

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

HERCULES MIDDLE SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Ryan Shaw
Principal:	Ryan Shaw
Address:	1900 Refugio Valley Rd.
City:	Hercules, CA 94547
Telephone Number:	231-1429
E-mail address:	rshaw@wccusd.net



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

ELIZABETH BLOCK

MADLINE KRONENBERG

TOM PANAS

SUPERINTENDENT

MATTHEW DUFFY

Table of Contents

OVERVIEW	School Site Council (SSC) Recommendations and Assurances SSC Roster Stakeholder Involvement Executive Summary Theory of Action Data Analysis
-----------------	---

REQUIRED ACTION PLAN FOR STUDENT ACHIEVEMENT	ELA Math ELD African American Student Achievement Special Education and Inclusive Environment Social/Emotional Support for Students Parent Involvement
---	--

OPTIONAL ACTION PLAN FOR STUDENT ACHIEVEMENT	Attendance Science History/Social Studies ILT Goals Other 1 Other 2
---	--

SUMMARY	Overall Budget Summary Agreements Title I Centralized Services
----------------	--

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:

Departments, School Safety and Climate Committee, and Instructional Leadership Team

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: June 6, 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:

Ryan Shaw

Typed name of school principal

Ryan Shaw

Signature of school principal

6/6/2018

Date

Ryan Shaw

Typed name of SSC Chair

Ryan Shaw

Signature of SSC Chair

6/6/2018

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	April Manning		8/21/2019	
Parent #2	Jane Yi		8/21/2020	X
Parent #3	Maria Francio		8/21/2020	
Student #1	Irish Folds		8/21/2019	
Student #2	Jacob Wagner		8/21/2019	
Student #3				
School/Other Members				
Teacher #1	Karen Rose		8/21/2019	
Teacher #2	Jodi Tamosunas		8/21/2019	
Teacher #3	Caleb Owens		8/21/2019	
Teacher #4	Carol Peters		8/21/2019	
Other	Mirel Rivera		09/27/2020	
Principal	Ryan Shaw		8/21/19	

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:

Task		Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
				ILT reviews all departmental data using SPSA goals and objectives. The ILT evaluates and shares results with whole school and SSC.
Step 2	Gather input from	Process:	or	Process:
		Departments and committees review student data and reports directly to the SSC.		
Step 3	SPSA strategies development	Process:	or	Process
				Each department reviews and monitors their goals as well as school-wide goals. They use the data as part of the cycle of inquiry to improve student outcomes.
Step 4	Budget development	Process:	or	Process:
		Discretionary resources are reviewed and approved by the SSC.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		The SPSA is reviewed by the SSC quarterly.		Departments and ILT review the SPSA as part of monthly meeting.

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

HMS Theory of Action

Hercules Middle School

2018 - 2019

Vision Statement: Hercules Middle School is committed to providing a rigorous academic environment that promotes the educational needs of the whole child.

Our School Values:

- Titans Show Respect
- Titans are Kind
- Titans take Responsibility
- Titans Collaborate
- Titans strive for Academic Excellence
- Titans work harder to get smarter.

Theory of Action:

If we develop technology-enriched classrooms and use 21st century teaching methods, we will see a shift from the traditional instructional model to a facilitated learning environment that blends technology with direct instruction. We will see students demonstrating 21st-century technological strategies, which will lead to improved student academic achievement.

If we develop, improve, and utilize transparent communication strategies and methods between school to home, home to school, and individual to individual, then we will see greater satisfaction from all stakeholders, which will lead to improved student academic achievement.

If we cultivate a community of collaboration between students, staff, and stakeholders, where individuals are reflective in their practice and utilize data to make decisions, then we will see professional growth and an improved sense of community involvement, which will lead to an improved school climate.

If we provide a safe and welcoming environment, are aware and sensitive to the social-emotional needs of our students, and respond to them with care, sensitivity, and without judgment, then students will feel safe to express themselves as their true selves. This will lead to a sense of acceptance and belonging, which will lead to improved student academic achievement.

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	Students are currently at 33% at the 50th percentile or higher. Exit G.E for 6th grade , 7th grade, and 8th grade.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:		SBAC scores for full school 46% ELA met or exceeded standards/30% Math
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	GPA	Area of concern	
	Credits Earned	Area of concern	
	Other: NWEA Maps ELA and Math	Area of concern	Maps is a common core aligned assessment that measure growth. Base will be determined the first week of school.
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Attendance for the first 9 months of school is currently 96.2% Which is over district target.
	Suspension	Area of concern	164 total suspension representing 295 days of suspension.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	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	Currently 62% of 6th, 54% of 7th and 63% of 8th graders of HMS students met or exceeded their growth expectations as measured by the STAR reading assessment.	By April 2019, 80% of HMS students will meet or exceed their growth expectation.	All Students	STAR Assessment Summary Report	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017 - 2018 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	Provide Tutoring (125) hours					5477
2	Study Trips					2000
3	Light snacks catered					500
4	Materials and supplies for PD					500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					3312
6	Provide collaboration time(50 hours) focusing on data analysis, program planning, academic conferencing(12.5 days), and coaching support.					6500
7	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					0
TOTAL					0	18289

