Classified	6/2019	
Principal	Allison Huie	6/2019	

Membership Composition:

Secondary (12 total)

1 Principal
4 classroom teachers
1 other school staff
3 parents/community members
3 students

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, 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.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

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 Sylvester Greenwood Academy's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

TLL: 1) If assessment and feedback are aligned to differentiation practices and techniques, then every student will achieve: academically, socially and emotionally. 2) By providing opportunities for post secondary exploration relevant to college and career readiness, students will be engaged in rigorous academic activities that support them to be better prepared for their future endeavors.

ALC: If we engage in collaborative professional learning dedicated to supporting students to acquire relevant skills needed to be successful in the real world, we will build a culture that supports students to be prepared for the current and future job market.

SCC: If we are consistent with school-wide expectations, then students will become more responsible, self-disciplined, and confident with decision making skills, resulting in better preparedness to be successful in post-secondary endeavors.

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: Data discussion to assist in Professional development training for all staff (August)	or	Process: Data reviewed and analyzed at Professional Development training in August (Principal)
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others ASAM data	Process: Site Council Leadership review and analyze data. Provide tutorial classes for students who need English and math intervention.	or	Process: Instructional Leadership Team and School Site Council
Step 3	SPSA strategies development	Process: Chair worked with Principal Rhea, to implement ILT goals in SPSA.	or	Process: Collaboration with respective staff members on Wednesday Staff mtg.
Step 4	Budget development	Process: Staff and stakeholders reviewed needs and in conferences adjusted allocations as determined	or	Process: Staff Collaboration and monthly meetings with the Instructional Leadership team and School Site Council
Step 5	Finalize and submit SPSA for School Board Approval	Date: October 21, 2016		
Step 6	SPSA monitoring	Process: Progress and student achievement monitored each of the four quarter marking periods and through the Edu-Soft assessment process for ELA and Math	or	Process: All staff; Instructional Leadership Team and School Site Council

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
X Staffing: We have an unfilled teaching vacancy and have experienced high absenteeism among staff with infrequent sub coverage.	X* Collaborate with HR to identify and recruit qualified teaching candidates; ensure that systems for classroom coverage are in place in the event of staff absences; work to provide needed support needed to individual staff members so that individuals are able to come to work consistently; incorporate socio-emotional support (de-escalation techniques, dealing with stress, etc.) into PD for staff members
X Facilities maintenance: Most of facility is un-airconditioned. Classrooms and learning spaces can be hot and stuffy, especially on hot days. Majority of ventilation provided by opening windows.	X* work with facilities/operations to install fans in classrooms, reconfigure window lock pattern to improve air-flow and safety, explore possibility of installing heat-reflective window film to reduce glare and heat within classroom
Facility capacity (space for classrooms/programs):	*
X Safety: We struggle with gang-related and neighborhood-feud related violence carrying over into the school. Many students returning from incarceration and/or in unstable living situations.	X* We meet with each family prior to enrollment to review site safety expectations, including the prohibition of gang-related colors, insignia, other clothing, etc. We provide socio-emotional support to students and families through our health center, school psychologist, School Resource Officer, counseling and admin departments.
Materials availability:	*
X Technology: Some tech components installed when school opened are not working, such as outside marquee, indoor digital displays running	X* Working with District Electronics staff and Facilities staff to repair marquee and purchase/install equipment and service contract needed to get the digital display boards running
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT: Illuminate data indicate that 98 of our 244 currently enrolled students qualify as English Learners.	XArea of concern XArea of strength	The bilingual skills of our student body present a tremendous asset for students. However, the majority of these students are Long Term English Learners who have yet to reclassify.
	Grade Count: (Secondary Only)	XArea of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only) 100% students at SGA are identified as credit-deficient	XArea of concern Area of strength	The most-needed and most-repeated courses for students at SGA are mathematics, especially Algebra 1. We are exploring ways that we can better support the development of the foundational skills students are missing that are preventing them from successfully accessing and earning credit for these courses. One possibility we are exploring is adopting the Algebra 1A and Algebra 1B course sequence, which would still allow students to earn the required UC "C" credit for Algebra upon completion of the two-course sequence, while also breaking the curriculum into manageable chunks and providing enough time to augment and remediate as needed.

