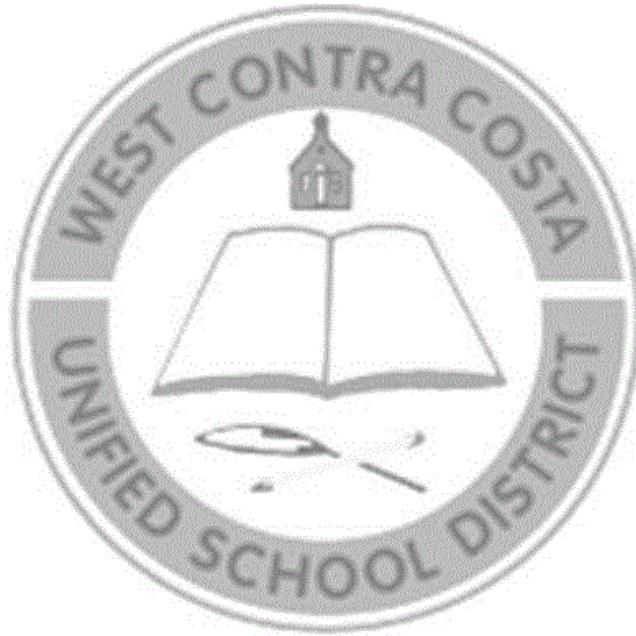


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

KENNEDY HIGH SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Felicia Phillips
Principal:	Felicia Phillips
Address:	4300 Cutting Boulevard
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BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

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MATTHEW DUFFY**

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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	Trenisha Hill		2018	Chair
Parent #2	Rita Figueroa		2018	
Parent #3	Crisanta Viallobos		2019	
Student #1	Ky'lah Wilson		2018	
Student #2	Jefferson Lopez		2018	
Student #3				
School/Other Members				
Teacher #1	Bryce McQuern		2018	
Teacher #2	Christina Huerta		2019	
Teacher #3	Harrison Blatt		2019	
Teacher #4	LaRue Moore		2019	
Other	Michelle Hart/Counselor		2019	
Principal	Phillip Johnson			

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 Classroom teachers

1 Other school staff

1 Principal

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, MDAC, and parent club

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: _____
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:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC Chair

Signature of SSC Chair

Date

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:
				ILT and departments will analyze data and provide feedback to admin who will in turn relate the information to the community.
Step 2	Gather input from	Process:	or	Process:
				ILT will gather information from departments, admin will gather additional information from teachers and district personel and present findings to community through SSC and ELAC
Step 3	SPSA strategies development	Process:	or	Process:
				ILT and admin will work to develop strategies to futher the academic progress of our students and to create a safer adn more involve community.
Step 4	Budget development	Process:	or	Process:
		Shared with admin. SPSA goals are shared and aligned to LCFE goals and then presented, discussed and approved by SSC.		
Step 5	Finalize and submit SPSA for School Board Approval	Date: 11/9/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		At monthly SSC meetings, school staff will share updates on progress		

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

Kennedy's Theory of Action

If we collaborate with colleagues to develop **unit plans for every course** that:

- focus on power standards that endure, have leverage across content areas, and prepare students for success at the next level
- embed high-leverage instructional strategies for English Learners, and
- feature common formative assessments that measure students' progress toward mastering the power standards then our students will build capacity to become **critical thinkers**

