

**West Contra Costa Unified School District  
Korematsu Middle School**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date:	<b>November 19, 2017</b>
Principal:	<b>Matthew Burnham</b>
Telephone Number:	<b>(510) 231-1449</b>
Address:	<b>7125 Donal Avenue El Cerrito, CA 94530-2691</b>
E-mail address:	<b><a href="mailto:mburnham@wccusd.net">mburnham@wccusd.net</a></b>



**BOARD OF EDUCATION**  
2017 – 2018

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

<b>Superintendent</b> <b>Matthew Duffy</b>		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address <a href="mailto:Matthew.duffy@wccusd.net">Matthew.duffy@wccusd.net</a>		

<b>Deputy Superintendent</b> <b>Nia Rashidchi</b>		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address <a href="mailto:nrashidchi@wccusd.net">nrashidchi@wccusd.net</a>		

## 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.

**X** 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: **October 26, 2017**.
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:

**Matt Burnham**

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**Sarah LaDue**

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**West Contra Costa Unified School District**  
**Korematsu Middle 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:
<b><i>Parent/Community Members</i></b>			
#1	Carolyn Day Flowers	6/2018	
#2	Mark Vincent	6/2019	
#3	Lila Banuelos	6/2018	
<b><i>Student Members</i></b>			
#1	Tenzin Norbu	6/2018	
#2	Luna Wagner	6/2019	
#3	Meheret Vasquez-Suomala	6/2018	
<b><i>School/Other Members</i></b>			
Tchr #1	Blair Krug	6/2019	
Tchr #2	Sarah LaDue	6/2019	X
Tchr #3	Mark Pohl	6/2018	
Tchr #4	Mark Armen	6/2018	
Other	Tanise Smith	6/2018	
Principal	Matthew Burnham		

**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 Korematsu Middle School's specific SPSA plan of action for the 2017-18 school year.

## **Theory of Action**

TLL: If we differentiate classroom instruction to meet the needs of all students through: blended learning, project based learning and hands-on activities then we will see student engagement and academic achievement increase for all students.

ALC: If we develop opportunities for teachers to work together to focus on methods for supporting all korematsu students then we will see teachers' instructional practice improve with an emphasis on a reflective approach.

SCC: If we focus on providing support for the "whole child" including: extracurricular activities and enhanced social emotional support then we will see a positive school climate and an increase in students feeling connected to the school.

## 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: <b>SSC reviews what each department submits as their goals and objectives. The SSC offers advice and additions for the SPSA.</b>	or	Process:
Step 2	Gather input from (check all that apply) GATE <input checked="" type="checkbox"/> ELAC CAC <input checked="" type="checkbox"/> Others <b>School Staff</b>	Process: <b>Committees meet to review student performance data and pass on input to the SSC as participants in the SSC process.</b>	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: <b>Each dept will have input for the strategies they will use to ensure improved student achievement.</b>
Step 4	Budget development	Process: <b>Discretionary resources will be reviewed by the SSC as well as proposals from our staff to make sure that all students' needs are being met equitably.</b>	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: <b>Monitoring process to be on-going by all stakeholder groups.</b> <b>Student progress to be reviewed yearly.</b>	or	Process: <b>Administration, departments and the SSC will be responsible for monitoring the strategies used for improving student achievement and teacher practices.</b>



## 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
<b>X</b> Staffing: <b>Student to teacher ratio is too high.</b>	<b>X*</b> <b>Our unduplicated count is too low at this point for more FTE. Our current core class average class size is 38.</b>
Facilities maintenance:	*
<b>X</b> Facility capacity (space for classrooms/programs): <b>Increase in enrollment creates a crowded campus.</b>	<b>X*</b> <b>None at this time.</b>
Safety:	*
Materials availability:	*
Technology:	*
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

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading: <b>145 of 366 7th graders are reading below grade level, 132 of 349 8th grade students are reading below grade level</b>	XArea of concern XArea of strength	<b>While we have seen improvement in our reading scores there are still far too many students reading below grade level. Through ongoing professional development and data tracking our goal is to raise the achievement and target supports for students reading below grade level.</b>
	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:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other: <b>SBAC ELA 8th grade - Overall increase of 11% students meeting or exceeding standard.</b>	Area of concern XArea of strength	<b>Year to year increase was dramatic. Staff will continue to support reading and writing instruction across disciplines.</b>
	Other:	Area of concern Area of strength	
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance: <b>Attendance increased to above 95%.</b>	Area of concern XArea of strength	<b>We have increased our school attendance review meetings. This has led to increased attendance from chronically truant students.</b>
	Suspension <b>20% decrease of overall suspension</b>	XArea of concern XArea of strength	<b>The decrease in our suspension rate is a positive step, but we are still seeing too many suspension for African Americana and socio-economically disadvantaged students. We will continue to utilize our Safe School Ambassador program as well as out restorative practices to support a continued reduction.</b>