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
	Other: Adverse Childhood Experiences Survey	XArea of concern XArea of strength	Our goal is to have every student who attends SGA be seen by the physicians and clinicians in our student Health Center for a full health screening, including the administration of the Adverse Childhood Experiences (ACE) survey. This tool helps us to identify student needs and identify the students who are most in need of critical services. Analysis of scores for students from whom we've already gathered scores indicate that the vast majority of our students are scoring in the mid to high trauma range, indicating an elevated risk for serious long-term health effects. We are working to increase student access to the Health Center and add to our existing slate of programming so that we can better serve existing clients while continuing to serve new clients. Knowing student scores and risk factors helps us to tailor programming to the needs of the community we serve.
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: ADA last year was 75.48%	XArea of concern XArea of strength	While our ADA is lower than the District average and District-wide goal, our ADA for month 1 this year has already increased by 2%.
	Suspension	Area of concern Area of strength	
	Parent/Community Survey: AASAT walkthrough	XArea of concern XArea of strength	Feedback from this survey was mostly positive, indicating that our families of African American students feel mostly welcomed and supported at SGA. Some actionable concerns were noted and actions to address those concerns have been written directly into our SPSA.
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	19.15% of students achieved marks of meets or exceeds standards on the ELA portion of the 2017 SBAC test. Scores were lowest in the writing domain, with 82.98% of students scoring below standard.	By June 2018, 75% of all students enrolled in English will participate in an interactive writing program and generate written compositions in four different styles as measured by teachers' records of student writing artifacts.	All 11th grade students	Teacher records of student writing artifacts.	1. 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 2016-17 score to move closer to level 3.
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Teachers will collaboratively develop writing prompts and lessons designed to prepare students to write in each style, for each quarter		April		2000	LCFF
2	Teachers collaborate to develop common rubric to evaluate student writing		December		2000	LCFF
3	Organize and compile student writing via a student portfolio system. Create excel spreadsheet to record and monitor student performance.		October 2016 - May 2017			
4	Conferences for teachers		June		2500	LCFF
5	Purchase materials and supplies for students including on-line licenses		February		3298	LCFF
6	Materials and Supplies for PD		June		500	LCFF
7	Subs for Academic Conferencing		June		500	LCFF
8	extra teacher hours for After School / Saturday Academy & tutoring		Throughout school year		1801	Title I
9	subs for conferencing and PD		Throughout school year		592	Title I

10	Materials and Supplies for PD	Throughout school year	2000	Title I
11	Purchase materials and supplies for students including on-line licenses	Throughout school year	1801	Title I

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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 2016-2017, 34% of Algebra students and 20% of Geometry students passed their respective classes.	By May of 2018, 70% of students enrolled in Mathematics will be passing their Mathematics classes.	All students	PowerSchool grade distribution reports	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 by 7% Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Teachers will collaborate to discuss student progress, Data Driven instruction, and differentiated instruction & project-based assessments.		October 2, 2016 - May	200	LCFF	
2	extra teacher hours for tutoring, After School and Saturday Academy		October - May	1000	Title I	
3	sub hours for academic conferences and PD		Throughout school year	320	Title I	
4	Purchase materials and supplies for student use including on-line licenses		Throughout school year	2000	LCFF	
5	professional development for teachers		Throughout school year	2810	LCFF	
6	conferences for teachers		Throughout school year	2500	LCFF	
7	purchase materials and supplies for PD		Throughout school year	500	LCFF	
8	Hire 56% Bilingual Aide		Throughout school year	9798	LCFF	
9	Purchase materials and supplies for student use including on-line licenses		Throughout school year	1000	Title I	

