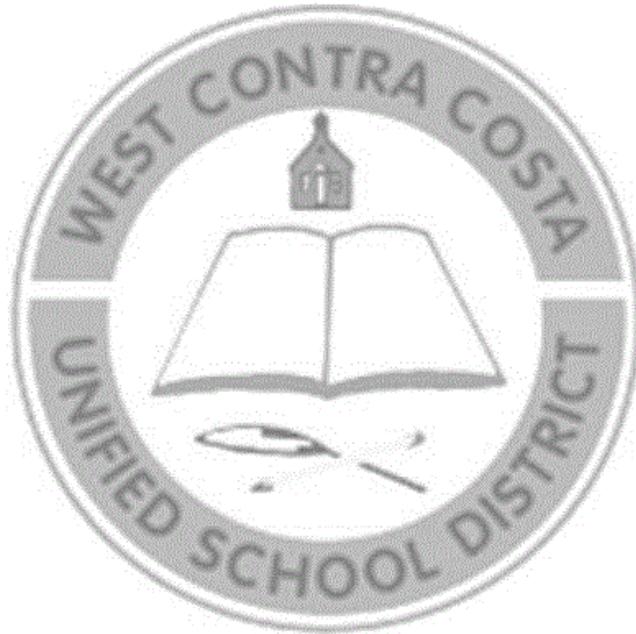


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

RICHMOND HIGH SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Elizabeth Addiego
Principal:	Jose De Leon
Address:	1250 23rd Street
City:	Richmond, CA 94804
Telephone Number:	231-1450
E-mail address:	jdeleon@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:

English Learner Advisory Committee (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: June 5, 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:

Jose A. De Leon

Typed name of school principal

Signature of school principal

Date

Chisom Nwadike

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	Ernestina Leon		6/2019	
Parent #2	Zelon Harrison		6/2020	
Parent #3	Armando Pastora		6/2020	
Student #1	Valeria Echeverria		6/2020	
Student #2	Javier Garcia		6/2020	
Student #3	Natalia Gomez		6/2020	
School/Other Members				
Teacher #1	Andrew Wilke		6/2019	
Teacher #2	Loveleen Bamra		6/2019	
Teacher #3	Asedo Wilson		6/2020	
Teacher #4	Ellen Rosenbluth		6/2020	
Other	Demulus Johnson		6/2019	
Principal	Jose A. De Leon			

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: Gather data related specifically to the goals outlined in the SPSA. Compare data to data of other years so that the SSC can fairly determine program effectiveness.	or	Process: Principal, Assistant Principals, Literacy Coach, ILT, and department leads will review data to decide equitable allocation of resources. The recommendations of these stake-holders will then be explained to the SSC which will make the final decision.
Step 2	Gather input from	Process: Gather information from ELAC, SSC, ILT & Department leads. Based on the goals they wish to analyze, SSC will ask for various stake-holders to make presentations, provide data and or meeting notes so that they understand the vision and progress of other groups on campus.	or	Process: The ILT, ELAC, Departments and administrative team meet in their respective configurations to discuss existing and proposed programs and present recommendations to the SSC which makes the final decision.
Step 3	SPSA strategies development	Process: Departments work as a team to develop strategies, non-academic strategies are developed by those directly overseeing the initiative/project. Academic strategies are vetted through ILT, non-academic strategies go straight to the SSC.	or	Process: The Principal and Assistant Principal work directly with those who are creating the strategies in order to field questions and give a school-wide perspective around various initiatives.
Step 4	Budget development	Process: _____	or	Process: The ILT and Principal meet to discuss existing and proposed programs. Their recommendations are then presented to the SSC for consideration.
Step 5	Finalize and submit SPSA for School Board Approval	Date: _____		
Step 6	SPSA monitoring	Process: _____	or	Process: The ELAC, ILT, Department Leads, and Admin Team meet to review the Round 1 and 2 monitoring. An assistant principal will present the findings to the SSC who then reviews, approves and monitors it.

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

Richmond High Theory of Action

Theory of Action and How it Relates to RHS

Teaching, Learning, and Leading (TLL): If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and schools, then we will see student achievement grow for all student throughout the district.

Adult Learning & Collaboration (ALC): If we build talented staff through a professional learning system that is personalized, empowering and adaptive, then we will recruit, support, and retain knowledgeable and effective people and programs in WCCUSD.

