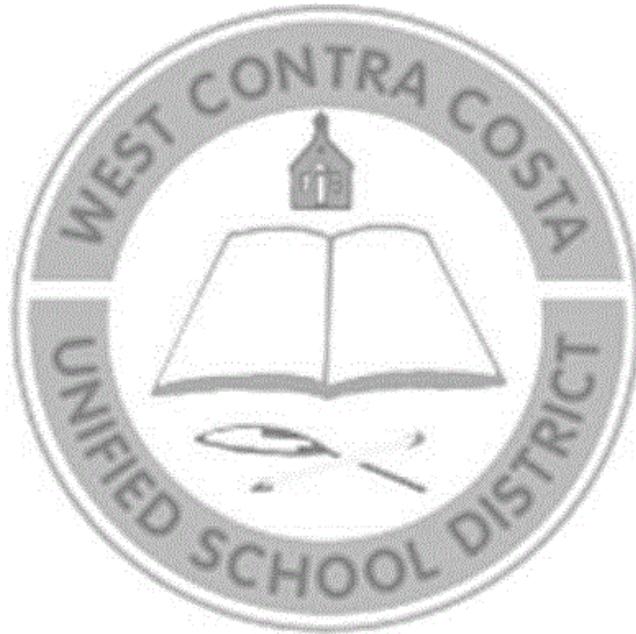


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

CRESPI MIDDLE SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Guthrie Fleischman
Principal:	Guthrie Fleischman
Address:	1121 Allview Avenue
City:	El Sobrante CA 94803
Telephone Number:	231-1447
E-mail address:	gfleischman@wccusd.net



BOARD OF EDUCATION

2018 - 2019

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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:

Academic Departments.

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 Control Accountability 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: Monday, 5/14/18.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Guthrie Fleischman

Typed name of school principal

Signature of school principal

5/14/18

Date

Sabrina Keys

Typed name of SSC Chair

Signature of SSC Chair

5/14/18

Date

Elementary 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		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	TBD				
Parent #2	TBD				
Parent #3	TBD				
Parent #4	TBD				
Parent #5	TBD				
School/Other Members					
Teacher #1	Mara Valencia			6/2019	
Teacher #2	TBD				
Teacher #3	TBD				
Other	Sabrina Keys			6/2019	X
Principal	Guthrie Fleischman			N/A	

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

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:	or	Process:
				Instructional Leadership Team reviewed relevant data in creation of SMART goals.
Step 2	Gather input from	Process:	or	Process:
				African American Parent Advisory Council provided input in development of SMART goal for African American Student Achievement.
Step 3	SPSA strategies development	Process:	or	Process:
				Each department created their respective SMART goals and action steps based on data relevant to their subject area.
Step 4	Budget development	Process:	or	Process:
		Principal and Vice Principal used input from stakeholders to develop draft budget proposal. SSC reviewed, edited, and approved draft budget.		
Step 5	Finalize and submit SPSA for School Board Approval	Date: 6/30/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		Principal completed monitoring forms for SSC to review.		

Executive Summary

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

WCCUSD LCAP GOALS **Goal 1: Improve Student Achievement**
Goal 2: Improve Instructional Practice
Goal 3: Increase Parent and Community Engagement and Involvement
Goal 4: Improve Student Engagement and School Climate Outcomes
Goal 5: Provide Basic Services to All Students

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

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 our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Crespi Theory of Action

Juan Crespi Middle School

Core Values, Vision, Mission, Theory of Action

As a reflective community, Crespi embraces the following core values:

- ★ Academic Rigor
- ★ Empathy
- ★ Caring Relationships
- ★ Integrity
- ★ Cultural Humility
- ★ Laughter/Humor

Vision:

Crespi Middle School will foster students' love for learning, cultivate students' confidence in their own abilities to learn and grow, and equip students with the tools, skills, and habits to navigate high school and beyond.

Mission

Crespi Middle School believes in building a reflective community, expanding academic, physical, social-emotional opportunities and cultivating educational equity. As a school we will address the needs of the whole student. While still holding students to high expectations, be able to recognize the various academic barriers and circumstances that affect a student's academic performance. We are committed to creating future leaders through the use of innovative teaching practices. Students will build their academic vocabulary and develop the skills to debate relevant topics. Students will develop a love for learning to become lifelong learners through the use of technology, project based curriculum, and learning communities. Student successes will be celebrated and recognized through ongoing celebrations.

As a staff we will provide rigorous academic instruction, foster relationships with empathy, exercise integrity, practice cultural humility, and laugh often. Teachers will aim to engage in a lifelong learning process through challenging their own worldview. We will provide a space for open-ended questions and reflective conversations to learn and grow from one another and better address the needs of our community. Teachers will develop caring relationships with students where students feel known, valued, trusted and affirmed. Their identities will be validated through the teaching practices and relationships that their teachers employ. As a full service community school we provide students with social-emotional support through our Wellness Center.

Theory of Action:

Learning and Teaching (Achieving Students)

- If we support teachers in the effective implementation of technology in the classroom, then students will have greater access to individualized and differentiated instruction within their zones of proximal development.
- If we develop CCSS based units and lessons, designed with student inquiry and clearly stated end products, then students will develop critical thinking skills, deepen their engagement, and demonstrate greater learning in all areas.