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	On the 2017 - 2018 MDTP, 42 out of 409 (10%) 6th and 7th grade students scored 30 or better.	By May 2018, 15% of 6th and 7th grade students will earn a score of 30 or higher on the MDTP	All 6th and 7th grade students	Algebra Readiness Exam	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points from 2017 - 18 scores to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide tutoring					5000
2	Light snacks for PD					500
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					3662
4	Provide collaboration time(50 hours) focusing on data analysis, program planning, academic conferencing(12.5 days), and coaching support.					6500
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					
6						
7						
TOTAL					0	15662

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)	10 Hercules Middle school students (20%) of our EL students were reclassified as proficient for the 2018 2019 School year.	By Spring 2019, 25% (13 students) of the current EL students will be reclassified as measured by the district's reclassification criteria.	English Learners	District Reclassification Information	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	English Learner (EL) reclassification rate will increase to 13%.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Quarterly Progress Monitoring			October, January, March, and April			
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing			
3							
4							
5							
6							
7							
TOTAL					0	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 Semester 1 2018, 27.8% of our African American Students have a GPA below a 2.0, while only 14.4% of our total population have a 2.0 or below	By Semester 1 2019, 80% of our African American students will earn a GPA of 2.0 (an increase of 7.8%) or above as measured by PowerSchool GPA report.	African American Students	PowerSchool GPA report	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017 - 2018 score to move closer to SBAC ELA level 3. Grow 15 points from 2017 - 2018 score to move closer to SBAC Math level.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Quarterly Processing Monitoring			October, January, March, and April			
2	Development of an African American Parent Group			September 2018			
3	Informational Session			Fall 2018			
4	Additional Support for Mafanikio			Ongoing			
5							
6							
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	As of Semester 1, 2018, 57 % of our RSP students have a GPA below a 2.0 while only 14.4% of the total population have a GPA below a 2.0.	By Semester 1 2019, 80% of our RSP students will earn a GPA above a 2.0.	Special Education Students	PowerSchool GPA Reports	Improve student engagement and climate outcomes and allocate services to English learners (EL), low income (LI), and foster youth (FY) students.	Grow 10 points from 2017 - 2018 score to move closer to SBAC ELA level 3. Grow 15 points from 2017 - 2018 score to move closer to SBAC Math level.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Academic Counselor Sessions with Case Managers			Weekly		
2	Professional Development Sessions that are focused on executive functioning and ongoing mini sessions on inclusionary strategies, differentiation techniques, etc.			Monthly		
3	RSP/ General Education strategy meetings			Monthly		
4	Parent Letter Update			Biweekly		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					
TOTAL					0	0

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	On the 2017 Healthy Kids Survey, under caring relationship, 40% of students gave negative marks under the caring adult category	By Spring 2018, 80% of student grades 6 - 8 will give positive marks on the HMS climate survey using the HKS caring relationship questions.	All students	Staff developed climate Survey	Improve student engagement and climate outcomes, and allocate services to English Learners (EL) low income students (LI) and Foster Youth (FY)	Report CA Healthy Kids Survey key finding and subgroup
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	50% CSO					20715
2	Extra hours for clerical OT(100 hours)					4000
3	2 - CSO extra hours for enrichment programs (120 hours each)					14000
4	Monthly Climate Survey (Google Form)					0
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.					4000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					
TOTAL					0	44715

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	From August 2017 to April 2018 Hercules Middle school had a total of 12,428 or an average of 1381 visits per month.	By April 2019, the average visits to the page will increase to 13,000 visit which would be an average of 1444 visits per month.	All Families	BB web report	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Materials and supplies			Ongoing		250
2	50% SCOW			August - June		23395
3	Provide light refreshments for parent events and meetings.			As Needed		1500
4	Offer translation for parent events and meetings.			As Needed		300
5	Arrange child care for parent events and meetings.			As Needed		150
6						
7						
TOTAL					0	25595

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	Hercules Middle School had an April attendance rate of 96.7% for the 2018 school year	By April of 2018, HMS will increase our yearly attendance percentage to 97%.	Schoolwide	State reported monthly attendance reports	Improve student engagement and climate outcomes, and allocate services to English learners (EL), low income (LI), and foster youth (FY) students.	All schools will maintain 95% or above attendance rate.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			Ongoing		500
2						
3						
4						
5						
6						
7						
TOTAL					0	500

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	104761	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	104761
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.