

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

EL CERRITO HIGH SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Patricia Crespo
Principal:	Patricia Crespo
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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:

ELAC, ASB

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: May 29, 2018
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:

Patricia Crespo

Typed name of school principal

Signature of school principal

8/28/18

Date

Typed name of SSC Chair

Signature of SSC Chair

5/1/18

Date

Secondary 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	Terms End on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Ms. Carolyn Day Flowers			2020	
Parent #2	Ms. Olivia Liou			2020	
Parent #3	Mr. Alan Miller			2020	
Student #1	Mr. Aaron Moore			2020	
Student #2	Ms. Alike Africa			2020	
Student #3	Ms. Adriana Sloan			2020	
School/Other Members					
Teacher #1	Ms. Sarah Finn			2020	
Teacher #2	Ms. Patty Holman			2020	
Teacher #3	Mr. Pat Jimenez			2020	
Teacher #4	Mr. Lawrence Pang			2020	
Other	TBD				
Principal	Patricia Crespo			on-going	X

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 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:
				The SPSA Committee (composed of the Instructional Leadership Team) will review SBAC data, schoolwide data. Findings will be used to complete the SPSA and completed to presented to the SSC
Step 2	Gather input from	Process:	or	Process:
		Input is gathered from ELAC, ILT, parent groups, and student council		
Step 3	SPSA strategies development	Process:	or	Process
				The SPSA Committee (composed of the Instructional Leadership Team) will review schoolwide data, input from various stakeholder, and outcomes of identified goals. Findings will be used to complete the SPSA and completed to presented to the SSC
Step 4	Budget development	Process:	or	Process:
		SSC approves budget based on identified targets by ILT, will recommend PD and various other strategies to achieve selected goals. Budget can be revisited.		
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/29/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		Principal/WASC Coordinator/SSC		

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

El Cerrito Theory of Action

2017-18 El Cerrito High School Theory of Action

Focus Area	If we...	We will...
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 their high school classes.
Adult Learning and Collaboration	If we build a culture of professional growth and constant adaptation,	Then we will be able to have more distributed leadership with more creative and innovative solutions, which will promote collaborative inquiry and problem solving
Student Culture and Climate	If we build a culture of positivity, trust, inclusion, safety and communication,	We will see an increase of students having a sense of belonging, self-worth and dignity.

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	N/A	
	Benchmarks: Identification of essential standards and development of pacing guides	Area of concern	Because of inconsistent data on various exams (PSAT,SAT,AP, SBAC), depts will work to identify essential standards per subject area, then develop pacing guides allowing them to schedule benchmarks.
	Benchmarks: Development and implementation of benchmarks and data analysis	Area of concern	Because of inconsistent data on various exams, depts will then develop and implement benchmarks (4/yr), deliver the benchmarks, and use the data to inform their practice and instruction.
	SBA:	N/A	
	LTEL Data: ELD grad rates, SBAC data, RFEP	Area of concern	LTEL students are not being reclassified and are performing poorly in school. ELD team now has a common prep where they will analyze data and develop supports and changes.
	ELPAC	Area of concern	
	GPA	Area of concern	We have started to focus on utilizing GPA data to address our gaps in equity in access to AP/Honors courses. Counselors and teachers will make a concerted effort to utilize GPA and PSAT data to encourage and support more students of color enroll in advanced courses. This year our D/F's increased by 3%. Teachers will begin to look at their data more accurately to determine if their students have mastered a content area before moving on to the next lesson. In addition, with the implementation of PBIS, we expect fewer students to be sent out on referral or suspension, increasing grades.
	Credits Earned	N/A	
	Other:	N/A	
	Other:	N/A	
Student Support Data			
Choose 2	Attendance	Area of concern	2018 ECHS completed an attendance audit. This has allowed us to clean up any attendance practices that were out dated and to look for ways to create a better attendance interventions for our students and accuracy in taking attendance. We will encourage teachers to refer chronically absent or tardy student to CARE team so that we can provide support, interventions, and resources earlier.
	Suspension	Area of concern	There is a disproportionate number of AA students who are suspended or sent out on referral, causing them to miss their education, leading to more D/Fs. ECHS has sent two teams of teachers to PBIS conferences over the past two years and they will begin to conduct PD for teachers on how to effectively implement PBIS strategies in classes. We will also provide subs for teachers to visit other classes so they can witness PBIS in action.
	Parent/Community Survey	N/A	
	Healthy Kids Survey	N/A	
	Other:	N/A	
	Other:	N/A	