Student Culture & Climate (SCC): If we create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication, then we will see students and parents engaged in their learning each and every day.

In order for our students to meet the ESLRs, Richmond High School Administrators operate on a **RICHMOND HIGH SCHOOL THEORY OF ACTION**

TLL: If we provide teachers with intentional professional development around culturally relevant practices and strategies that support and engage all students, we can create a teaching staff that builds teacher capacity to provide quality instruction with student achievement in mind.

ALC: If we provide the structure, space, and time for our teachers to engage in authentic collaboration and discussions around student data, then the instruction and rigor in the classrooms will improve. Additionally, if we provide the time and tools for all teachers to engage peer visitation and peer feedback cycles, then teachers can work together to improve instruction and learn from one another.

SCC: If we create opportunities for our students to feel connected to our school, then student academic performance will increase. These opportunities include our academies, extracurricular activities, community partnerships, study trips, and socioemotional supports that ensure a structure that supports the whole child.

Based on the above the Mission, Vision and Expected School-Wide Learning Results have been developed.

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	
	Benchmarks: ELA Benchmark	Area of concern	By June 2018, 80% in each grade level will be approaching, meeting and exceeding the standards using the SBAC rubric for site benchmarks. By June 2018 we will increase by 10% the number of students meeting and exceeding on the SBAC ELA section. During the 2017-18 only 43% of the students still needed intervention based on the 2nd ELA site benchmark. The benchmark was graded using the SBAC rubric.
	Benchmarks: Math common assessment	Area of strength	At the end of Semester 1 for the 2017-18 school year all Math classes administered a common assessment to assess mastery of their content. The following were the results of students approaching, meeting or exceeding the standards measured by the common assessment: 83% of Geometry, 85% Algebra II, 70% Algebra I. As a total department 79%. Our data demonstrates that we are making good progress towards meeting our Smart goal.
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	GPA	Area of strength	RHS goals is that by June 2018 75% of all African American 9th, 10th & 11th graders will have a 2.0 GPA. By June 2018 90% of all African American 12th graders will have a 2.0 GPA. By June 2018 75% of all African American seniors will be eligible to attend a 4-year university. After data analysis on Semester 1 grades for the 2017-18 for our African American students we found that: 65% of our 9th, 10th & 11th graders had 2.0 GPA, 93% of our 12th graders had a 2.0 GPA and 50% of our Seniors have met the A-G requirements.
	Credits Earned	Area of strength	Richmond High has a goal that 75% of Freshmen will end the school year with 55 or more credits. Through Semester 1 of the 2017-18 school year 83% of Freshmen had earned 25 or more out of the 30 possible credits. Some efforts included a school wide quarterly advisory lesson, where students review credits and reflect on how to improve grades. Having 9th graders partnered with Link Crew Leaders also contributes to the increase in students earning credits. Link Crew Leaders review grades with freshmen and provide suggestions to improve grades.
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	Richmond High School has an attendance goal of 97% for the average daily attendance. Through Semester 1 of 2017-18 school year RHS had a daily average attendance of 94%.
	Suspension	Area of concern	
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of strength	Richmond High School has a goal that at the end of the 2017-18 school year 50% or higher of students will report feeling safe at school, 45% of students will report feeling close to someone at school and 40% will report having an adult on campus they feel confident going to. At the end of Semester 1 for the 2017-18 school year, as reported by the WASC survey 88% of students felt safe at school, 82% felt there was an adult on campus they felt confident going to and 89% felt close to someone at school. A lot of work has gone into creating an inclusive school culture and safe climate. Some of these are academy events and celebrations, school wide honor roll recognition events, assemblies, Link Crew, leadership rallies, study trips, new uniforms for student athletes and leadership rallies. Also, RHS has increased its contracts with YMCA, CIS, BAP, CCEB, Social Good Fund. RHS has been able to increase the number of students actively participating in the band, theater & dance programs.
	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	On the 2017 Spring SBAC 34 % of 11th graders met or exceeded ELA standards	By June/August 2019 we will reduce the number of 11th students needing intervention on the SBAC, ELA section by 10%.	schoolwide (non ELD)	IABs; SBAC (ELA)	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (low income students and foster youth) Increase SBAC ELA proficiency (4a, 2a, b)	grow 10 percent to move closer to SBAC level 3
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire a Coach to assist in ELA classrooms to work with students and teachers during the day			August 2018	120795	
2	Teacher and grad tutor extra hours for after school tutoring.			ongoing	1912	1000
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses (TURNITIN), student incentives, and books.			August 2018		7500
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			ongoing	5263	2000
5						
6						
7						
TOTAL					127970	10500

