West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

MIDDLE COLLEGE

Board Approval Date:	December 5, 2018
Contact Person:	Finy Prak
Principal:	Finy Prak
Address:	2600 Mission Bell Drive
City:	San Pablo, CA 94806
Telephone Number:	215-3881
E-mail address:	fprak@wccusd.net

BOARD OF EDUCATION

2018 - 2019

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1.   The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2.   The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3.   The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

4/12/18

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: 4/12/18

7.   The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Finy Prak	*Finy Prak*	5/25/18
Typed name of school principal	Signature of school principal	Date

Hayley Thongvanh	*Hayley Thongvanh*	5/25/18
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	Shannon Hickman			5/2019	
Parent #2	Variny Yim			5/18	
Parent #3	Lina Sonico			5/18	
Student #1	Hayley Thongvanh			5/18	X
Student #2	Jacqueline Ortiz			5/18	
Student #3	Samuel Solis			5/18	
		School/Other Members			
Teacher #1	Mary Bhambra			5/18	
Teacher #2	Margaret Love			5/18	
Teacher #3	Katherine Williams			5/18	
Teacher #4	Erica Martinez			5/19	
Other	Kristina Moore			5/18	
Principal	Finy Prak			5/18	

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:

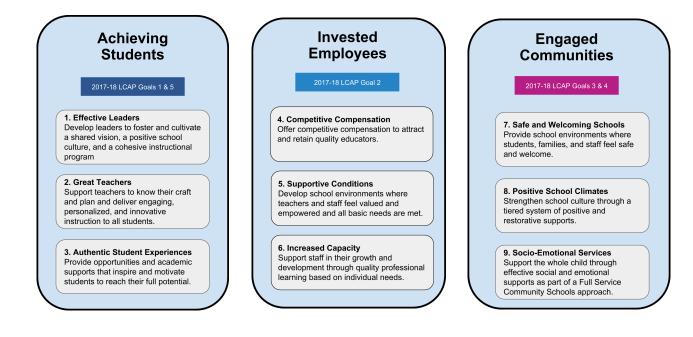|	Task	SSC Actively Involved in Task	or	Task Delegated to
		Choose one task management option for each step		
Step 1	Analyze local assessment data	Process: All CAASPP, benchmarks, California Healthy Kids Surveys, Youth Truth Survey and college data will be shared with the school site council members.	or	Process: Principal
Step 2	Gather input from	Process: SPSA will be shared with all MCHS Faculty members	or	Process: Principal
Step 3	SPSA strategies development	Process: Input from students, staff, SSC	or	Process Principal
Step 4	Budget development	Process: Review budget with SSC	or	Process: Principal
Step 5	Finalize and submit SPSA for School Board Approval	Date: 6/1/2018		
Step 6	SPSA monitoring	Process: Review by faculty and SSC	or	Process: Principal

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

Middle College Theory of Action

Middle College High School 2018-19 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 both their high school and college classes.
Adult Learning and Collaboration	If we build a culture of professional growth and constant adaptation.	We will have structures and processes in place that will promote collaborative inquiry and problem solving.
Student Culture and Climate	If we build a culture of support, acknowledgement and celebration of students.	We will see an increase of students having a sense of belonging, self-worth and dignity.

<u>Middle College High School 2017-18 Smart Goals:</u>

Goal #1: By May 2018, 55% of all students will show growth in the area of writing mastery as demonstrated using the Turnitin.com ELA assessment.

Goal #2: By May 2018, 51% of students tested will score at or above standard on Math: Communication Reasoning claim area of the SBAC test as measured by state SBAC assessment**.**

Goal #3**:** By May 2018, 51% of classroom instruction will integrate elements of effective communication, collaborative conversations, respectful listening & cultural responsiveness as evidenced using technology in the classroom and course feedback surveys.

Goal #4**:** By May 2018, at least 60% of 9th-12th grade parents will attend one or more parent night events as measured by the sign-in sheets at parent night events**.**

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		
STAR Reading	Area of concern	
Benchmarks: "Turn It In" Common Core Writing Rubric	N/A	We are implementing the Turn It In program, which is a new assessment tool to monitor our student's writing proficiency. This tool is new to our site and we will have supporting data until the end of 2018-19 school year.
Benchmarks:	Area of concern	
SBA:	Area of concern	
LTEL Data:	Area of concern	
ELPAC	Area of concern	
GPA	Area of concern	
Credits Earned	Area of strength	During the 2016-17 school year, transcript analysis reveals that 100% of MCHS students consistently meets 90% of the high school graduation credits by the end of their junior year.
Other: A-G Completion Rate	Area of concern	CDE Data Quest reported that 84.6% of MCHS graduates met the UC/CSU eligility in 2016-17. This is a 5.4% drop from 2015-16 in which 90.5% of MCHS graduatates met the criteria.
Other:	Area of concern	
Student Support Data		
Attendance	Area of concern	Overall, our attendance increased from 98.2% to 98.4% from 2015-16 to 2016-17.
Suspension	Area of concern	In 2017-18 school year, there were a total of 2 suspensions, which equal the same amount in 2016-17. We would like to limit this to zero.
Parent/Community Survey	Area of concern	
Healthy Kids Survey	Area of concern	
Other:	Area of concern	
Other:	Area of concern	

