

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

VISTA HIGH SCHOOL



<b>Board Approval Date:</b>	<u>December 5, 2018</u>
<b>Contact Person:</b>	<u>Edith Jordan-McCormick</u>
<b>Principal:</b>	<u>Edith Jordan-McCormick</u>
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**BOARD OF EDUCATION**

**2018 - 2019**

**BOARD PRESIDENT: VALERIE CUEVAS**

**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

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**MADLINE KRONENBERG**

**TOM PANAS**

**SUPERINTENDENT**

**MATTHEW DUFFY**

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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:

ILT, SSC/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 24, 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:

Dr. Sylvia J. Greenwood

Typed name of school principal

Signature of school principal

6-1-2018

Date

Sonya Blevins

Typed name of SSC Chair

Signature of SSC Chair

6-1-2018

Date

## Secondary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Email address (Home mailing address if email n/a)	Phone Number	Terms End on:	Identify Chair Person:
Parent/Community Members				
<b>Parent #1</b>				
<b>Parent #2</b>				
<b>Parent #3</b>				
<b>Student #1</b>	Jasmin Alvarado		6/2019	
<b>Student #2</b>	Sara Atia		6/2019	
<b>Student #3</b>	Paul Murphy		6/2019	
School/Other Members				
<b>Teacher #1</b>	Sonya Blevins		6/2019	<b>X</b>
<b>Teacher #2</b>	Janet Kraus		6/2019	
<b>Teacher #3</b>	Cheryl Patterson		6/2019	
<b>Teacher #4</b>	Catherine Druck			
<b>Other</b>				
<b>Principal</b>	Edith Jordan-McCormick			

**Membership Composition:**

**Secondary (12 total)**

**3 Parents/community members**

**3 Students**

**4 Classroom teachers**

**1 Other school staff**

**1 Principal**

## SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Task		Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
				Teachers review all assessments on a weekly basis and have initiated deeper data dives focused on assessment data from the SAT, PSAT/NMSQT, CAASPP, District Benchmarks, CELDT, surveys and any other data points.
Step 2	Gather input from	Process:	or	Process:
				The ELAC has delegated discretionary power to the SSC.
Step 3	SPSA strategies development	Process:	or	Process:
				ILT sets SMART goals based upon review of data.
Step 4	Budget development	Process:	or	Process:
				The ILT meets and reviews the content of each section of the SPSA and SSC develops a budget to support all appropriate actions plans contained therein.
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/11/2017		
Step 6	SPSA monitoring	Process:	or	Process:
				The staff monitors progress in all areas of the SPSA and the ILT summarizes this data and presents it to the SSC to review. The SSC reviews all appropriate data at their regular meetings.

## 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**

[Theory of Action Link - Vista High School](#)



# VISTA HIGH SCHOOL

*Home of the Tigers*



**OUR MISSION** – is that all members of the Vista High School community work collaboratively to offer a safe and clean environment where we meet students’ individual needs that enable them to reach their highest potential and provide them with a personalized academic plan.

**OUR VISION** – is to provide a transformative learning environment that has a clear, well-rounded and rigorous student achievement program that addresses the full range of student needs with the result that all students are prepared for a successful life.

**OUR THEORY OF ACTION** – If we promote a culture of self-directed learning, collaboration, and constant adaptation, then we will support student achievement which ensures students graduate with academic, vocational, and social skills that promote success in college and career.

## 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			
<b>Choose 3</b>	STAR Reading	Area of concern	Lack of licenses to use to fidelity.
	Benchmarks: English	Area of strength	Increase in writing skills increases due to use of DDI calendar.
	Benchmarks: Math	Area of concern	Algebra 1 is still area of concern due to the huge turnover of students.
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	Small student population support in testing students
	GPA	Area of strength	More that 50% of students are Honor Roll
	Credits Earned	Area of concern	Number of students completing A-G Requirements
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
<b>Choose 2</b>	Attendance	Area of concern	Lack of SPED parent response to requests to meet to determine next steps for non attendance.
	Suspension	N/A	
	Parent/Community Survey	N/A	
	Healthy Kids Survey	Area of strength	More than 50% of students feel safe on campus
	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	By May 2018, 80% of students in each grade will score meets or exceeds standards in writing tasks as measured by essays and school-created essays.	By May 2019, 80% of students in each grade will score meets or exceeds standards in writing tasks as measured by school-created essays.	Grades 9-12	School wide assessments	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	Increase SBAC ELA proficiency by 10%.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Study Trips			Throughout the academic year		1000
2	Pay for part time TOSA to work with students					6250
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the academic year		1530
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the academic year		300
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Throughout the academic year		200
<b>TOTAL</b>					<b>0</b>	<b>9280</b>

