

**West Contra Costa Unified School District
Richmond High School
Title I - Schoolwide**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Principal: **Jose A. De Leon**
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**BOARD OF EDUCATION
2017 - 2018**

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- Action Plan for Improving Student Achievement (Academic)

Required Student Achievement Strategies

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Strategies

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

- Overall Budget Summary
- Agreements

School Site Council (SSC) Recommendations and Assurances

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

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

English Learner Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **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:

Jose DeLeon

Typed name of school principal

Signature of school principal

Date

Chisom Nwadike

Typed name of SSC chairperson

Signature of SSC chairperson

Date

West Contra Costa Unified School District
Richmond 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	Ernestina Leon	6/2019	
#2	Maria Martinez	6/2018	
#3	Valerie Jameson	6/2018	
<i>Student Members</i>			
#1	Chisom Nwadike	6/2018	X
#2	Jose Perez	6/2018	
#3	Alaafia Shambe	6/2018	
<i>School/Other Members</i>			
Tchr #1	Allen Mooney	6/2018	
Tchr #2	Richard Seeber	6/2018	
Tchr #3	Andrew Wilke	6/2019	
Tchr #4	Loveleen Bamra	6/2019	
Other	Demnlus Johnson	6/2018	
Principal	Jose A. De Leon	N/A	

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

Theory of Action

WCCUSD District Level Theory of Action and how it Relates to RHS

Teaching, Learning, and Leading (TLL): If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and schools, then we will see student achievement grow for all student throughout the district.

Adult Learning & Collaboration (ALC): If we build talented staff through a professional learning system that is personalized, empowering and adaptive, then we will recruit, support, and retain knowledgeable and effective people and programs in WCCUSD.

Student Culture & Climate (SCC): If we create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication, then we will see students and parents engaged in their learning each and every day.

In order for our students to meet the ESLRs, Richmond High School Administrators operate on a RICHMOND HIGH SCHOOL THEORY OF ACTION

TLL: If we provide teachers with intentional professional development around culturally relevant practices and strategies that support and engage all students, we can create a teaching staff that builds teacher capacity to provide quality instruction with student achievement in mind.

ALC: If we provide the structure, space, and time for our teachers to engage in authentic collaboration and discussions around student data, then the instruction and rigor in the classrooms will improve. Additionally, if we provide the time and tools for all teachers to engage peer visitation and peer feedback cycles, then teachers can work together to improve instruction and learn from one another.

SCC: If we create opportunities for our students to feel connected to our school, then student academic performance will increase. These opportunities include our academies, extracurricular activities, community partnerships, study trips, and socioemotional supports that ensure a structure that supports the whole child.

Mission, Vision and Expected School-Wide Learning Results have been developed from elements of the Theory of Action.

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: Gather data related specifically to the goals outlined in the SPSA. Compare data to data of other years so that the SSC can fairly determine program effectiveness.	or	Process: Principal, Assistant Principals, Literacy Coach, ILT, and department leads will review data to decide equitable allocation of resources. The recommendations of these stake-holders will then be explained to the SSC which will make the final decision.
Step 2	Gather input from (check all that apply) X ELAC X Others ILT SSC Department Leads	Process: Based on the goals they wish to analyze, SSC will ask for various stakeholders to make presentations, provide data and or meeting notes so that they understand the vision and progress of other groups on campus.	or	Process: The ILT, ELAC, Departments and administrative team meet in their respective configurations to discuss existing and proposed programs and present recommendations to the SSC which makes the final decision.
Step 3	SPSA strategies development	Process: Departments work as a team to develop strategies, non-academic strategies are developed by those directly overseeing the initiative/project. Academic strategies are vetted through ILT, non-academic strategies go straight to the SSC.	or	Process: The Principal and Assistant Principal work directly with those who are creating the strategies in order to field questions and give a school-wide perspective around various initiatives.
Step 4	Budget development	Process:	or	Process: The ILT and Principal meet to discuss existing and proposed programs. Their recommendations are then presented to the SSC for consideration.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process: The ELAC, ILT, Department Leads, and Admin Team meet to review the Round 1 and 2 monitoring. An assistant principal will present the findings to the SSC who then reviews, approves and monitors it.