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:	N/A	
	Benchmarks:	N/A	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	Data shows that we have a high number of LTEL students. We have begun to address this situation with a TOSA dedicated to helping LTEL students reclassify.
	ELPAC	Area of concern	We do not currently have ELPAC scores, however we are acutely aware of attendance that affects our EL students. This impacts their performance on the ELPAC as well as their performance in class and increases the likelihood that they will become LTEL.
	GPA	Area of concern	When extended learning candidates were identified roughly 2/3 of our students qualified for extended learning. This is concerning. We are working to address this concern with the organization of a curriculum team and formulating common assessments in departments.
	Credits Earned	Area of concern	A number of our students are credit deficient. Our current 8 period block model has built in opportunity for credit recovery. We also offer tutoring and a Saturday Academy where students can see support from teachers.
	Other:	N/A	
Other:	N/A		
Student Support Data			
Choose 2	Attendance	Area of concern	Our current attendance is 91%. We are working closely with Ms. BYRD to follow the SARB process. Mr. Swift and his team are working with individual students to help bring them back to school and keep them in the classroom.
	Suspension	Area of strength	
	Parent/Community Survey	Area of strength	
	Healthy Kids Survey	Area of strength	Our Healthy Kids Survey show that parents and students feel that our campus is safe.
	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	- 19% of 11th grade students in 2017-2018 met or exceeded standards on the SBA in English Language Arts	By June of 2019, at least 35% of students taking an ELA class in grades 9-12 will score at or above standard on SBAC ELA Interim Assessment Blocks	Students currently reading below grade level (based on Fall 2018 Reading Inventory Lexile level)	- District supplied reading assessment (RI) - District-supplied English Language Arts Interim Assessment Blocks - Locally-designed formative assessment	1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY)	Data from assessments
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire Teacher on Special Assignment (TOSA) focused on curriculum and instruction (0.8 FTE)			08/18	100273	
2	Provide teacher-led tutoring during Saturday School			On-going through 2018-2019 school year.		3000
3	Provide teacher-led tutoring during After School Program (from 21st Century grant)			On-going through 2018-2019 school year.		5000
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going through 2018-2019 school year.	8000	
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going through 2018-2019 school year.	2500	10000
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support (including hourly pay for teachers and light refreshments)			On-going through 2018-2019 school year.	2500	8000
7						
TOTAL					113273	26000

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	- Only one 11th grade student in 2017-2018 met or exceeded standards on the SBA in Mathematics	- By May 2019 at least 50% of all students -- including EL students -- will be passing math courses. - By May 2019, at least 25% of all students enrolled in the appropriate courses will meet or exceed standards on SBA Interim Assessment Blocks in Mathematics	All students	- District-supplied SBA Interim Assessment Blocks aligned to WCCUSD Algebra 1, Geometry and Algebra 2 classes - Locally-designed formative assessments	1 Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY) 2 Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals	Data from assessments
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Assistant Principal heading up curriculum and instruction (0.5 FTE)			06/18		151570
2	Provide teacher-led tutoring during Saturday School			On-going through 2018-2019 school year.		2700
3	Provide teacher-led tutoring during After School Program (from 21st Century grant)			On-going through 2018-2019 school year.		1000
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going through 2018-2019 school year.	7584	4000
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going through 2018-2019 school year.	2500	5500
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support (including hourly pay for teachers and light refreshments)			On-going through 2018-2019 school year.	2500	4347
7						
TOTAL					12584	169117

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)	-8% of English Learners were reclassified as proficient during the 2017-2018 school year. -As of September 2018, 54% of English Learners were Long-Term English Learners (more than 6 years enrolled in US schools)	- During the 2018-2019 school year 60% of students enrolled in ELD 1-4 advance at least one ELD level - Increase reclassification numbers by at least 10 percentage points in the 2018-2019 school year	All English Learners	- 2018-2019 ELPAC - District-provided assessments such as English Language Gains test - Locally-developed common formative assessments	1 Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY)	ELPAC results, reclassification numbers, student grades and school and district designed assessments
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Engage teachers in coaching cycles led by Assistant Principal (0.5 FTE) and Teacher on Special Assignment (0.2 FTE) focused on curriculum and instruction			8/18		
2	Provide professional development opportunities on and off site including conferences, facilitated visits to other schools, consulting contracts, peer observation			On-going through 2018-2019 school year.	2500	2500
3	Provide teacher-led tutoring during After School Program (from 21st Century grant)			On-going through 2018-2019 school year.		2500
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going through 2018-2019 school year.	1000	
5	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support (including hourly pay for teachers and light refreshments)			On-going through 2018-2019 school year.	1000	2500
6	Explore additional supports to prepare students to succeed in the reclassification process (0.2 teacher FTE via unrestricted funds)			On-going through 2018-2019 school year.	1000	5000
7						
TOTAL					5500	12500

