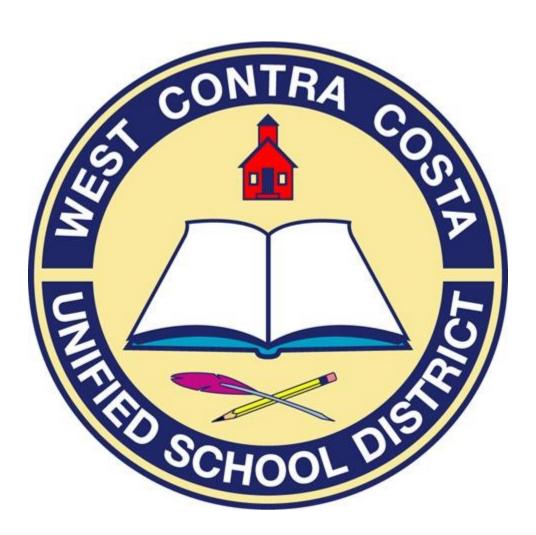# West Contra Costa Unified School District
Juan Crespi Middle School
Title I - Schoolwide

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Principal: **Guthrie Fleischman**
Telephone Number: **(510) 231-1447**
Address: **1121 Allview Avenue**
El Sobrante, CA 94803-1099
E-mail address: **gfleischman@wccusd.net**

BOARD OF EDUCATION
2017 – 2018

BOARD PRESIDENT : ELIZABETH BLOCK
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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.

   X English Learner Advisory Committee

   Other *(list)*

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 Improvement 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: **6/6/17**.

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Guthrie Fleischman		
Typed name of school principal	Signature of school principal	Date
Ronald Zechlin		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Juan Crespi Middle School
2017 - 2018
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		Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	**Richina Siackasom**	**6/19**	
#2	**Lidia Souza**	**6/19**	
#3	**Yamei Wang**	**6/19**	
Student Members			
#1	**Sikendra Thakur**	**6/19**	
#2	**Rajwinder Kaur**	**6/19**	
#3	**Shreejal Luitel**		
School/Other Members			
Tchr #1	**Ronald Zechlin**	**6/19**	X
Tchr #2	**Kimi Jo Johnson**	**6/19**	
Tchr #3	**Mara Valencia**	**6/19**	
Tchr #4			
Other	**Sabrina Keys**	**6/19**	
Principal	**Guthrie Fleischman**		

Membership Composition:

Secondary (12 total)
1 Principal
4 classroom teachers
1 other school staff
3 parents/community members
3 students

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, 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.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

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 Juan Crespi Middle School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

As a reflective community, Crespi embraces the following core values:
Academic Rigor
Empathy
Caring Relationships
Integrity
Cultural Humility
Laughter/Humor

Vision:
Crespi Middle School will foster students' love for learning, cultivate students' confidence in their own abilities to learn and grow, and equip students with the tools, skills, and habits to navigate high school and beyond.

Mission
Crespi Middle School believes in building a reflective community, expanding academic, physical,social-emotional opportunities and cultivating education equity. As a school we will address the needs of the whole student. While still holding students to high expectations, be able to recognize the various academic barriers and circumstances that affect a student's academic performance. We are committed to creating future leaders through the use of innovative teaching practices. Students will build their academic vocabulary and develop the skills to debate relevant topics. Students will develop a love for learning to become lifelong learners through the use of technology, project based curriculum, and learning communities. Student successes will be celebrated and recognized through ongoing celebrations.
As a staff we will provide rigorous academic instruction, foster relationships with empathy, exercise integrity, practice cultural humility, and laugh often. Teachers will aim to engage in a lifelong learning process through challenging their own worldview. We will provide a space for open-ended questions and reflective conversations to learn and grow from one another and better address the needs of our community. Teachers will develop caring relationships with students where students feel known, valued, trusted and affirmed. Their identities will be validated through the teaching practices and relationships that their teachers employ. As a full service community school we provide students with social-emotional support through our wellness center.

Theory of Action:

Learning and Teaching
If we support teachers in the effective implementation of technology in the classroom, then students will have greater access to individualized and differentiated instruction within their zones of proximal development.
If we develop CCSS based units and lessons, designed with student inquiry and clearly stated end products, then students will develop critical thinking skills, deepen their engagement, and demonstrate greater learning in all areas.

Student Culture and Climate
If we support the Wellness Center to develop systems of support for struggling and traumatized students, then Crespi students with the greatest social-emotional needs will have increased access to targeted interventions and will experience success as barriers to learning are removed.
If we increase extra-curricular offerings and evening events with a focus on student and community needs and engagement, then students will demonstrate more authentic engagement in school community and empathy for all members of the Crespi family.

