West Contra Costa Unified School District
Hercules High School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**

Principal: **Paul Mansingh**

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BOARD OF EDUCATION
2017 - 2018

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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.

   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: **10/19/17**.

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:

Paul Mansingh
Typed name of school principal   Signature of school principal   Date

Estela DePaz
Typed name of SSC chairperson   Signature of SSC chairperson   Date

West Contra Costa Unified School District
Hercules High School
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:
Parent/Community Members			
#1	**Estela DePaz**	**6/11/19**	**X**
#2	**Kimberly Dauer**	**06/11/19**	
Student Members			
#1	**Scott Dauer**	**06/11/18**	
#2	**Vipa Liem**	**06/11/18**	
#3	**Mia Yuen**	**06/11/18**	
School/Other Members			
Tchr #1	**Linda Coleman**	**6/11/19**	
Tchr #2	**Baener Lucas**	**6/11/19**	
Tchr #3	**Herbert Harris**	**6/11/19**	
Tchr #4	**Lynnette Braston**	**06/11/19**	
Other	**Dingane Newson**	**6/11/19**	
Principal	**Paul Mansingh**	**6/11/19**	

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 Hercules High School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

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 in the unlimited potential of each student.
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 "character counts" curriculum throughout the school year then our students will develop a better awareness of how Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship contributes to the cultivation of 21st century scholars and leaders demonstrating integrity and academic excellence.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process: **Review of data through out the school year**	or	Process: **Department Meetings Whole faculty Meetings Instructional Leadership Team (ILT)**
Step 2	Gather input from (check all that apply) ELAC **X** Others **Department leads or delegates ILT representatives**	Process: **Continually occurs through out the school year** **Various departments present updates to SSC throughout the school year.**	or	Process: **Department Meetings Whole faculty Meetings**
Step 3	SPSA strategies development	Process: **Review of academic data, presentation of needs in relation to student achievement data.**	or	Process: **Department Meetings ILT Whole faculty Meetings**
Step 4	Budget development	Process: **Focus is in the Fall of the school year.**	or	Process: **Principal submits a proposed budget to the SSC for discussion and approval (the budget is in line with the SPSA as it is being developed)** **SSC reviews budget various time during the year**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **Feb 2018**		
Step 6	SPSA monitoring	Process: **On-going through out the school year**	or	Process: **Administration presents data to the SSC**

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**
	Staffing:	*
	Facilities maintenance:	*
X	Facility capacity (space for classrooms/programs): **Science Labs - not equipped for more than 21 students per class**	* **class should needs to be under 31 per class in chemistry classes**
X	Safety: **The campus does not have security cameras to monitor unsupervised areas or during non school hours**	* **Obtain quotes on what the cost would be to install security cameras in access points - gym, locker room, cafeteria and bathrooms.**
	Materials availability:	*
X	Technology: **Computer Science - The current state of our computer labs only contain Dell PC, our computer science pathway is in need of Mac desktops.**	* **Funding to upgrade our current computer labs and possibly add an additional Mac Lab**
	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 *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	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: **SBAC 2017**	Area of concern **X**Area of strength	**Each spring we have our 11th grade students participate in SBAC. Our 11th grade math scores are at 32% exceed or met proficiency and our ELA scores are at 64% met or exceeded proficiency.**
	AMAO Data:	Area of concern Area of strength	
	CELDT: **CELDT Scores 2017**	**X**Area of concern Area of strength	**CELDT scores will be reviewed to determine English language skills of students whose home language is not English and students who are English learners. The CELDT will continue to be administered until the new English Language Proficiency Assessments for California (ELPAC) becomes operational.**
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only) **Honor Roll**	Area of concern **X**Area of strength	**Each quarter we configure the honor roll based on WCCUSD requirements. Certificates are distribute to students and data published schoolwide.**
	Credits Earned: (Secondary Only) **Local Review**	Area of concern **X**Area of strength	**In the spring of each semester, we review 10th and 11th grade students to determine if they are on track for graduation. If they are credit deficient to a point that they will not be able to recover through the regular school year, they will be referred to alternative education.**
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
		Student Support Data	
Choose 2	Attendance: **Attendance Monitoring**	Area of concern Area of strength	**Campus Climate Report - Climate Data is presented at the end of each school year. Data is used to support our school safety plan.**
	Suspension **Discipline Data**	Area of concern Area of strength	**Campus Climate Report - Climate Data is presented at the end of each school year. Data is used to support our school safety plan.**