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	Of the graduating class of 2016, 4.3% of African American seniors were a-g eligible, and 21.3% of African American seniors were approaching a-g eligible	1. Decrease the D/F rate for Semester 1 and Semester 2 grades by 10 percentage points 2. Enroll a minimum of 15 African American students in the new after school program 3. Ensure that 100% of African American seniors have a post-graduation plan	African American/ Black students	- report cards - PowerSchool Graduation Progress Reports - After School Program enrollment data - locally-developed documentation	1 Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY)	Measure number of African American/Black students who are applying to four year colleges, two year colleges, trade schools and the military
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide dedicated support to African American seniors who are working on their post-secondary plans (including Grad Tutor funded by District LCAP)			On going		
2	Explore with faculty and staff issues of identity, race and equity in an effort to increase success of African American students					
3	Expose African American students to post-secondary options, including but not limited to study trips to college campuses and corporate workplaces					
4	Provide teacher-led tutoring during Saturday School				1500	
5	Provide teacher-led tutoring during After School Program (from 21st Century grant)					5000
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.					4000
TOTAL					1500	13000

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	<p>-6.5% of students with disabilities met or exceeded standards on the 2017-2018 SBA in English Language Arts, and no students with disabilities met or exceeded standards on the 2017-2018 SBA in Mathematics</p> <p>-no students with disabilities in the Class of 2016 graduated a-g ready, and 9.1% of students with disabilities in the Class of 2016 approached being a-g ready</p> <p>- From the California School Climate Survey, 9% of eligible staff respondents strongly agreed that Kennedy provides the materials, resources, and training to work with special education students, and 13% strongly agreed that Kennedy provides complete state adopted instructional</p>	- increase the number of students with disabilities passing eligible a-g courses by at least 5 percentage points	Student with disabilities	Schedules and reportcards from Powerschool used to determine performance of SPED student in general ed classrooms.	1:Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY)	Improved SPED graduation and certificate completion rates.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Review transcripts and course schedules of students with disabilities in grades 10 and 11 to identify possible schedule changes or summer learning opportunities to increase a-g eligibility			on going		
2	Provide teacher-led tutoring during Saturday School					2000
3	Provide teacher-led tutoring during After School Program (from 21st Century grant)					2000
4	Provide collaboration time for General Education teachers and Special Education case managers focusing on data analysis and in-class supports that honor students' IEP goals and accommodations/modifications.				1507	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				1000	2500
6						
7						
TOTAL					2507	6500

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	<p>- From the 2018 California Healthy Kids Survey, 37% of 11th grade students strongly agreed that they feel safe or very safe on campus, and 11 percent strongly agreed that they had a caring adult relationship on campus</p> <p>- During the 2017-2018 school year, there were 142 total suspensions.</p> <p>- During the 2016-2017 school year, the suspension rate for African American students was 30.9%, the suspension rate for students with disabilities was 29.6%, and the overall suspension rate was 15.2% (NOTE: these results are lower than similar results from the 2015-2016</p>	<p>- reduce in the total number of suspensions by 10 percent</p> <p>- reduce the suspension rates for African American students and students with disabilities by 3 percentage points</p>	All students	1. Personnel Requisition for RJ coordinator 2. Agenda notes from meetings. 3. Contact sheets and logs determining student interactions and touches.	Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students	Continued high scores from students and parents on Healthy Kids Survey
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Use other means of correction to address student misbehavior whenever possible			8/18		
2	Increase capacity to resolve conflict using restorative practices			Throughout year	35000	15000
3	Expand use of HERO online behavior management system to document referrals, analyze data, and identify interventions for students			Throughout year	4311	5000
4	Improve campus safety by increasing the number of Campus Safety officers (0.8 FTE)			Throughout year		33110
5	Provide SEL professional development opportunities for faculty and staff: on and off site including conferences, consulting services, on-site workshops (including teacher hourly)			Throughout year	3000	6900
6	Launch schoolwide Climate Team that will identify trends					
7	Expand the COST/CARE team to include additional service providers, and establish a tracking system to monitor interventions for students					
TOTAL					42311	60010