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:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support: RHS is preparing for the audit and needs to make sure all funding is being properly spent.	* RHS has allocated funding to hire a 0.4 PA to help with the proper spending of categorical and general funds. Also, the PA will prepare all compliance information for audit.
Curriculum and Instruction Support:	*
Other:	*

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

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks: ELA department benchmark	XArea of concern Area of strength	School wide, students will improve their writing, using the SBAC rubric. To determine students' levels at the beginning of the year, students will be given a prompt to write an argumentative essay. The goal is to have 80% of students approaching and exceeding the standard by end of the year. At the end of 2016-2017 28% of the students needed intervention. 49% of the students were approaching the standard. 23% of the students were exceeding the standard.
	Benchmarks: Math common assessment	Area of concern XArea of strength	At the end of Semester 1 all math classes will administer a final as their benchmark to assess mastery of the S1 content. At the end of Semester 2 all math classes will administer a common final to assess mastery of the S2 content. The site wide math goal is that by June 2018 88% of Geometry students will approach, meet or exceed standards as measure by the common assessments. 70% of Algebra 2 students will approach, meet or exceed standards as measure by the common assessments. 80% of Algebra 1 students will approach, meet or exceed standards as measure by the common assessments. 70% of all students will approach, meet or exceed standards as measure by the common assessments.
	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) 2.0 GPA	XArea of concern Area of strength	By June 2018 80% of 9th, 10th & 11th graders will have a 2.0 GPA. By June 2018 90% of all 12th graders will have a 2.0 GPA. By June 2018 75% of all African American seniors will be eligible to attend a 4-year university.	

	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>
	Credits Earned: (Secondary Only)	Area of concern XArea of strength	A the end of the 2016-2017 school year 65% of freshman earned 55 credits or more (260 out of 403 students) Some efforts include a school wide quarterly advisory lesson, where students review credits and reflect on how to improve grades. Having 9th grade students partnered with a Link Crew Leader also contributes to the increase in students earning credits. Link Crew Leaders review grades with freshman and provide suggestions to improve their grades.
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: monthly attendance	XArea of concern XArea of strength	In the 2016-2017 monthly attendance averaged 94.04%. RHS SPSA goal is to reach an average monthly attendance rate of 97%
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey: 2016-2017	XArea of concern XArea of strength	As reported in the Healthy Kids Survey from 2016-2017 school year 32.5% if students at each grade level reported feeling safe school. As reported in the Healthy Kids Survey from 2016-2017 school year 34.4% of students felt close to someone at the school and 29.1% felt happy to be at school. A lot of work has gone into creating an inclusive school culture and safe climate. Some of these are academy events and celebrations, school wide honor roll, assemblies, link crew, leadership rallies & fieldtrips. Also, RHS has increased its contracts to include: contracts with YMCA, BAP, Legacy. RHS also has been able to increase the number of students actively participating in the band, theater & dance programs. However, there is still more work to be done to reach our SPSA climate goal
	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	<p>Students Spring 2017 district writing benchmark scores show that 28% of the overall student population need intervention, 49% are approaching standard and only 23% are exceeding the standard.</p> <p>6.33% exceeded and 23.49% met the standard in ELA on the 2016-17 SBAC.</p>	<p>By June 2018, 80% of our students in each grade level will be approaching, meeting and exceeding the standard using the rubric for the site benchmarks.</p> <p>By June 2018, we will increase by 10% the number of students meeting and exceeding on the SBAC, ELA section.</p>	school-wide	SBAC Rubric site benchmark SBAC ELA scores	<p>Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (low income students, and foster youth.</p> <p>Increase SBAC ELA proficiency (4a,2a,2,b)</p>	grow 10 points from 2016-17 score to move closer to SBAC level 3
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Plan and provide PD and collaboration for teachers to support writing in all content areas, buy materials and snacks		Ongoing	911	LCFF	
2	Writer's Coach Contract		Ongoing	25000	Title I	
3	Purchase materials and supplies to support common core instruction and		October 2017	7849	LCFF	
4	All teachers will receive one release day per quarter in for curriculum planning, data analysis, and corrective instruction. We will also provide other professional development to all teachers in June 2017		Once per Quarter/June 2018	1030	Title I	
5	Provide charter transportation for study trip to promote experiential learning for students. Also provide subs for study trips.		Ongoing			
6	Teachers will engage in peer observation and feedback cycles		Beginning in August 2017-as needed			