	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*
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey: **CHKS**	Area of concern Area of strength	**Campus Climate Report - Climate Data is presented at the end of each school year. Data is used to support our school safety plan.**
	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	Based on the Fall 2016 PSAT results, 63% of 10th grade students scored above ERW benchmarks (meet/Exceed range). Based on the Fall 2016 PSAT results, 61% of 11th grade students scored above ERW benchmarks (meet/Exceed range).	By the end of March, 2018 we will have 70% or above scoring in the met/exceeded benchmark range on the PSAT. By the end of March, 2018 we will have 70% or above scoring in the met/exceeded benchmark range on the PSAT.	10th & 11th Grade	PSAT 10th & 11th	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.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Academic Intervention Program: Extended Learning for all students receiving a D" or F' in English I.	Throughout the school year		
2	Achieve Learning Tutorial Services - English/Writing Support Homework Center	Throughout School Year		
3	Achieve Learning PSAT/SAT Review Sessions	Throughout School Year		
4	Extra Time for Professional Development focused on collaborative teaching within departments- common agreements with specific genres of writing will occur at each grade level, the rubric to be used and monitor progress through data oriented collaboration- offer collaboration time	Throughout School Year	2703	LCFF
5	Instructional Leadership Team - Site Based Professional Development Plan - implement professional development on instructional strategies focused on cross-curricular writing strategies	Throughout School Year		
6	Purchase technology over $500 and under $500	Throughout School Year	7000	LCFF
7	Professional Development Opportunity - Facilitate Common Core training including Illuminate, Common Sense, and others	Throughout School Year		

8	On Line Software to support writing (Shmoop, Turnitin,)	Throughout School Year	10000	LCFF
9	Pay subs for academic conferencing	Throughout School Year	1427	LCFF
10	Materials and Supplies for PD/Collaboration and tutoring	Throughout School Year	2000	LCFF
11	Professional Conferences For Teachers	Throughout School Year		
12	Study Trips: JSA - Junior Statesman Association - Debate, Speech competitions,study trip, transportation	Throughout School Year	5000	LCFF
14	Extra Time for teachers to participate in peer observation, walk through observation			
15	Extra Time for teachers - PSAT/SAT Prep Sessions - English		6950	LCFF

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	Based on the Fall 2016 PSAT results, 28% of 10th grade students scored above the Met/Exceed range within the Math Benchmark. Based on the Fall 2016 PSAT results, 27% of 11th grade students scored above the Met/Exceed range within the Math Benchmark.	By the end of March, 2018 we will have 35% of 10th grade students scoring in the met/exceeded the math benchmark range. By the end of March, 2018 we will have 35% of 11th grade students scoring in the met/exceeded the math benchmark range.	10th & 11th Grade	PSAT 10th & 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 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 Teacher Hours - Academic Intervention Program - Extended Learning for all students receiving a D' or F' in Algebra I or II.	Throughout the Year		
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	2703	LCFF
3	Instructional Leadership Team - Site Based Professional Development Plan - implement professional development on instructional strategies focused on cross-curricular writing strategies	Throughout they year		
4	Extra Time for teachers to participate in peer observation, walk through observation	Throughout the year		
5	Pay subs for academic conferencing	Throughout the year	1427	LCFF
6	Purchase materials/supplies to support Math Engineering Science Achievement	Throughout the year		
7	Professional Conferences for teachers	Throughout the year	10000	LCFF

8	Achieve Learning - PSAT/SAT Prep sessions	Throughout the year	20000	LCFF
9	Achieve Learning Tutorial Services - English/Writing Support Homework Center			
10	Materials & Supplies - support technology based learning		2000	LCFF
11	Study Trips - Math Engineering Science Achievement		5000	LCFF
12	Extra Time for teachers - PSAT/SAT Prep Sessions - Math			
13	MESA - Science Fair Supplies, State competitions, study trips,			