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	42% of students tested on SBAC met or exceeded standard	Increase the overall percentage of students who meet or exceed standard on SBAC from 42% to 47%	Test group	SBAC English Language Arts	Improve Student Achievement	Increase ELA SBAC proficiency
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Writer Coach Connection			on-going		See EL
2	Professional development/teacher collaboration and calibration			on-going		1200
3	Vertical Alignment by grade levels and content			on-going		2000
4	Department will develop a sustainable program to reach this goal with additional one-time funding			October 2018		10000
5	After school tutoring			on-going		2000
6	Continue monthly collaborative work time with ILT to guide implementation of benchmarks and improve instruction			on-going		2500
7						
TOTAL					0	17700

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	26% of students tested in SBAC math met or exceeded standard	Increase the percentage of students who met or exceeded standard by 10% from 26%-36%	Testing group	SBAC Math	Improve student achievement for all students	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	Department will develop a sustainable program to reach this goal with additional one-time funding			Oct 2018		10000
2	Peer Observations			S1 & S2		5000
3	Contract for math program, providing on-site tutorial support from UC Berkeley			on-going		10000
4	Review the structure of Alg 1 curriculum and consider Pearson Envision Alg. 1			May 2019		
5	Professional development opportunities: conferences, collaboration time, and teacher extra hours			on-going and as needed		1000
6	After school tutoring			on-going		2000
7	Continue monthly collaborative work time with ILT to guide implementation of benchmarks and improve instruction			on-going		2000
TOTAL					0	30000

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)	18 students were reclassified this year	Ensure ELPAC exam is taken by every student; focus on improving student performance on other two factor for RFEP; Increase RFEP by 5%	ELD Students levels 1-4/ LTEL's	100% of ELs take ELPAC; Increase RFEP rates by 5% each for ELs and LTELs	Improve student achievement for all students	Increase the number of RFEP's and LTEL's who are reclassified
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Writer Coach Connection see ELA section for costs			on-going 18-19		10000
2	Retain EL Community Outreach Worker in the Health Center to work with EL Families, ELAC, & continue Youth ELAC			on-going 18-19		3000
3	Continue with monthly ELAC meetings for parents and Youth ELAC			on-going 18-19		2000
4	Professional Development for ELD teachers and staff - CABE			on-going 18-19		5000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September 2018		5000
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		1000
7						
TOTAL					0	26000

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	AA students are disproportionately represented in advanced/AP courses	Increase the number of AA students taking Advanced Placement courses by 5%	African-American	Number of AA students enrolled in Advanced Placement courses	Improve student achievement, engagement, climate, and social emotional outcomes of our AA student body population	Reduce the amount of time spent outside the classroom environment. Reduce the number of AA students suspended
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Identify AA students with AP potential and enroll them in AP classes with support of counselors, and teachers			2018-2019 school years		
2	Peer Mentoring Program/Mafanikio			October 2018		
3	Support Rising Scholars HBCU tour			Spring 2019		
4	Continued Implementation of PBIS/RJ practices			on-going		
5	Continued site support of the Black Student Union as a leadership opportunity for students.					
6	Recruit and retain more AA students for Leadership			on-going		
7						
TOTAL					0	0