7	A .4 FTE Instructional coach who will assist who will meet with teachers to assist with instruction planning, SPSA department goals, data collection and analysis, PD and conference opportunities and classroom management.	Beginning in August 2017 and on-going	16306	LCFF
8	Conferences for Teachers and Administrators	as needed	1500	LCFF
9	Science,History, Special education teachers will be provided academic release days in order to collaborate and incorporate writing throughout the curriculum.	July 1, 2018	3068	Title I
10	Provide additional hours for teachers and graduate tutors for after school tutoring	Ongoing	5157	Title I
11	Graduate tutors will be assigned to certain ELA classes to provide support to students.	Ongoing	80970	LCFF
12	Additional teacher hours during the day to support student learning	Ongoing		
13	Teacher hours for PD/Collaboration	Ongoing	6000	Title I
14	Conduct Study Trips	Ongoing	3949	Title I
15	Tablets and carts for tech over \$500	Ongoing	11856	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	<p>During 2016-2017:</p> <p>60 % of students in Geometry approached, met and/or exceeded standard on last common assessment administered.</p> <p>93.1 % of students in Algebra 2 approached, met and/or exceeded standard on last common assessment administered.</p> <p>78.6 % of students in Algebra 1 approached, met and/or exceeded standard on last common assessment administered.</p> <p>During the 2016-17 SBAC testing of 11th graders only, 1.13% exceed standard and 7.65% met standard.</p>	<p>By June 2018, 88% or more of students in Geometry will approach, meet, or exceed standards as measured by the department common assessments.</p> <p>By June 2018, 95% or more of students in Algebra 2 will approach, meet, or exceed standards as measured by the department common assessments.</p> <p>By June 2018, 80% or more of students in Algebra 1 will approach, meet, or exceed standards as measured by the department common assessments.</p> <p>As a department, the goal is that by June 2018, an average of 70% of all students in a math class will approach, meet, or exceed standard on each common assessments.</p> <p>By June 2018, 15% of 11th graders will meet or exceed standard on the SBAC exam.</p>	School-wide	site common assessment and SBAC	<p>Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (low income students, and foster youth.</p> <p>Increase SBAC Math proficiency (4a,2a,2,b)</p>	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	Provide certificated/classified hours for after school tutoring	August 24, 2017	13000	Title I
2	Provide Materials and Supplies to support student learning.	As needed	5335	LCFF
3	Teachers will receive an academic release day to collaborate and analyze data for corrective instruction.	Once per quarter	1030	Title I
4	The Math department will host quarterly lunchtime recognition events where students will be recognized for their mathematical achievements.	Once per quarter		
5	Teacher and grad tutor extra hours for after school tutoring.	Ongoing	6558	Title I
6	A .4 FTE Instructional coach who will assist who will meet with teachers to assist with instruction planning, SPSA department goals, data collection and analysis, PD and conference opportunities and classroom management.	Ongoing	16307	LCFF
7	Teacher Hours for PD/Collaboration	Ongoing	9068	Title I
8	Grad tutors to assist in Math classrooms	Ongoing	161940	LCFF
9	Materials and Supplies for PD	Ongoing	805	Title I
10	On line Materials and Supplies for additional Math Curriculum	November 2017	1800	Title I

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	<p>Although the CELDT measures language gains, it does not necessarily reflect language growth throughout the school year. Therefore, during the 2016-17, the ELD team administered the Hampton and Brown Edge placement tests at the end of S1 and at the EOY and looked at gains.</p> <p>For 2016-17 Pre assessment ELD 1 & 2 96.1% (73/76) were meeting/approaching or exceeding ELD 3 & 4 70.9% (100/141) were meeting/approaching or exceeding</p> <p>For 2016-17 Post Assessment ELD 1 & 2 - 100% (72/72) were meeting/approaching or exceeding ELD 3 & 4 - 78.3% (90/115) were meeting/approaching or exceeding</p> <p>The district has adopted the Gains assessment to measure growth and we will use this to measure growth in language acquisition during 2017-18.</p>	<p>This is the first year in which we are using the Gains assessment to measure language growth. We will collect a Baseline score for each ELD level, 1-4 and administer the assessment again at S1 and the end of the school year.</p> <p>By June, each student in ELD 1-4 will improve 10% on the Gains assessment (based on the preliminary scores from September 2017).</p>	English language learners	District assessment: Gains	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (low income students, and foster youth.	10% on the Gains assessment (district ELD benchmark)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	ELD/BL teachers will receive a release day as a group to collaborate around curriculum alignment	once per quarter	1030	Title I
2	Teacher and grad tutor extra hours for after school tutoring.	ongoing	4157	Title I
3	Provide materials / supplies and books for student learning as well as light snacks for ELD restorative group (weekly)	As needed		
4	Hour for PD/Collaboration	ongoing	9068	Title I
5	Provide additional certificated hours for teachers and classified hours for Graduate tutors to support students in the after school program	August 2017		
6	Purchase instructional materials and supplies	as needed		
7	Grad tutor extra hours for tutoring - for the ELD Saturday school program	ongoing	1541	Title I
8	Organize study trips for ELD students to engage students in the American culture and also the college going culture	as needed	1500	LCFF
9	Conferences for teachers, grad tutors and administrators	as needed	1000	Title I
10	Hire a grad tutor for 4 hours a nd day for 47 days to assist in the process of reclassifying our ELDs	Through 2017	6000	Title I