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
	Parent/Community Survey:	Area of concern Area of strength	
	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	145 of 366 7th graders are reading below grade level, 132 of 349 8th grade students are reading below grade level (STAR test metrics)	By the end of the 17-18 school year, 15% of students who were not reading at grade level in the fall will be reading on grade level OR will have made 2 years' growth.	All	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC ELA Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	All students will be assessed using the STAR diagnostic reading assessment		September 2017			
2	Professional development to analyze reading assessment data to inform instruction		Ongoing	1000	LCFF	
3	Place students into reading intervention courses to support student acquisition of reading skills		Ongoing			
4	Review Interim student class based assessments at monthly department meetings.		January and May			
5	Assess all students using STAR reading diagnostic		May 2018			
6	Extra Teacher Hours for PD/collaboration		Ongoing	2860	LCFF	
7	Purchase materials and supplies for students		Ongoing	500	LCFF	
8	Purchase on-line licenses		Ongoing	1000	LCFF	
9	Purchase Membean vocabulary development software		September	1000	LCFF	
10	Library Conference		January	500	LCFF	
11	Teacher Extra Hours for Tutoring		Ongoing	1500	LCFF	

12	Study Trips for Experiential Learning	Ongoing	500	LCFF
13	Writer's Coach	Ongoing	5000	LCFF
14	Pay teachers for after school tutoring hours	Ongoing	1500	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	56% of students scored below standard on the SBAC for math.	By the end of the school year 75% of students grade equivalency will increase by 1.5 grade as measured by adaptive diagnostic assessment.	Under-performing students	MDTP, STAR Math Diagnostic, Formative assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC Math Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Arrange professional development and collaboration schedule		September	986	LCFF	
2			September			
3	Purchase online site license for adaptive software program Math 180		November	7500	LCFF	
4	Assess students with teacher designed formative assessments		Ongoing			
5	Analyze data from formative assessments		Ongoing			
6	Assess and analyze data using the district benchmarks		3 times per year			
7	Purchase materials and supplies for students		Ongoing	500	LCFF	
8	Teacher Extra Hours for Tutoring		Ongoing	1000	LCFF	

## 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)	145 of 366 7th graders are reading below grade level, 132 of 349 8th grade students are reading below grade level (STAR test metrics)	By the end of the 17-18 school year, <u>90</u> % of EL students will be reading near grade level OR will have made 2 years' growth.	English Learners in grades 7/8	ELD benchmarks	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	ELPAC Proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Identify students scoring at intermediate.		October			
2	Analyze CELDT reports to determine the necessary supports.		October			
3	Contract with Writer Coach Connection to provide one on one writing support for EL students.		September	5000	LCFF	
4	Implement accelerated reader program to focus EL students on reading.		Ongoing			
5	Teachers to attend CAFE conference		TBD	1500	LCFF	
6	Purchase books to support accelerated reader program.		November			
7	Administer ELD Benchmark 1.		November			
8	Analyze ELD Benchmark assessment data and determine what concepts need strengthening/refinement.		December			
9	Administer ELD Benchmark 2, and analyze data.		March/April			
10	Administer ELD Benchmark 3, and analyze data.		May/June			



11	Purchase Membean vocabulary development software	September	500	LCFF
12	Students will attend study trips to visit college campuses	TBD	750	LCFF
13	Teacher Extra Hours for Tutoring	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
Math	African American Students consistently under perform other subgroups in Math. 93% of 7th and 8th grade student did not meet standards as measured by the Smarter Balanced Assessment	By June of 2018, the number of 7th and 8th grade AA students who meet or exceed standard on the Smarter Balanced assessment will increase by 20%	African American 7th and 8th graders	SBAC, Benchmarks, School generated assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase SBAC Math Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Identify AA students who are below grade level in Math		September 2017			
2	Create a corrective active plan for AA 7th and 8th graders using specific online intervention programs		October 2017			
3	Use assessment data and formative assessments to monitor progress of students in the cohort. Make adjustments as needed		October - June 2018			
4	Provide PD for math teachers		October - June 2018	2000	LCFF	
5	Share progress with parents and students though conferences and meetings		December - June 2018			
6	Host Math night for AA students and families		Arpil 2018	250	LCFF	
7	Teacher hours for Tutoring 50 hrs		Ongoing	1500	LCFF	