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)	42% of English Learners (EL's) advanced 1 or more CELDT level(s) between Fall of 2015 & Fall of 2016, and 45% of ELD students advanced one or more ELD level at the end of the 2016-17 school year.	By the end of the March, 2018 school year, 45% of ELD (1-4) students will advance on or more ELD placement as measured by the ELD placement test and ELD benchmarks.	EL	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:	Cost:	Site Funding Source
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 School Year		
2	Grad Tutor - EL - support EL instructor with translations, assist students as needed (3.5)	Throughout the School Year	7709	LCFF
3	Pay subs for academic conferencing	Throughout the School Year	1427	LCFF
4	Extra teacher hours for PD/collaboration	Throughout the School Year	2703	LCFF
5	Professional Conferences for teachers (TOEFL Registration)	Throughout the School Year		
6	Purchase material/supplies for students	Throughout the School Year		
7	T-88 Vietnamese English Electronic Dictionary (2)	Throughout the School Year		
8	Vasco Translator Premium 7 - Voice and Full Sentence Translator (2)	Throughout the School Year		
9	Practice Exercises TOEFL	Throughout the School Year		

| 10 | Part time lower division tutors to work with students | Throughout the School Year | | |

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	According to 2016-17 A-G Data 20% of African American males successfully complete A-G requirements.	By the end of March, 2018 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:	Cost:	Site Funding Source
1	African Drumming Seminar	March, 2018		
2	Rising Scholars - Students of Color - building college culture - underrepresented students participating in college tours, college preparatory seminars, educational workshop, study trips,	March, 2018		
3	Achieve Learning - Homework Center	March, 2018		
4	Awards & Recognition for African American Students	March, 2018		
5	AASU - Black History Month Events - African American Poetry Slam & African American History Showcase - transportation, guest speakers, supplies,	March, 2018		
6	Student Education Advisory Council - Oregon Shakespeare Festival in Ashland, Ca. Study trip, tickets, meals,	March, 2018		
7	Study Trip - College Visits	March, 2018	1000	LCFF
8	Contract - African American Drum Performers	March, 2018		
9	Bureau of Lecture - African Drum Corpe	March, 2018		
10	MESA - Science Fair Supplies, State competitions, study trips,			
11	Black Student Union - Schoolwide Assembly celebrate Black History Month			
12	After School Program - Youth Development Coordinator			

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	According to 2016-17 attendance monitoring data, our truancy rate was at 32% of the total population of the student body.	By March, 2018 the truancy rate will decrease by 30% as measured by attendance monitoring data.	All Students	Attendance Data Security Clearance Log Tardy Log	% students chronically absent will decrease by 3%	Suspension rates will decrease by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Security Clearance by Site Supervisors	Throughout School Year		
2	Teachers requiring all late students to have a pink pass prior to them entering class.	Throughout School Year		
3	Phone Calls made to students who have an unverified attendance	Throughout School Year		
4	A2 Letters sent home to students with more than 15 period absence	Throughout School Year		
5	Parent Conferences with students who have more than 30 period absences with site administrator.	Throughout School Year		
6	Extra Teacher Hours: Time Management after school sessions	Throughout School Year		
7	Materials and supplies for student meetings after school	Throughout School year	1000	LCFF
8	College Study Trip for 9th and 10th Grade Students	Throughout School year		
9	Parent Admin Truancy Conferences			
10	MESA - Science Fair Supplies, State competitions, study trips,			

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	According to 2016-17 school discipline data, there were 14 documented incidents of fighting on campus.	By June, 2018 we will decrease the number of documented fights on campus by 10%.	All students	Sign In Sheets Small Groups Sign In	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	Contracts: Admin/HPD/Health Center presentations on Bullying/Harassment/ and the Educational Environment	Throughout the School Year		
2	Extra Time for Teachers: Cognitive Behavior modification classes/workshops after school that "match" the discipline referral	Throughout the School Year		
3	After Suspension - Re-entry Conference with parents to formulate agreements to promote community building and minimize repeat of incident.	Throughout the School Year		
4	Choices Program - 9th grade	March, 2018		
5	Materials & Supplies: Student Recognition, Incentives, & Events	March,2018	32112	LCFF
6	MESA - Science Fair Supplies, State competitions, study trips,	Throughout the school year		
7	Academic Intervention Program: Conduct study trips to State College (Incentive)	Throughout the school year		
8	Extra teacher hours for Link crew Activities	Throughout the school year		
9	Conferences for teachers or admin: Link Crew Conference	Throughout the school year	5000	LCFF