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	<p>During the 2016-2017 school year:</p> <p>We had 15 African American students in the 12th grade.</p> <p>11/15 (73%) had a 2.0 or higher had completed the A-G requirements and/or were UC eligible</p> <p>48/82 (59%) 9-11th graders had a 2.0 GPA or higher</p>	<p>To increase African American high school to college transition rate by meeting and advocating the requirements of Historically Black Colleges and Universities. a minimum of a 2.0 GPA is required to be eligible for a HBCU.</p> <p>Specifically, we will:</p> <p>By June 2018 75% of 9th, 10th & 11th graders will have a 2.0GPA.</p> <p>By June 2018 90% of 12th graders will have a 2.0 GPA.</p> <p>By June 2018 75% of 12th graders will be eligible to attend a 4-year university.</p>	African American Students	We will be looking at 10-12 GPA	Goal 4 - Increase graduation rate (5e)	State graduation rate overall increased by 2% from 90.1% - 92.1%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Freshman & Sophomores will be given exposed to HBCU and requirements eligiblity.		ongoing			
2	Sophomores and some Juniors will take the ACT practice test in preparation for the actual exam.		June 2018			
3	All juniors and seniors will take the ACT, which is a major requirement for all HBCUs (SAT is accepted but ACT is preferred)		June 2018			
4	All African American students will be invited to attend local Black College Fairs but for Freshman it is mandatory they attend.		by semester 1			

5	Sophomores and Juniors will be take on the Black College Tour to physically expose them to HBCUs.	by June 2018		
6	Seniors will be taken to the annual Black College Expo, held in Oakland, to be accepted on the spot to HBCUs.	by June 2018		
7	African American students will complete volunteer hours, which can be achieved through community service or club participation.	by June 2018		
8	African American students who fail to maintain a 2.0 GPA will be placed on the 2-2-2 plan, where students below a 2.0 have to attend 2 hours of tutoring, 2 days a week.	ongoing	5158	Title I
9	SCOW will meet with students and families to discuss academic plans and support	ongoing	48919	Title I
10	Teacher PD and collaboration	ongoing	4068	Title I
11	Contract with Heat Danceline for Majorette Dance squad which includes costumes	August 2017	14250	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	We will use our daily average attendance calculations to track our progress 2008-9 - 91.34% 2009-10 - 93.9% 2010-11 - 95.6% 2011-12 - 95.2% 2012-13 - 95.1% 2013-14 - 95.62% 2014-15- 96.43% 2015-16 - 96.81% 2016-17 - 94.04%/ freshman 94.23%	By June 2018 RHS will maintain student average daily attendance at 97%	all students	Average daily attendance	Goal 4 - school attendance rate (5a)	all schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Hire a bilingual counselor to focus specifically on the attendance and academic outcomes of students		July 1, 2017	44402	Title I	
2	Saturday school will be used as an alternative to suspension to keep students in school, both to improve attendance and to act as a consequence for poor attendance.		Ongoing			

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	<p>As reported in the Healthy Kids Survey from the 2016-2017 school year 32.5% of students at each grade level reported feeling safe at school.</p> <p>As reported in the Healthy Kids Survey from the 2016-17 school year 34.4% of students felt close to someone at the school and 29.1% felt happy to be at school.</p>	<p>By June 2018, 50% or higher at each grade level will report feeling safe at school as measured by the California Healthy Kids Survey.</p> <p>By June 2018, 45% of students or higher at each grade level will report feeling "close to each other and happy to be at school" and 40% will report feeling safe at school as measured by the California Healthy Kids Survey.</p>	All students	California Healthy Kids Survey results student survey	Goal 4 - Increase positive climate and safety (6c)	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Organize parent groups to increase parental involvement in school culture.		on-going			
2	Organize study trips and field trips to build school culture and recognize/reward student achievements.		on-going			
3	Purchase light refreshment for PD, ILT, new teacher PD, and staff collaboration when necessary		on-going	2000	LCFF	
4	Contract with BAP and Increase Youth Together contract and other mental health contracts		on-going	10000	Title I	
5	Staff to support student athletes positive academic and physical wellness.		August 1, 2017			
6	Purchase materials and supplies to support the Instructional goals of soft skills (binders project), to support common core instruction and for elective and after school programs that help create and maintain a positive school culture. (i.e. band, athletics, clubs, LINK Crew...)		March 2018	15698	LCFF	