**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	By May 2018, 15% of students in Algebra 1 will solve linear equations and inequalities with one variable with "meets or exceeds standards."	By May 2019, 50% of students in Algebra 1 and 80% of students in Algebra II will solve linear equations and inequalities with one variable with "meets or exceeds standards. By May 2019, 40% of Geometry students will be able to solve for an unknown length or angle given similar triangles	Grades 9-12	Formative assessments in math classes, summative assessments in math classes, SBAC Interim Assessments if available	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.	Increase SBAC Math proficiency by 10%
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Study Trips					1000
2	Pay for part time TOSA to work with students					6250
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the academic year		1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the academic year		200
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Throughout the academic year		200
<b>TOTAL</b>					<b>0</b>	<b>9150</b>

**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)	By May 2018, 10% of ELs in grades 9-12 will meet the district's reclassification criteria by frequently reviewing school wide assessments and STAR Test.	By May 2019, 2% of ELs will be reclassified as English Language Proficient.	English Language Learners	Schoolwide Assessments ELPAC	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	EL reclassification rate will increase by 2%.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Study Trips			Throughout the academic year		1000
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the academic year		500
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>1500</b>

**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	By May 2018, we will have completed at least three college visits. All teachers will make sure that all African-American/Mixed-Race students in applicable grades are invited.	May 2019, we will increase the amount of African American/mixed race students that are on honor roll for quarters 1, 2, and 3 receiving 3.3 or higher.	African-American/mixed race students grades 7-12.	Honor Roll Lists Report Cards Transcripts	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students. Goal 5: Provide basic services to all students, including facilities, access to materials and technology.	Increase SBAC ELA proficiency by 10%. Ensure 100% appropriately assigned and fully credentialed teachers.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Study Trips			Throughout the academic year		
2	Establish AASAT Team			November 2018		
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the academic year		200
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>200</b>

**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	in 2017-2018 we have maintained attendance at 90% all grade levels.	By May 2019, Students in the RSP program will maintain 80% attendance as measured by work submitted.	Students in RSP	Attendance Data		
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Make sure that the RSP program continues to have an Instructional Assistant available to support students					
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1800
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>1800</b>

**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	By May 2018, Vista will partner with CCC to provide 3 workshops on college enrollment, major declaration and all aspects of college attendance. By May 2018, Arrange 3 college visit(s) to local colleges/universities By June 2018, Vista will increase the number of students that meet the A-G Requirements to 10%.	By May 2019, Vista will partner with CCC to provide 3 workshops on college enrollment, major declaration and all aspects of college attendance. By May 2019, Arrange 3 college visit(s) to local colleges/universities By June 2019, Vista will increase the number of students that meet the A-G Requirements to 12%.	Students, especially Juniors and Seniors, who are interested in college attendance, or those who are curious about college but may lack background information.	Student sign in sheets CBEDS report	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students. Goal 4: Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students	Maintain course access at 100%. EL, LI, FY attendance rate will increase by 2%.
Insert your Discipline Matrix Link here [ ]						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Study Trips			Throughout the academic year		1000
2	Renew mental health contract			October 2018		15000
3	Send teachers and admin to conferences			Throughout the academic year		2000
4	Purchase light snacks for PD			Throughout the academic year		500
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>18500</b>

**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						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1						
2						
3						
4						
5	Provide light refreshments for parent events and meetings.					500
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>500</b>

**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 March 2018, Increase attendance at all grade levels to 90%.	By March 2019, Increase and maintain attendance at all grade levels to 90%.	All	Monthly Attendance Summary Reports	Goal 4: Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students	School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase materials and supplies: incentives and certificates.			Throughout the academic year		200
2						
3						
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>200</b>

**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. By May 2018, increase benchmark and/or teacher created assessment proficiency to meets or exceeds Standard to 50%. 2. By the end of the school year, all students in Science classes will write 2 (two) argumentative or informational essays based on the claim, evidence, and reasoning format. At least 70% of students will score proficient or above on at least 1 essay.	1. By May 2019, 95% of Seniors will participate in and complete the NGSS Science test 2. By the end of the school year, all students in Science classes will write 2 (two) argumentative or informational essays based on the claim, evidence, and reasoning format. At least 70% of students will score proficient or above on at least 1 essay. 3. Vista science classes will utilize the Fab Lab with at least one visit in the Fall, and one in the Spring	1. Biology Students  2. All Science students	School wide assesments	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI).	Maintain course access at 100%.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the academic year		200
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the academic year		100
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Throughout the academic year		100
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>400</b>

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**History/Social Science**

<b>2018-2019 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
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	By May 2018, 70% of students will have an average quiz score of 75% on Newsela quizzes.	By May 2019, 70% of students will have an average quiz score of 75% on Newsela quizzes.	World History and US History Students	Newsela Reports	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI).	1B: Increase SBAC ELA Proficiency
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout the academic year		100
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout the academic year		100
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Throughout the academic year		100
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>300</b>



**Overall Budget Summary**

**Summary of Costs**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
<b>LCFF</b>	41830	0
<b>Title I</b>	0	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	41830
<b>Title I</b>	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.