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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)	98 of 250 currently enrolled students at SGA are classified as English Learners. Only 2% of English Learners at SGA in 16-17 advanced one or more ELD levels.	By the Spring of 2018, the number of students who advance 1 or more ELD levels will increase by 5% from the 2016-2017 school year.	EL Students	ELD level advancement report	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase EL reclass rate to 11%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Identify ELs and cluster students accordingly based on their ELD levels and implement strategies to support ELs in all classes		On-Going			
2	Offer PD and collaboration time to teachers to increase engagement and research-based instructional strategies to support EL students.		On-going	750	LCFF	
3	extra hours for teacher PD/collab		ongoing	1019	LCFF	
4	extra teacher hours for After School/Saturday Academy		ongoing			
5	extra teacher hours for parent events		ongoing			
6	Admin & teacher work together to monitor student progress		ongoing			
7	Teacher implements caseload approach to monitor student progress and counsel students to correct areas of deficiency that are keeping them from advancing		ongoing			
8	Bilingual School Community Outreach Worker provides outreach and support to EL families (see parent involvement for costs)		ongoing			
9	Purchase materials & supplies to support student achievement		ongoing	500	LCFF	

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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 Students	AASAT walkthrough survey data indicate mostly positive feedback, however we can improve in several areas: safety, friendliness and a sense of being welcome.	By May of 2018, we will improve families' sense of safety, friendliness and being welcome on campus by at least 10% as measured by the AASAT walkthrough survey.	African American students	AASAT walkthrough survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	increase outreach to parents via website, calls home, meetings, in-person greetings, etc.		ongoing			
2	Add signage throughout school		January	1500	LCFF	
3	add buzzer/locking mechanism to front doors		January			
4	create separate waiting area from main office reception area for students needing support with disciplinary issues		October			
5	Hire School Community Outreach Worker to support to families, assist with family outreach, student development (see parent involvement for costs)		October			
6	Collaboration with the Y Team and Health Center to provide youth development & socioemotional support to students, ex: coordination of the Young Men of Color Group, weekly support groups		ongoing	1500	LCFF	
7	Collaboration with the Wright Institute to provide mental health support services to students		ongoing	500	LCFF	
8	teacher hours for tutoring		ongoing	1000	Title I	

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	Month 1 ADA for 2016-2017 was 67%. Yearly average attendance was 75.48%	Overall attendance will improve by 5% from 2016-2017 as measured by ADA	all students	ADA	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Period phone calls to Parents from PowerSchool.		September			
2	Parent meetings with Principal and Attendance Clerk weekly		ongoing			
3	Hire BL SCOW to assist with for daily phone calls & parent conferences, esp. with Spanish speaking families (see parent involvement for the costs)		October			
4	host attendance recognition events		quarterly			
5	purchase materials and supplies for events		ongoing	1200	LCFF	
6	assist 100% of students and families to know their Powerschool password and be literate in navigating the site to keep track of absences and calculate credit eligibility		October			
7	Health Center and community partners provide support to help our students address their reasons for missing school.		ongoing			

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
School Climate	The 2017 California Healthy Kids Survey results indicate that we are continuing to improve our school culture and climate, but still need to work on several key indicators of school climate and student well-being, in which school site scores are lower than District average scores.	<p>By May of 2018, we will institute a Student Senate program so that students can have an active voice in school transformation.</p> <p>By May of 2018, we will increase opportunities for students to gain the socioemotional skills and tools they need to be successful by increasing the number of support groups and leadership development opportunities offered via our Health Center and by incorporating character & leadership development and health education into our After School and Saturday Academy sessions.</p>	All students	<p>Student Senate meeting sign-in sheets</p> <p>After School and Saturday Academy documentation; Health Center support group documentation</p>	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students.	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	

1	implement site-based after school/Saturday programming	September	1000	Title I
2	purchase materials & supplies	February	5500	LCFF
3	extra hours for CSO to support after school and Saturday academy	ongoing	5000	LCFF
4	extra hours for classified to support after school and Saturday academy	ongoing	11500	LCFF
5	extra hours for teacher to support after school and Saturday academy	on-going	1861	Title I
6	purchase incentives and awards	February	1000	LCFF
7	host study trips	on-going	1000	LCFF
8	send teacher/admin on conferences	on-going	000	Title I
9	contract for students	on-going	10000	Title I
10	purchase materials & supplies	on-going	1000	Title I
11	host study trips	on-going	1000	Title I