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

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
Special Education and Inclusive Environments	Support current NSH students on diploma track to transition to RSP program	Use quality interventions, hiring of a new case managers, psychologist, and teacher support to assist students transitioning from NSH to RSP	SPED students	Student IEP goals and graduation plan	Improve student achievement for all students	Reduce the number of initial IEP's with quality measurable interventions from the RTI Triangle
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	NSH case managers will ensure smooth transition to new RSP case manager			on-going		
2	Psychologist will assist students' emotional needs as they transition to RSP, if needed			on-going		
3	SPED Department Chair to facilitate SPED team attending other department meetings			2018-2019 school years		
4	Maintain an inclusive model of instruction for SPED students			on-going		
5	Hire extra RSP teacher			August 2018		
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			on-going		500
7						
TOTAL					0	500

Social/Emotional Support for Students

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
Social/Emotional Support for Students	According to the CHKS 54% of the students at ECHS felt a part of the school	Increase the overall sense of belonging at ECHS by 10% from 54% to 64%	All Students	California Healthy Kids Survey	Improve engagement and climate outcomes	CHKS increase students overall sense of belonging by 10%
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Increase opportunities for student involvement through active recruitment into Leadership class and Encourage students to participate in a school sponsored activity, club, sport, program by conducting Club Day.			on-going		
2	Hire consultant to work with staff and begin a smooth implementation of restorative practices within the classroom that improve the school culture & climate -Rita Alfred/Ina Benich			on-going		25000
3	Increase school spirit and pride with the implementation of Gaucho Fridays - every staff and student will wear their class GREEN shirts - every student and staff will get a shirt for \$5			on-going		10000
4	Collaborate with the JMP to build their capacity to develop culture keepers					
5	Hire a .67 FTE activities director			on-going		51189
6	Nairoga Teacher & Student Mindfulness Training			2018-19		12000
7						
TOTAL					0	98189

Parent Involvement

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
Parent Involvement	Rebuild parent engage and collaboration through SSC, PTSA, SAF, and IAE	Monthly meetings scheduled for SSC, PTSA, SAF, and IAE	ECHS parents	Admin will attend these meetings in order to collaborate, provide input, post agendas and minutes, and increase parent participation in these groups by 10%	Increase parent and community engagement and involvement	CHKS & Parent survey for WASC
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	College and Career Consultant			August 2018		
2	SAF (Student Activities Fund) Safety Community Series			2018-2019 school years		
3	Personal Statement Writing Event for Parent and Students sponsored by IAE (Investing in Academic Excellence)			fall 2018		
4	Mandatory Meeting For Parents and Student Athletes Fall 2018/ Spring 2019 pay clerical overtime.			August 2018/ February 2019		2000
5	Provide light refreshments for parent events and meetings. (School Wide)			on-going		5000
6	Offer translation for parent events and meetings.			as needed		1500
7	Arrange child care for parent events and meetings.			as needed		1000
TOTAL					0	9500

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	Through a couple of personnel changes, ECHS continues to work to decrease the truancy rates of our chronically truant students. A2A data is used throughout the year to track our truant students. Meetings were held with families three times this year to provide any support we could on site to support our students coming to school daily and on time.	Increase our ADA	Truant Students	A2A	Increase Attendance rates for under served students/ improve student engagement and climate outcomes	Schools will maintain 95% or above attendance rates for the 2018-2019 school years
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			on-going		3000
2	Truancy Prevention; chronically absent caseload provide admin with extended hours to meet with families who are Tier 3 chronically absent or truant. Possible home visits, each administrator carries a caseload of 5-10 students			2018-2019 school years		5000
3	Translation provided for SART meetings when necessary			2018-2019 school years		1000
4	SART Meetings with Attendance Clerk with documentation follow up for families who do not show up/ provide Attendance Clerk with additional hours to monitor Tier 2 and Tier 3 cases			2018-2019 school years		1500
5	Add Attendance Clerk to COST Team			2018-2019 school years		
6	Create a PBIS around attendance			2018-2019 school years		5000
7						
TOTAL					0	15500