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 Spring SBAC 11% met or exceeded standards.	By June/August 2019 we will reduce the number of 11th students needing intervention on the SBAC ELA section by	School wide	District common assessment the IABs	Goal 1: Improve student achievement for all students and accelerate student learning for English learners, low income students and foster youth. Increase SBAC Math proficiency (4a, 2a, 2b)	Grow 15 points from 2017-18's score to move closer to SBAC math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire a Math Coach to assist with teachers and students in classrooms during the day			August 2018		120795
2	Teacher and grad tutor extra hours for after school tutoring.			Ongoing	1912	2000
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses (MATH XL), student incentives, and books.			Ongoing		9500
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing	5263	2000
5	Each subject will administer the District wide common assessment (IAB), three times a year to measure progress.					
6						
7						
TOTAL					7175	134295

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)	During 2017-18 school year the District adopted the GAINS assessment to measure language growth. At the end of Semester 1 we made 4% growth in each ELD level on the GAINS assessment.	By June 2019 we will make 10% language growth as measured by the GAINS assessment in each ELD level.	English Language Learners	District Assessment: Gains	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners, low income students, and foster youth.	10% on the Gains Assessment (District ELD Benchmark) & 15% of the ELD students will meet recalsification criteria.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	ELD/BLD teachers will receive a release day as a group to collaborate around curriculum alignment			Once per quarter		
2	After-school Tutoring				1912	2000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				5263	2000
4						
5						
6						
7						
TOTAL					7175	4000

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	During the 2016-17 school year RHS had 15 African American students in the 12th grade. 11/15 (73%) had a 2.0 or higher and had completed the A-G requirements and/or were UC eligible. 48/82 (59%) of 9-11th graders had a 2.0 GPA or higher. At the end of S1 for the 2017-18 school year: We had 14 African American students in the 12th grade. 13/14 (93%) had a 2.0 or higher GPA. Of those Seniors 7/14 (50%) had meet their A-G requirements. In grades 9-11 63/91 (69%) had a 2.0 GPA or higher.	Therefore, By June 2019, 75% of all 9-11 graders will have a 2.0 GPA or higher. By June 2019 90% of all 12th graders will have a 2.0 GPA or higher. By June 2019 70% of 12th graders will be eligible to attend a 4-year university.	African American Student	10-12 grade Grade Point Average	Goal 4 - Increase graduation rate. (5e)	State graduation rate overall increased.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire a full time SCOW to work directly with African American students, parents and community. They will meet regularly with students and parents to discuss academic plans and support.			ongoing	56495	
2	10th and 11th graders will be given the opportunity to participate in the HBCU tour			Summer 2019		6000
3	Students will attend college faires, Black College Expo to be exposed to a variety of collegic opportunities.					
4	African American students will fail to maintain a 2.0 GPA will be placed on the 2-2-2 plan. Which means students with a GPA below 2.0 will attend 2 hours of tutoring, 2 days a week.			ongoing		1000
5						
6						
7						
TOTAL					56495	7000

