

**West Contra Costa Unified School District
Middle College High School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



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

Principal: **Finy Prak**

Telephone Number: **(510) 215-3881**

Address: **2600 Mission Bell Drive
San Pablo, CA 94806-3195**

E-mail address: **fprak@wccusd.net**



**BOARD OF EDUCATION
2017 - 2018**

**BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
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TOM PANAS
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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		

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- Math
- ELD
- African American
- Attendance
- School Climate
- Parent Involvement

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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: **4/18/17**.
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:

Finy Prak

Typed name of school principal

Signature of school principal

Date

Hayley Thongvanh

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**West Contra Costa Unified School District
Middle College 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:
<i>Parent/Community Members</i>			
#1	Lina Sonico	9/18	
#2	Variny Yim	9/18	
#3	Shannon Hickman	9/19	
<i>Student Members</i>			
#1	Jacqueline Ortiz	9/18	
#2	Samuel Solis	9/18	
#3	Hayley Thongvanh	9/18	X
<i>School/Other Members</i>			
Tchr #1	Mary Bhambra	9/18	
Tchr #2	Margaret Love	9/18	
Tchr #3	Caroline Cruger-Hansen	9/18	
Tchr #4	Katherine Williams	9/18	
Other	Kristina Moore	9/18	
Principal	Finy Prak	9/18	

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

Theory of Action

Focus Area

Learning and Teaching

If we intentionally create a universal support system for our students that embeds strategic tools and practices in our classrooms. We will see an increase in achievement for all students in both their high school and college classes.

Adult Learning and Collaboration

If we build a culture of professional growth and constant adaptation. We will have structures and processes in place that will promote collaborative inquiry and problem solving.

Student Culture and Climate

If we build a culture of support, acknowledgement and celebration of students. We will see an increase of students having a sense of belonging, self-worth and dignity.

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: All SBAC, local assessments, benchmarks, California Healthy Kids Surveys and college data will be shared with site council	or	Process: principal
Step 2	Gather input from (check all that apply) ELAC Others Faculty	Process: SPSA will be shared with all MC Faculty members	or	Process: principal
Step 3	SPSA strategies development	Process: Input from students, staff, SSC	or	Process: principal
Step 4	Budget development	Process: Review budget with SSC	or	Process: principal
Step 5	Finalize and submit SPSA for School Board Approval	Date: December 2017		
Step 6	SPSA monitoring	Process: Review by faculty and SSC	or	Process: principal

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
<input checked="" type="checkbox"/> Staffing: Counselor position reduced to .6 FTE	<input checked="" type="checkbox"/> * Existing staff, especially office manager and principal will absorb some of the responsibilities of the counselor
<input checked="" type="checkbox"/> Facilities maintenance: Lack of control or authority due to the fact that we are guests on a college campus	<input checked="" type="checkbox"/> * Maintain good relationship with CCC facilities staff
<input checked="" type="checkbox"/> Facility capacity (space for classrooms/programs): No control over classrooms	<input checked="" type="checkbox"/> * Be flexible with scheduling
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