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

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
Science	Science Department will begin to implement NGSS and provide students with support in scientific writing. Teachers will participate in teacher lead professional development about argumentative writing	In the 2018-2019 school year the Science Department will continue to develop common activities or labs that are tied to NGSS. Student work from those activities will be evaluated using rubrics to discover common misconceptions in order to inform science instruction. The Science Team will continue to work on argumentative writing in science classes.	Under performing students who have an F on Progress reports in science class. All student take science courses.	Term grades/ writing samples/ any student who seeks additional support outside of class	Improve student achievement for all students	Grow 10 points to move closer to the SBAC ELA level 3
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Continued work on Argumentative Writing in department meetings			on-going		
2	Teacher Collaboration/Peer Observation			on-going		500
3	Teachers tutoring after school			on-going		500
4	Science Night Organized by Science Department			2018-2019		
5	Support students with F's with mentoring			on-going		
6	Implementation of NGSS standards			2018-2019 school years		
7	Professional development opportunities as needed			2018-2019 school years		500
TOTAL					0	1500

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

History/Social Science

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	
History/Social Science	Analysis of student work shows that most students have difficulty citing specific textual evidence to support analysis of primary or secondary sources.	2018-2019 school years all student enrolled in a social science class will demonstrate 5% growth in answering an investigative question by making a claim an supporting it with relevant evidence from primary and secondary sources.	All student grades 9-12 enrolled in history/social science classes	DBQ (data based questions)	Improve student achievement for all students	Increase ELA SBAC proficiency	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Choose primary or secondary source-teach historical analysis tool to use with students			August 2018/ January 2019			
2	Lesson Study Protocol (All teachers) analysis of student work during department meetings			on-going			
3	Administer pre-test and score with department rubric/			October 2018			
4	Student Writing Protocol/choose 2 high, 2 medium, 2 low per teacher share work with colleagues			November/December 2018			
5	Repeat Process for semester 2 with new classes and students			February 2019			
6	Use Turn it It (receive training with ELA department)			August 2018			
7	Teacher collaborations/Peer Observations			June 2019		500	
TOTAL						0	500

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

ILT Goals

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
Writing Across the Curriculum	Meeting 2x's month	Students will engage in meaningful writing in all subject matters at ECHS	All Student with particular emphasis on our ELD students and our freshmen working with the Writers's Coach Connection	On-Site attendance to ILT meetings/ department meeting agendas/analysis of student work	Improve instructional practice through professional development and professional learning communities	On-going professional development in the CSTP's
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Meet with ILT twice a month to plan professional development, faculty meetings, department meeting			on-going		500
2	Professional Development/PLC trainings			October 2018/ November 2018		500
3	Continue to refine and implement Theory of Action			on-going		
4	Continue PBIS training with ILT members			on-going		
5						
6						
7						
TOTAL					0	1000

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other 1

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
Athletics	Students involved in any team sport at ECHS	Grades/Attendance/Discipline data for student athletes/implementation of our school wide Athletic Policy	All Student Athletes/AA students/LI/ FY	Grades/Attendance	Improve academic support for student athletes at ECHS	Student/Athletes who are and stay academically eligible and also do not have any disciplinary issues
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Increase the Athletic Director Position to .67			August 2018		57997
2	Mandatory Parent/Student Athlete Meetings			August 2018/ February 2019		
3	Implementation of Athletic Policy			on-going		
4	Create clear communication between teachers and coaches			2018-2019 school years		
5	Case Manage any student athlete who falls under LCAP qualifications to provide additional support			2018-2019 school years		
6	Meet with interested coaches who are interested in ECHS Student Athletes			on-going		
7						
TOTAL					0	57997

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other 2

2018-2019 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 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
Leadership and Climate (Student Safety)	59% of students reported feeling safe at school/ 55% of students reported feeling apart of the ECHS Community according the CHKS	Increase student safety overall/ Increase the percentage of students feeling included at ECHS	All	CHKS	Improve student engagement and climate outcomes	CHKS
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Increase Activities Director Position to .67 see Other 1 for costs			on-going		
2	Additional CSO Position funded 1.0 see social emltional for costs			on-going		
3	Implement Athletic Director Position to .67			on-going		
4						
5						
6						
7						
TOTAL					0	0

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	258386	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	258386
Title I	0

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.