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	- During the 2017-2018 school year, there were six schoolwide parent outreach events. - During the 2017-2018 school year, the School Site Council was combined with the English Learners Advisory Council	- Sponsor at least one parent outreach event each month - establish an English Learners Task Force to engage parents of all English Learners	African American students Latino students	- flyers from events - sign-in sheets from events - agendas and minutes from council & committee meetings - feedback forms from event attendees	3.1 Increase parent and community engagement, involvement, and satisfaction	Increased participation in SSC and ELAC
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Develop coordinated campaign for parent outreach			on going		1500
2	Attend conferences focused on parent engagement			on going		3500
3	Provide light refreshments for parent events and meetings.			on going	1307	4000
4	Offer translation for parent events and meetings.			on going	1500	5000
5	Arrange child care for parent events and meetings.			on going	1500	
6	Update school website and explore other social media strategies to inform and educate parents			on going		
7				on going		
TOTAL					4307	14000

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		By June of 2019, Kennedy's average daily attendance (ADA) rate will increase to at least 91.74%	Students with chronic absences and tardies	Powerschool attendance site-based attendance contracts	4. Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students	Attendance as measured by Powerschool
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	1500	300
2	Contiue working with SARB process with Ms. Byrd and Mr. Swift.			on going		
3	Provide social emotional resources as needed.			on going		
4						
5						
6						
7						
TOTAL					1500	300

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	1. 85% of 9th grade students did not master Next Generation Science Standards (NGSS) concepts as measured by the 2016 district biology benchmark, administered on November 14, 2016. In 2016, less than 80% of teacher-created biology lessons and assessments were aligned to NGSS. In the 2016-2017 school year, less than 80% of science objectives and assessments were aligned to the NGSS, as measured by recorded daily objectives and teacher-created assessments.	1. By June 2019, 100% of lessons and assessments in science classes will be aligned to the NGSS, as evidenced by records of daily content and language objectives for each science class.	All students enrolled in science classes.	1. Unit Plans created by teachers and reviewed by the department. 2. Achievement on standardized tests administered to science students in April 2019	- Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY) - Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	Achieve a passing rate of 30% for all students who take the NGSS Standardized Test in April 2019.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Teacher collaboration hours (1 day per quarter per teacher) for designing curriculum, unit planning, lesson planning, assessment planning, grading assessments, and reflecting on student progress.			on-going	750	4000	
2	Attending professional development conferences (1 per teacher per year) to educate teachers on current research based pedagogical strategies as related to developing, implementing, and assessing NGSS based science curriculum.			on-going	750	5000	
3							
4							
5							
6							
7							
TOTAL					1500	9000	

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
	All teachers will participate in one full coaching cycle per quarter. At least two of those coaching cycles will focus on implementing constructive conversations in the classroom. By September of 2017, we will develop a book study protocol to be implemented in self-selected PLCs during 1 Wed. collab. per month in 2017-2018.	ILT will meet twice monthly to address curriculum and preofessional development needs of the school.	EL students, African American/black students, SPED students, studentes performing below standards.		Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI) students, and foster youth (FY) Student engagement. Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students. Implementation of Common Core	SBAC scores School designed assement scores
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	ILT Planning Retreat			06/19		12000
2						
3						
4						
5						
6						
7						
TOTAL					0	12000

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	322427	0
Title I	184982	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	322427
Title I	184982

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.