7	Increase Y-Team Contract	September 2017	130000	LCFF
8	Provide additional supervision by site supervisors during after school programs to reduce suspensions. Provide site supervision with materials and supplies as needed.	August 2017- June 2018	7020	LCFF
9	Teachers will organize assemblies to acknowledge student achievements.	Each quarter	1000	LCFF
10	Restorative Justice Contract	ongoing	13000	LCFF
11	Support positive student activities with supplies/contracts - band, dance, sports, theatre, plays, Latina circle group	September 2017		
12	organize study trips to colleges and universities to promote a college-going culture and meet RHS alumni.provide students the opportunity to build ties to their academics, peers, and teachers through study trip experiences.	ongoing	4984	Title I
13	Hire a 1.0 FTE CSO to ensure student safety on campus during the school day.	ongoing	63980	LCFF
14	Order materials & supplies to create meaningful after school programs and safe environments. Create contracts, when necessary, to create meaningful after school programs and safe environments.	ongoing	2740	LCFF
15	Conferences for teachers and administrators		3949	Title I

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	Support parent learning on campus as well as create avenues through which they can become involved to improve attendance and graduation requirements Last year SCOWs conducted 63 classes with an average parent attendance of 9 per class.	By June 2018, we will increase the number of parents that attend and are involved in various parent groups by 10%. Increasing parent attendance in learning opportunities will improve student attendance and fulfillment of graduation requirements. By June 2018 administer the CSPS survey to parents	All students Language learners African American students	We will measure the attendance of the various parent groups. We will also look at grades and attendance for students' whose parents participated in groups.	Goal 3 - California school parent survey (CSPS) results will measure increase in engagement, involvement and satisfaction (3a)	Report key findings from CSPS
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Develop an African American parent group focused on academic planning & life skills.		on-going	10212	LCFF	
2	Spanish speaking parent group that meets throughout in the student center around issues of truancy, life, and personal skills.		on-going	44402	Title I	
3	Extra teacher hours for parent events		Ongoing	2078	Title I	
4	Purchase materials and supplies and snacks for parent workshops and meetings		As needed	3001	Title I	
5	Purchase supplies for poster maker for parent education		ongoing			
6	Counselor to speak to parent groups		August 2017			
7	Provide babysitting for parents attending parent meetings throughout the school year.		August 2017	1335	Title I	
8	Organize college study trips to engage parents in the college going culture		as needed	2000	Title I	
9	Parent contract		Ongoing	1068	Title I	
10	provide SCOW additional hours to support Richmond High Families and Students.		August 2017	4507	Title I	

11	Hire full time School Community Worker to work directly with our African American families.	August 2017	10212	LCFF
12	Purchase snacks for parent nights	Ongoing	1000	Title I

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other #1

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-wide	<p>There is a need to ensure that 9th graders are earning sufficient credits in their first year of high school in order to stay on track for graduation.</p> <p>At the end of the 2016-17 school year, 65% of freshmen earned 55 credits or more (260 out of 403 students).</p>	By June 2018 75% of ninth graders will be on track to graduate by earning 55 credits or more by the end of their freshman year	ninth grade	Student credits data as well as retention between ninth and tenth grade	Goal 4 - Increase graduation rate (5e)	State graduation rate overall increased by 2% from 90.1% - 92.1%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Link crew - Teacher hours for planning link crew events, training link leaders, and coordinating freshman events		on-going			
2	Bilingual Counselor to focus specifically on coordinating with all teachers and outreach to parents		on-going	44402	Title I	
3	Field trips for freshman		on-going	3324	Title I	
4	Extra hours for ninth grade teachers to collaborate around college-going culture as well as student intervention		on-going			
5	Link crew conference for 3 teachers		March 2018			
6	Hours for PD/Collaboration		Ongoing	9179	Title I	
7	Contract for Sport Med		Ongoing	15000	LCFF	
8	Materials and supplies, including uniforms and sports team equipment		Ongoing	5698	LCFF	
9	A .4 FTE Instructional coach who will assist who will meet with teachers to assist with instruction planning, SPSA department goals, data collection and analysis, PD and conference opportunities and classroom management.		Ongoing	16306	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)
Title I	337037	0.00
LCFF	611590	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	611,590.00
Title I	337,037.00

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.