

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

KOREMATSU MIDDLE SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Matthew Burnham
Principal:	Matthew Burnham
Address:	7125 Donal Ave
City:	El Cerrito, CA 94530
Telephone Number:	231-1449
E-mail address:	mburnham@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:

ELAC

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 17, 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:

Matt Burnham

Typed name of school principal

Signature of school principal

Date

Luna Wagner

Typed name of SSC Chair

Signature of SSC Chair

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			6/2018	
Parent #2	Cedric Elevancini		6/2018	
Parent #3	Mark Vincent		6/2019	
Student #1			6/2018	
Student #2	Luna Wagner		6/2019	Chair
Student #3			6/2018	
School/Other Members				
Teacher #1	Blair Krug		6/2019	
Teacher #2	Sarah LaDue		6/2019	
Teacher #3	Yvette Soto		6/2020	
Teacher #4	Mark Pohl		6/2020	
Other			6/2018	
Principal	Matt Burnham			

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:
		SSC reviews what each department submits as their goals and objectives. The SSC offers advice and additions for the SPSA.		
Step 2	Gather input from	Process:	or	Process:
		Committees meet to review student performance data and pass input to SSC as participants in the SSC process.		
Step 3	SPSA strategies development	Process:	or	Process
				Each department will have input for the strategies they will use to ensure improved student achievement.
Step 4	Budget development	Process:	or	Process:
		Discretionary resources will be reviewed by the SSC as well as proposals from our staff to make sure that all students' needs are being met equitably.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		Monitoring process to be on-going by all stakeholder groups. Student progress to be reviewed yearly.		Administration, departments and the SSC will be responsible for monitoring the strategies used for improving student achievement and teacher practices.

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.

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	While we have seen improvement in our reading scores there are still far too many students reading below grade level. Through ongoing professional development and data tracking our goal is to raise the achievement and target supports for students reading below grade level.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA: SBAC ELA 8th grade - Overall increase of 11% students meeting or exceeding standard.	Area of strength	Year to year increase was dramatic. Staff will continue to support reading and writing instruction across disciplines.
	LTEL Data:	Area of concern	60% of English Learner Students at Korematsu currently meet the state definition for Long Term English Learner status. This calls for professional development for core subject teachers in order to support students outside of the ELD setting.
	ELPAC	Area of concern	
	GPA	Area of concern	
	Credits Earned	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	We are currently below the 95% goal and sit at 94.93%.
	Suspension	Area of strength	Currently our suspension rate has dropped 37% from last year.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

**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

Korematsu Theory of Action

Korematsu Middle School

Theory of Action

Achieving Students		What does this look like:
If we differentiate classroom instruction to meet the needs of all students through: blended learning, project based learning and hands-on activities	then we will see student engagement and academic achievement increase for all students.	<ul style="list-style-type: none">● Use of tablets for blended learning● Intervention Programs● UDL● Rotating scheduling
Invested Employees		
If we develop opportunities for teachers to work together to focus on methods for supporting all korematsu students	then we will see teachers' instructional practice improve with an emphasis on a reflective approach.	<ul style="list-style-type: none">● Teacher led effective practices workshops● PLCs● Peer observations● Lesson Study● Conferences
Engaged Communities		
If we focus on providing support for the "whole child" including: extracurricular activities and enhanced social emotional support	then we will see a positive school climate and an increase in students and families feeling connected to the school.	<ul style="list-style-type: none">● Safe School Ambassadors● Homeroom Activities● After school sports● Clubs● Drama● Awards Celebrations● Full time School Psychologist● School Community Worker

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	145 of 366 7th graders are reading below grade level, 132 of 349 8th grade students are reading below grade level (STAR test metrics)-	By the end of the 18-19 school year, 15% of students who were not reading at grade level in the fall will be reading on grade level OR will have made 2 years' growth.	All	STAR Reading Assessment-	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC ELA Proficiency
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	All students will be assessed using the STAR diagnostic reading assessment			September 2018		
2	Place students into reading intervention courses to support student acquisition of reading skills and offer tutoring.			Ongoing		2000
3	Review Interim student class based assessments at monthly department meetings.			January and May		
4	Contract with Writer Coach Connection			August		5000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September		2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	11000

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	56% of students scored below standard on the SBAC for math.	By the end of the school year 75% of students IAB scores will increase by 15 points between assessment 1 and 2	All	IAB Assessment	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC Math Proficiency
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Arrange professional development and collaboration schedule			September		1000
2	Assess students with diagnostic assessment			September		
3	Place students in intervention classes			September/Ongoing		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			October		4051
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	6551

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)	38 of 54 students (70%) met the Student Growth percentile as measured by the STAR reading assessment.	By the end of the 18-19 school year, 90 % of EL students will be reading near grade level OR will have made 2 years' growth.	English Learners in Grade 7 and 8	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	ELPAC Proficiency
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Assess all students			September		
2	Contract with writer coach connection to provide one on one writing support for EL students			August		5000
3	Implement accelerated reader program to focus on EL students on reading			Ongoing		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September		2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		3000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		500
TOTAL					0	10500

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	African American Students consistently under perform other subgroups in Math. 93% of 7th and 8th grade student did not meet standards as measured by the Smarter Balanced Assessment--	By June of 2019, the number of 7th and 8th grade AA students who meet or exceed standard on the Smarter Balanced assessment will increase by 20%	African American 7th and 8th graders	SBAC, Interim Assessments, MDTP	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Increase SBAC math proficiency
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Identify AA students who are below grade level in math			September		
2	Develop corrective action plan to support AA students in math			October		500
3	Use assessment data and formative assessments to monitor progress of students in the cohort			Ongoing		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September		2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	4500

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Attendance rate is currently 94.93%.	Increase attendance rate to 95% as measured by monthly attendance reports.	All	Attendance reports	Goal 4. Improve student engagement and climate outcomes	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		200
2	Inform all families of attendance policies			August		
3	Celebrate students with perfect attendance			Feb/May		100
4						
5						
6						
7						
TOTAL					0	300

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	Many students score 2 or less on citing evidence on writing performance tasks.-	By May of 2019, all social science classes will use the rubric with at least one major writing assignment. 60% of students will score an average of 3 out of 4 using the program embedded rubric..	All students	Department wide use of DBQ and rubric to score DBQs.	Increase Student Achievement	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Arrange PD to develop rubric			September		200
2	Assign teacher to implement pilot writing assignment for rubric trial.			October		
3	Analyze writing assignments and calibrate scoring, refine rubric based on analysis			October/November		200
4	Implement rubric schoolwide for social science			Ongoing		
5	Administer Benchmark for Social Science			Ongoing		3000
6	Send DLI Teacher to CAFE conference			March		
7	Study Trips for Experiential Learning			Ongoing		6000
TOTAL					0	9400

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. 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
ILT	Meeting Sign-in sheets show that the full ILT group met in entirety only 4 times.	95% of ILT members will attend 95% of ILT meetings	ILT Members	Sign-in Sheets	Goal 2: Improve instructional practice through professional development and professional learning communities at schools	Increase implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Develop schedule for school year			August		
2	Attend monthly meetings			Ongoing		
3	Analyze sign-in sheet information			June		
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	124751	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	124751
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.