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	<p>1. In 16-17, 50% of parents involved in SSC/ELAC committees regularly attended meetings</p> <p>2. In 16-17 all parent meetings, but not all campus events that were attended by parents included information about how parents can help their students to be successful in school.</p>	<p>1. By June 2018, 70% of parents involved in SSC/ELAC committees regularly attend meetings.</p> <p>2. By June of 2018, 100% of campus events will include information about how parents can help their students to be successful in school.</p>	All Students	SSC/ELAC minutes, sign in sheets & meeting documentation	Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Hire bilingual school community outreach worker to help make contact with families and manage special projects like student recognition events and parent meetings		ongoing	69343	LCFF	
2	Conduct parent meetings with families and teachers.		ongoing	500	LCFF	
3	Purchase supplies and materials for parent meetings.		ongoing	4000	LCFF	
4	appoint teacher Webmaster		December			
5	extra hours for teachers to attend parent events		ongoing			
6	Academic conferencing with families and students		ongoing	1000	Title I	
7	purchase snacks for parent events		ongoing	1257	Title I	
8	translation		ongoing	1298	Title I	

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	The NGSS, CCSS for ELA and CCSS for Math all identify being able to construct viable and valid written arguments as a critical core skill.	By the end of Semester 1, 75% of students in science will be able to construct viable and valid written arguments focusing on real-world scientific issues as measured by a score of "meets standard" on a site-created rubric.	All students enrolled in Biology or Chemistry.	Student scores on site-created rubric	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 2016-17 score to move closer to SBAC ELA level 3. Grow 15 points from 2016-17 score to move closer to SBAC Math level 3
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	extra hours for teacher collaboration to plan, implement and assess student progress and data and to develop & implement project-based assessmentss		ongoing	1750	LCFF	
2	purchase materials & supplies for students		September 2016 - March 2017	500	Title I	
3	extra hours for teacher PD		On-going	500	Title I	
4	extra hours for subs for teacher release for collaboration and academic conferencing		ongoing	320	Title I	

Student Achievement

History/Social Studies

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
History/Social Studies	In 2016-2017, 45% of students in student projects in American Government, 38% of students in US History, and 24% OF students in World History earned passing scores.	By the end of the year, 100% social science students will complete a project requiring analysis of a relevant current event making a connection to an event or concept of study in their current social science class.	All students	Student work product and/or lesson plans to be discussed during lesson study protocol sessions in Wednesday collaboration.	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 by 7%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	extra teacher hours for PD & collaboration to develop a common rubric, lesson plans, and analyze student work		ongoing	1750	LCFF	
2	purchase materials & supplies for students		ongoing	1000	LCFF	
3	purchase materials & supplies for PD			200	LCFF	
4	teacher release time for conferencing and collab		ongoing	320	Title I	
5	extra teacher hours for tutoring					

Student Achievement

World Languages

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
World Languages	Less than 70% of students achieved a passing mark on the Spanish Speaking Countries project in 2016-2017	All students in Spanish classes will make a written and oral present on a self-selected Spanish Speaking country and 70% of students will earn a passing mark as measured by a common presentation rubric.	Students enrolled in Spanish classes	teacher gradebook and common oral presentation rubric	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 by 7%
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	extra teacher time for PD and collaboration to develop common rubric, analyze student work, develop lessons, etc.		ongoing		1750	LCFF
2	subs for teacher release for academic conferencing and/or PD		ongoing		320	Title I
3	conferences for teachers		ongoing		2000	Title I
4	purchase materials and supplies for students		ongoing		200	LCFF
5	purchase materials and supplies for PD		ongoing		200	LCFF

Student Achievements

ILT Goals

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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 Implementation	The WASC mid-cycle visiting committee of 2015-2016 identified technology implementation as a critical action/need	Students will improve their skills with and attitudes toward media literacy, as measured by a site-created student survey and teacher lesson study protocol.	All students	site-created student survey, lesson study artifacts	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	ILT collaboration		monthly	200	LCFF	
2	Snacks for PD		monthly	100	LCFF	
3	materials and supplies for PD		ongoing	100	LCFF	
4	develop site-created survey and lesson study protocol		September			
5	develop & administer student survey		November & May			
6	engage in lesson study protocol		quarterly			
7	All teachers engage in PD to become Common Sense Media certified		monthly	200	Title I	
8	students complete digital citizenship and Media Literacy lessons from Common Sense Media		ongoing			

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	39090	7,000.00
LCFF	140668	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	140,668.00
Title I	32,090.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **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).
- **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.