10	Materials & Supplies: Link Crew Activities	Throughout the school year	2000	LCFF
11	Extra Time for teachers: Link Crew Activities, After School Activities	Throughout the school year	1000	LCFF
12	African Drumming Seminar	March, 2018		
13	Extra hours for CSO	Throughout the school year	6600	LCFF
14	Contract for after-school tutoring	Throughout the school year	10000	LCFF
15	Materials and supplies for tutoring	Throughout the school year	6997	LCFF

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	According to 2016-17 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, 2018 the number of parents attending our parent involvement nights will increase by 10 % as measured by parent sign in sheets.	All Students	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:	Cost:	Site Funding Source
1	SSC Parent Recruitment	Throughout the School Year		
2	Back To School Night Social	Throughout the School Year		
3	Link Crew Family Mixer	Throughout the School Year		
4	Academic Awards Night - Student Recognition and Events	Throughout the School Year		
5	Rising Scholars - Parent Night	Throughout the School Year		
6	Academic Pathway to Success - Parent Night	Throughout the School Year		
7	Translation Services - Assistance with parent meetings, testing, assessment, or instructional strategies, and Babysitting	Throughout the School Year		
8	Materials and Supplies for parent events that include but not limited to (family nights, inspiration nights, parent workshops, academic presentations, etc.)	Throughout the School Year	1000	LCFF
9	Acquire perceptive data through survey monkey to gain feedback on the services that we provide to the school wide community(parents, students, & businesses)	Throughout the School Year		

10	Multi-Media Conference room to support parent meetings, community presentations, technology training	Throughout the School Year		
11	End of the Year Academic Night	Throughout the School Year		
12		Throughout the School Year		
13	Extra Teacher Hours for parent meetings	Throughout the School Year	3861	LCFF

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	In Spring of 2017, 60% of 9th grade, 40% of 10th grade students successfully completed Biology with a grade of C or better.	By the end of June 2018, 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:	Cost:	Site Funding Source
1	Extra Time: Academic Tutoring: Academic Intervention Program: Biology Tutorial offered 4 days a week, before and after school (M, T, Th, F).	Throughout School Year		
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.	Throughout School Year		
3	Develop Common Assessments: Formative & Summative	Throughout School Year		
4	Conduct Study Trips	Throughout School Year		
5	Extra Time: Teacher Collaboration - Professional Development - Share Lesson Plans, Unit Plans, and Unit Exams, Continually monitor student scores and performance	Throughout School Year		
6	Extra Time: Teacher Peer observations, Department walk through to observe instructional strategies and best practices	Throughout School Year		
7	Achieve Learning Tutorial Services - Science	Throughout School Year		

8	Pay subs for academic conferencing	Throughout School Year		
9	Extra teacher hours for PD/Collaboration	Throughout School Year	1000	LCFF
10	Purchase materials/supplies for students	Throughout School Year	1000	LCFF
11	Professional Conferences for teachers	Throughout School Year	1000	LCFF
12	Pay subs for study trips - Math Engineering Science Achievement	Throughout School Year	2000	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
Professional Learning & Collaboration	According to 2016-17 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, 2018 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:	Cost:	Site Funding Source
1	Provide Academic Intervention sessions for students earning a D or an F as identified by each progress report.	March, 2017		
2	Math and English classes utilization of Shmoop online math courses and SBAC Prep sessions PSAT	March, 2017		
3	Translation Vocabulary – to Mathematical Expression	March, 2017		
4	Teacher led before and after school sessions – KHAN and Shmoop	March, 2017		
5	Explore Schoolwide lessons utilizing cross curricular activities	March, 2017		

	Problem Solving			
6	Explore Edivate – mathematical instructional strategies	March, 2017		
7	Seek out professional development opportunities within district as well as statewide.	March, 2017		
8	Collaborative Teaching Practices – Peer Observation, Instructional Rounds	March, 2017		
9	California League of Schools Technology Conference	January, 2017		
10	Professional Learning - Contract Services with Selena Jackson	October, 2017		

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	163619	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	163,619.00

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.