Choose 3 (applies to Academic Data section)

Choose 2 (applies to Student Support Data section)

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	55% of all students show growth in the area of writing mastery as demonstrated using the Turnitin.com ELA assessment	By May 2019, we expect to see a growth of 10% in the area of writing proficiency in our student's work demonstrated using the Turnitin.com ELA assessment.	All students taking SBAC	ELA Turn It In Assessments and overall SBAC score	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Offer afterschool tutoring			August-May		7000
2	Extra hours for the counselor			August-May		1000
3	Light snacks for PD			August-May		1000
4	Light snacks for students			August-May		1500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-May		1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-May		3500
7	Study trips for students			August-May		5000
				TOTAL	0	20500

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	38% of students scored above standard on the Math Communicatiing Reasoning: Demonstrating Ability to Support Mathematical Conclusions on SBAC assessment in 2016-17	By May 2019, we expect to see of a growth of 10% on the Math Communicatiing Reasoning: Demonstrating Ability to Support Mathematical Conclusions on SBAC assessment	All students taking SBAC	SBAC Assessment	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	Grow 15 points to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide afterschool tutoring			August-May		7000
2	Extra hours for Counselor			August-May		1000
3	Pay for out of state conferences			August-May		5000
4	Provide light snacks for students			August-May		1500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-May		1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-May		2000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-May		2000
				TOTAL	0	20000

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	7 EL students currently attending MCHS are not yet reclassified	By May 2019, 30% of EL student will be reclassified as ELD 4 or R-FEP as measured by WCCUSD reclassification criteria	EL Students	WCCUSD Reclassification Criteria	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (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	Provide SDAIE instruction during English classes			August-May		
2	SDAIE teacher will provide students with adjusted text reading levels that will allow students to access content, participate in conversation and writing.			August-May		
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-May		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-May		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-May		1000
				TOTAL	**0**	**2500**

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	80% of African American student's meet A-G completion, which is below their subgroup counterparts	By May 2019, we expect 90% of AA students to be on track to complete their A-G requirement and be UC/CSU eligible	African American students	UC/CSU Completion Percentage Rate as reported by CDE.	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	UC/CSU completion rate will increase by 7%.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Conduct transcript analysis and conference with student and parents to ensure that students are the right track			August-May		
2	Provide students the opportunity to attend college tours			August-May		692
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August-May		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August-May		500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August-May		500
				TOTAL	**0**	**2192**

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	N/A					
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	No Special Ed students at MCHS					
2						
3						
4						
5						
6						
7						
				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	An average of 45% of students indicated that there is elements of effective communication, collaborative conversations and respectful listening in the classroom based on the 2017-18 Youth Truth student surveys	By May 2019, 51% of classroom instruction will integrate elements of effective communication: collaborative conversations, respectful listening & cultural responsiveness as measured by course Youth Truth student surveys	All Students	Youth Truth Student Survey	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	All schools will maintain 95% or above attendance rate.
Insert your Discipline Matrix Link here [ ]						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Conferences out of state				Ongoing		5000
2	Study trips for students				Ongoing		5000
3							
4							
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.						1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.						1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.						1000
				TOTAL	0	13500

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	85% of parents of 9th-12th grade parents/guardians attended one or more MCHS hosted parent night events in 2017-18 school year.	By May 2019, we expect a 10% increase of parent attendance in one or more MCHS parent night events	All parents/guardians of MCHS students	Parent Night Sign-In Sheets	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement and satisfaction.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Pay teachers extra hours to attend parent nights				August- May		
2	Extra hours for clerical support				August- May		2200
3							
4	Materials and Supplies for students				August-May		500
5	Provide light refreshments for parent events and meetings.				August-May		4000
6							
7							
				TOTAL	0	6700

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	9-12th grade students had an average attendance rate of 97% as measured by WCCUSD Percentage Actual Comparison Report	By May 2019, all students will increase average attendance rate by 1.5% as measured by WCCUSD Percentage Actual Attendance Comparison Report	All	WCCUSD Percentage Actual Attendance Comparison Report	Goal 4: Improve student engagement and climate outcomes, and allocate services to English learner (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.			August-May		500
2	Conference with students and families of chronically truant students			August-May		
3	Implement school wide reward: attendance to Student Leadership Conference			August-May		
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	65892	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	65892
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 activites 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.