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	During 2017-18, Semester 1 progress monitoring showed that 73% of RSP students and 46% of NSH students have at least one D or F	By June 2019, we will decrease the amount of RSP students that receive a D or F by 8% and 6% for NSH students.	Special Education Students (RSP, NSH-Diploma, NSH-Certificate)	Powerschool grades to monitor progress towards a C- or higher	Goal 4 - Increase graduation rate. (5e)	\$2 grades
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and				see ELA/Math	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				see ELA/Math	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				See ELA/Math	
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	At the end of S1 for the 2017-18 school year, as reported by the school wide CHKS survey we have to following results: 9th 48% 10th 40%, 11th - 48% and 12th -50% of students at all grade levels report feeling safe at school, in the hallways and at lunch. 9th - 23%, 10th - 25%, 11th - 41%, 12th- 22 % reported that there was at least one adult they feel connected to.	By June 2019, at least 50% of students will report the following two things as measure by the CHKS: feeling safe at school, and feel their is at least one adult on campus they feel confident going to.	All students	California Healthy Kids Survey results	Goal 4 - Increase positive climate and safety (6c)	Report CA Healthy Kids Survey key findings and subgroup comparison.
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire a TOSA to facilitate the spending and allocation of site funds.			August 2018		45000
2	Additional CSO hours and a 1.0 FTE site supervisor.					58816
3	Purchase light refreshments for PD, ILT, new teacher PD, WASC visit and other staff or student collaborations as necessary				484	4500
4	Arrange contract for students: BAP, Social Good Fund, Writers Coach, YMCA, CIS, and others					139750
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, asemblies and books. Also for after school programs including but not limited to band, athletics, clubs, LINK crew...					54466
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					12000
7	Study Trips for students			ongoing	1979	6000
TOTAL					2463	320532

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	Support parent learning on campus. S1 of the 2017-18 school year SCOW/Counselors/Career Center conducted classes that served 25%.	By June 2019, we will increase the number of parents that attend and are involved in various parent groups by 10%.	All students Language learners African American students	We will measure the attendance of the various parent groups. We will also look at grades and attendance for students' whose parents participated in groups.	Goal 3 - California school parent survey (CSPS) results will measure increase in engagement, involvement and satisfaction (3a)	Goal 3 - California school parent survey (CSPS) results will measure increase in engagement, involvement and satisfaction (3a)
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Organize parent groups both in English and Spanish that discusses issues of truancy, life and personal skills.					
2	Extra teacher hours & SCOW hours for parent meetings and events.				3399	
3	Purchase materials & supplies for parent events and meetings.					
4	Organize parent study trips to engage parents in teh college going culture.					
5	Provide light refreshments for parent events and meetings.				435	
6	Offer translation and child care for parent events and meetings.				553	
7	Full time bilingual SCOW					34464
TOTAL					4387	34464

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	On the 2017 Spring SBAC 34% of 11th graders met or exceeded ELA standars	By June/August 2019 we will reduce the number of 11th students needing intervention on the SBAC, ELA section by 10%.	All 9-12 students	Department Benchmarks	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learners (low income students and foster youth) Increase SBAC ELA proficiency (4a, 2a, b)	Grow 10 points on the SBAC
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies as needed to support student learning. Including but not limited to supplemental literature and on-line licenses (Newsela)				5000	
2	After school tutoring				1912	1000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				5263	2000
4						
5						
6						
7						
TOTAL					12175	3000

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	We will use our daily average attendance calculations to track our progress towards our goal of 95.5% daily attendance. 2008-9 - 91.34%, 2009-10 - 93.9%, 2010-11 - 95.6%, 2011-12 - 95.2%, 2012-13 - 95.1%, 2013-14 - 95.62%, 2014-15 96.43%, 2015-16 - 96.81%, 2016-17 - 94.04%, 2017-18 thru S1 94%	By June 2019 RHS will maintain a student average daily attendance of 95.5%	All students	Average daily attendance	Goal 4 - school attendance rate (5a)	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.					500
2	Saturday school will be used as an alternative to suspension to keep students in school. It will improve attendance and act as a consequence for poor attendance.					1000
3						
4						
5						
6						
7						
TOTAL					0	1500

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

Other 2

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. 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
9th grade	There is a need to ensure that 9th graders are earning sufficient credit in their first year of high school in order to stay on track for graduation. At the end of S1 in the 2017-18 school year, 83% of freshmen at earned 25 or more credits, meaning they were on track to earn 55 or more credits by June 2018.	By June 2019 85% of 9th graders will be on track to graduate by earning 55 or more credits by the end of their Freshmen year.	9th grade	Student credits data through Power School. Retention rate between 9th & 10th grade.	Goal 4 - Increase graduation rate (5e)	State graduation rate overall increased by 2% from 90.1% to 92.1%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	LINK Crew - teacher hours for planning events, teacher conferences, events, assemblies and incentives.			ongoing		
2						
3						
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	515291	0
Title I	217840	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	515291
Title I	217840

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.