## 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	The attendance rate in 16-17 was 94.40%	Increase attendance rate to 95% as measured by monthly attendance rates.	All	Attendance Reports	Goal 4: Improve student engagement and climate outcomes	Maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Inform all families of the school attendance policy		August			
2	Hold regular monthly meetings with truant students.		Ongoing			
3	Purchase materials and supplies		On-going		150	LCFF
4	Celebrate students with perfect attendance		Feb			
5	Purchase materials and supplies		On-going		150	LCFF

## 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	Based on the CHKS students indicated a school climate score of 282 out of 500 for school connectedness.	Increase the overall school connectedness score on the CHKS by 50 points.	All	Suspension rates, Student surveys	Goal 4: Improve student engagement and climate outcomes	Decrease Suspension Rate by 2%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Contract with Classroom Matters to focus on executive functioning strategies		November	4500	LCFF	
2	Contract with Community Matters for Safe School Ambassadors training program		January	6500	LCFF	
3	Full time School Psychologist		August	72540	LCFF	
4	Send teachers to conferences that will help assist with student growth		On-going	1995	LCFF	
5	Purchase materials/supplies for homeroom		On-going	750	LCFF	
6	Purchase library materials - E readers		Ongoing			
7	Classified extra hours for SCOW/Secretary		Ongoing	1095	LCFF	
8	Analyze Climate Survey's from Homeroom 2 x yearly		Fall and Spring			
9	Study Trips for Experiential Learning		Ongoing	2000	LCFF	
10	Extra hours for CSO		Ongoing	999	LCFF	
11	Snacks for PD		Ongoing	1000	LCFF	
12	Pay for contract for PD		Ongoing	1000	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	On the CHKS survey 34% of students reported that their parent never visited the school.	By May of 2018, 80% of the student body will have a stakeholder who attends at least one meeting during the school year. This will support a 5% increase of students performing at grade level on the accelerated reader end of year assessment.	All	Meeting Sign in, Parent Surveys, Star Reading	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	The number of parent responses will increase (3A).
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Conduct Information Night for Feeder School Families		February	500	LCFF	
2	Teacher Extra hours for content nights		January	1000	LCFF	
3	Contract with Classroom Matters to provide executive functioning strategy workshop for parents		August	4500	LCFF	
4	Develop tracking system to measure the percentage of parents attending a meeting or event at Korematsu		September			
5	Phone calls and outreach to parents for meetings		Ongoing			
6	Translation Hours for parent outreach and events		Ongoing	1050	LCFF	

## **OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

## 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	Many students score 2 or less on citing evidence on writing performance tasks.	By may of 2018, all social science classes will use the rubric with at least one major writing assignment. 60% of students will score an average of 3 out of 4 using the program embedded rubric..	All students	Department wide use of DBQ and rubric to score DBQs.	1: Increase Student Achievement	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>		<b>Cost:</b>	<b>Site Funding Source</b>
1	Arrange PD to develop rubric		October		200	LCFF
2	Assign teacher to implement pilot writing assignment for rubric trial.		October/November			
3	Analyze writing assignments and calibrate scoring, refine rubric based on		October/November		200	LCFF

	analysis			
4	Implement rubric schoolwide for social science	Ongoing		
5	Administer Benchmark for Social Science	October		
6	Send DLI Teacher to CAFE conference	March	2000	LCFF
7	Study Trips for Experiential Learning	Ongoing		
8	Purchase materials and supplies for students	Ongoing	1000	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
ILT	Meeting sign in sheets show that the full complement of ILT members happened only twice last year.	95% of ILT members will attend 95% of ILT meetings.	ILT members	Sign - In Sheets	Goal 2: Improve instructional practice through professional development and professional learning communities at schools	Increase implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Develop Schedule for the school year		August			
2	Attend Monthly Meetings		Ongoing			
3	Analyze sign-in sheet information		June			

## Student Achievement

### Other #2

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
Physical Education	According to the Physical Fitness Test...	<p>7th Grade</p> <p>90%+ Complete all tests 80%+pass 3 tests at age level 70%+Pass all 4 tests or equivalent 60% pass tests at Middle level or above.</p> <p>8th Grade</p> <p>As above for 7th grade PLUS</p> <p>5. 50%+attain 9th grade PFT standards in 3 or more practice tests</p> <p>6. Using 7th grade PFT scores, each student improve scores from previous grade testing. At least 10% or at least to age level.</p>	7th and 8th graders	Physical Fitness Test		
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Review PFT		October			
2	In State conference for PE teacher		March	1500	LCFF	

## 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	141975	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	141,975.00

## 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.