	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: N/A	Area of concern Area of strength	
	Benchmarks: District ELA Multiple Choice Benchmark	XArea of concern Area of strength	19.7% of students scored in the percentile of meeting or exceeding standards; goal is to increase the percentile to 50% meeting or exceeding standards
	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: 3 students need to be reclassified	XArea of concern Area of strength	We have three students currently classified as ELD 3; goal is to get them to ELD 4 or R-FEP
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only) transcript evaluations	XArea of concern Area of strength	100% of MCHS students earn 90% of their high school graduation by the end of their junior year; goal is to maintain that status
	Other:	Area of concern Area of strength	
Other:	Area of concern Area of strength		
Student Support Data			
Choose 2	Attendance: <98%	Area of concern XArea of strength	2015-16 attendance rate increased to 98.2%; goal is to get above 98.35%
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey: school engagement and support	XArea of concern Area of strength	Less than 50% of students feel connection to caring adults in school; goal is to increase to over 50%
	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	41% of students scored above standard on the ELA-Listening: Demonstrating Effective Communication Skills on SBAC Assessment in 2016-17	By May 2018, 55% of all students will show growth in the area of writing mastery as demonstrated using the Turn It In ELA assessment.	ALL students taking SBAC	ELA Turn It In Assessment	Goal 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 SBAC ELA level 3.
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Offer afterschool tutoring		August - May		6717	LCFF
2	Provide materials & supplies including on-line licenses		August- May		1500	LCFF
3	Facilitate Common Core training including Common Sense, Illuminate, and others		Ongoing			
4	Purchase non-fiction books		October-May		1000	LCFF
5	Students will have the opportunity to participate in study trips or assemblies that will encourage them to have conversations, discussions and write about their experience		October-May		5000	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	38% of students scored above standard on the Math-Communicating reasoning: Demonstrating Ability to Support Mathematical Conclusions on SBAC Assessment in 2016-17	By May 2018, 51% of students tested will score at or above standard on Math: Communication Reasoning claim area of the SBAC test as measured by state SBAC assessment	students taking SBAC	SBAC Assessment	Goal 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 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	Offer afterschool tutoring		August -May	6717	LCFF	
2	Provide materials & supplies		August- May	1500	LCFF	
3	Attend professional development conferences to support student learning outcomes		February-April	6376	LCFF	
4	Students will have the opportunity to participate in study trips or assemblies that will encourage them to have conversations, discussions and write about their experience		Ongoing	2000	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)	7 EL students currently attending MCHS are not yet reclassified	By May 2018, 30% of EL students will be reclassified as ELD 4 or R-FEP as measured by WCCUSD reclassification criteria	EL students	WCCUSD Reclassification Criteria	Goal 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 SBAC ELA level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Provide SDAIE instruction during English classes		August-May			
2	SDAIE teacher will provide students with adjusted text reading levels that will allow students to access content, participate in conversation and writing.		August-May			
3	Provide professional development opportunities		August-May	600	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
College Readiness	The percentage for African American student's A-G completion rate is consistently below their subgroup counterparts. 80% of AA students demonstrated A-G completion.	By June 2018, the percentage of AA students achieving A-G completion will increase by 10%.	African American Students	A-G Completion Percentage Rate as Reported by CDE	Goal 1: 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	Identify by name all the AA students		September 2017			
2	Conduct a transcript audit to determine which AA students are not on tract to complete the A-G requirements to determine baseline		October 2017			
3	Set up college readiness meetings for AA students and parents to review their transcripts and facilitate and A-G action plan for each student.		December 2017		2000	LCFF
4	Encourage and increase AA students participation in College Readiness programs like Upward Bound, SRA HUB, Girls who code, etc.		October 2017-May 2018			
5	Provide opportunities for counselor to attend conferences that includes topic related programs that support AA students		October 2017-May 2018		4500	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	9th-12th grade students had an average attendance rate of 98.20% as measured by WCCUSD Percentage Actual Comparison Attendance Comparison Report in 2016-17 school year	By May 2018, all students will increase average attendance rate to 98.35 as measured by WCCUSD Percentage Actual Comparison Attendance Comparison Report	All	WCCUSD Percentage Actual Attendance Comparison Report	Goal 4: 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	Monitor monthly attendance report		August- May			
2	Raise community awareness in regard to attendance policies & rates		August - May			
3	Conference with students & families of chronically truant students		August - May			
4	Implement school-wide rewards: attendance to Student Leadership Conference		August - May		10000	LCFF
5	Implement school-wide rewards: grade level pizza party		August- May		1000	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	An average of 45% of students indicated that there is elements of effective communication, collaborative conversations and respectful listening in the classroom based on the 2016-2017 student surveys	By May 2018, 51% of classroom instruction will integrate elements of effective communication: collaborative conversations, respectful listening & cultural responsiveness as measured by course feedback student surveys	9-12	student survey	Goal 4: 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	create student feedback survey		August-May			
2	administer survey for baseline data		August-May			
3	Purchase materials and supplies for students including snacks		August-May		1500	LCFF
4	Provide PD for teachers and counselor		August-May		2000	LCFF
5	Purchase food for PD		August-May		1000	LCFF
6	Distribution of one-to-one tablets; maintenance of tablets and liaison with district IT for repairs/reporting lost tablets		August-May		3000	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	80% of parents of 9th-12th grade students attended Parent Night as measured by the Parent Night Sign- in Sheet in the 2016-17 school year	By May 2018, at least 60% of 9th-12th grade parents will attend one or more parent night events as measured by the sign-in sheets at parent night events	All parents of students	Parent Night Sign- in Sheet	Goal 3: 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	Increase awareness about the importance of parental involvement		August- May			
2	Provide incentives for attendance		August- May			
3	Host the Annual Parent Night Event to welcome parents, provide PowerSchool training, College and Financial Aid information		September	550	LCFF	
4	Host a second Parent Night Event and provide informational workshops on College Application, financial aid, InSite Portal, College & Career information, along with food and refreshments.		November	500	LCFF	
5	Host a third Parent Night Event and provide information workshops on Student Aid Reports, Parental Involvement (PTSA), College & Career information along with food and refreshments		February-March	500	LCFF	
6	Pay teachers extra hours for parent events		August - May	1961	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	59921	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	59,921.00

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.