Student Culture and Climate (Engaged Communities)

- If we support the Wellness Center to develop systems of support for struggling and traumatized students, then Crespi students with the greatest social-emotional needs will have increased access to targeted interventions and will experience success as barriers to learning are removed.
- If we increase extra-curricular offerings and evening events with a focus on student and community needs and engagement, then students will demonstrate more authentic engagement in school community and empathy for all members of the Crespi family.

Adult Learning and Collaboration (Invested Employees)

- If we develop targeted Professional Learning Communities within our staff, then teachers' collaborative investment, effectiveness, and student-centered practice will increase.
- If we provide variety of opportunities for adults to interact with one another outside of mandatory collaboration hours, then we will develop adult relationships and empathy for one another.

Data Analysis

Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction	
Academic Data			
Choose 3	STAR Reading	Area of concern	55% of students are in need of intervention on the Winter STAR Reading assessment. Literacy instruction will need to be a priority for all instructors in 18-19 school year.
	Benchmarks:	N/A	
	Benchmarks:	N/A	
	SBA:	N/A	
	LTEL Data:	N/A	
	ELPAC	N/A	
	GPA	Area of concern	126 students (26%) received potential failure notices based on Quarter 3 grades (at least 3 D/Fs). Professional Development for 18-19 will include discussion of grading policies and strategies.
	Credits Earned	N/A	
	Other: SBAC	Area of concern	20% of students met standard on the 2017 Math SBAC. We will employ online math intervention programs.
	Other:	N/A	
Student Support Data			
Choose 2	Attendance	Area of concern	
	Suspension	Area of concern	134 student suspensions as of 5/22/18. This is the highest number of suspensions for any middle school in the district. This represents an extreme loss of instructional time for students which adversely affects student learning and performance.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other: Crespi Wellness Center	Area of strength	From August 2017 to January 2018, 43 students received counseling services through the Wellness Center for a total of 360 visits (8.4 per student).
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	As of February 2018, 47% of 7th graders scored Approaching, Meeting, or Exceeding Benchmark.	By May of 2019 55% of 8th graders will score Approaching, Meeting, or Exceeding Benchmark.	All students	STAR Reading Assessment	Improve student achievement of all students and accelerate student learning increases for English Learners, low income students, and foster youth. Goal 1	Grow 10 points from 17-18 score to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	After or before school tutoring by English teachers.					3433
2	Partnership with Writer Coach connection					
3	Regular administration of STAR Reading, with data review					
4	Graduate Tutor (Centrally paid) and hire part time Instructional Aide			Throughout year	14115	5663
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				4334	1750
6	Hire full time coach to work with teachers.					61400
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. Send teachers and admin to conferences.				4500	
TOTAL					22949	72246

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	In June 2017, 20% of 7th grade Math students tested at grade level in the following areas: Integers, Fractions.	By June 2019 25% of 7th grade Math students will test at grade level in the following areas: Integers, Fractions.	7th grade Math students	MDTP Algebra Readiness Test	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 to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Before school and after school tutoring by Crespi Math teachers.					2000
2	Study Trip to San Jose Tech Museum					
3	Department Collaboration				3000	
4	Online Math interventions (Math 180 and Dream Box)				2500	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				4000	1250
6	Hire full time coach to work with teachers.					64544
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				3000	
TOTAL					12500	67794

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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)	In 2018-2019, approximately 50% of all ELD students advanced at least one level in ELD program.	By June 2019, 55% of all ELD students will move up at least 1 performance level in ELD program.	ELL	ELPAC, ELD Writing Placement, Inside English Language Gains Test	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	Students scoring Early Advanced/Advanced on ELPAC and ELD Writing will increase by 5%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Newsela			Ongoing	1000	
2	Bi-Lingual Instructional Aide			Ongoing	14000	
3	PLC focused on strategies for ELL instruction			Ongoing		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				2000	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				3000	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1000	
TOTAL					21000	0

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	As of May 2, 2018 30 African American students were suspended at least once in the 17-18 school year.	33% reduction in African American students suspended at least one time (20 or less).	African American	Powerschool suspension data.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Advocacy period added to master schedule 1 time per week.			All School Year		
2	Reshaping counseling department with implementation of restorative practices.			All School Year		
3	Development of Black Student Union			All School Year		
4	African American Parent Advisory Council			All School Year		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1501	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				1500	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				500	
TOTAL					3501	0

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Attendance percentage for 17-18 school year was 94.06% as an average of monthly data.	By June 2019, student attendance will average 95% for the 18-19 school year.	All students	Monthly attendance data	Improve student engagement and climate outcomes, and allocate services to English Learner, low income, and foster youth students. Goal 4	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					500
2	Postage					250
3	Additional clerical hours					1250
4	Phone calls to families of absent/truant students					
5	Monthly SART meetings					
6	Carpooling initiative					
7	Parent outreach through SCOW					
TOTAL					0	2000

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	149183	0
Title I	68950	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	149183
Title I	68950

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

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).

Professional Development: 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.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.