Adult Learning and Collaboration
If we develop targeted Professional Learning Communities within our staff, then teachers' collaborative investment, effectiveness, and student-centered practice will increase.
If we provide variety of opportunities for adults to interact with one another outside of mandatory collaboration hours, then we will develop adult relationships and empathy for one another.

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: **SSC reviews what each department submits as their goals and objectives. The SSC offers advice and additions for the SPSA.**	or	Process: **CST, SBAC, and local assessment data will be assessed by departments to drive curriculum.**
Step 2	Gather input from (check all that apply) **X** GATE **X** ELAC CAC **X** Others **Departments/ ILT**	Process: **The GATE and ELAC committees as well as the ILT will attend meetings and give their input to the principal who will disseminate the information to the SSC.**	or	Process: **The GATE and ELAC committes and the ILT will gather imput about the effectiveness of the programs and disseminate the information to the principal. The principal will then give the information to the SSC.**
Step 3	SPSA strategies development	Process: **ILT Review and Monitoring**	or	Process: **Each department will have input to the strategies they will use to ensure student achievement. Each department will coordinate Round I and Round II monitoring.**
Step 4	Budget development	Process: **The SSC will scrutinize the proposals from our staff and make sure that all students' needs are being met by the resources we provide to each department. The budgets will be completed by the principal.**	or	Process: **The principal will develop the budget. The budget may be changed as needed to fit the needs of the students.**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **10/20/16**		
Step 6	SPSA monitoring	Process: **Round 1 and Round 2 monitoring process.**	or	Process: **Administration , departments and the SSC will be responsible for monitoring the strategies used for student learning.**

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance: **We have challenges due to the age of our building.**	* **Coordinating with M&O to update heating systems and other necessities.**
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

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	Accelerated Reader/Star Reading: **Grade level equivelancy**	**X** Area of concern Area of strength	**Majority of students below grade level reading.**
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA: **Math**	**X** Area of concern Area of strength	**Majority of students did not meet proficiency.**
	AMAO Data:	Area of concern Area of strength	
	CELDT: **Reclassification rates.**	**X** Area of concern **X** Area of strength	**High matriculation rates at ELD 1-3 but low matriculation rates at ELD 4.**
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Student Support Data		
Choose 2	Attendance:	Area of concern **X** Area of strength	**Approximately 95% attendance consistently.**
	Suspension **Over-Representation**	**X** Area of concern Area of strength	**African American students make up 22% of population but 45% of suspensions.**
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	As of Septemeber, 2017 26% of 7th grade students and 20% of 8th grade students scored at or above grade level on STAR reading assessment.	By May 2018 41% of 7th grade students and 35% of 8th grade students will perform at or above grade level on STAR reading assessment.	all students	Individualized Assessments through Study Sync and STAR Reading.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Arrange PD and Collaboration Hours	Throughout the year	1500	Title I
2	Library Books	Ongoing	1507	LCFF
3	After school tutoring/Sat. school	Ongoing	3000	LCFF
4	Technology Training: Illuminate etc.	January		
5	Purchase Datebooks for all Crespi Students and other material and supplies	Ongoing	5000	LCFF
6	Explicit instruction and modeling of close reading linked to writing.	August-June		
7	Graduate Tutor (Centrally paid)	August-June		
8	8 teacher release substitute days for conferences and peer observation	May	1300	Title I
9	Conferences in-state	May	593	Title I
10	Study Trips	May	2500	LCFF
11	Purchase Technology over $500	Feb	2500	LCFF

12	Purchase Technology under $500	Feb	3000	LCFF
13	Library Books and Materials	Feb	2700	Title I
14	Student achievement/implementation of CCSS through the use of study sync	Ongoing		
15	Improve student achievement with differentiated assignments and curriculum	Ongoing	2500	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	In June of 2017 20% of Math 7 students tested at grade level on the Zeal Mathematics system	By June of 2018 25% of Math 7 and Math 8 students will test at grade level on the Zeal Mathematics System.	Math 7 and Math 8 Students	Zeal Test Report	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	PD and Collaboration Hours	Throughout the year	1500	Title I
2	Purchase student materials	Ongoing	1500	Title I
3	Tech Training: Illuminate Etc.	Ongoing		
4	8 teacher release substitute days for conferences and peer observation	May	1300	Title I
5	Conferences in-state	May	893	Title I
6	Field Trip to San Jose Tech Museum	TBD	1000	LCFF
7	After School Computer Lab Use	Ongoing		
8	Contracts for students	Ongoing	1200	LCFF
9	Bi-Lingual Instructional aide			
10	Subs for teacher release days for PD			

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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)	In 2016-2017, approximately 32% of all ELD students advanced at least one level in the ELD program.	By June 2018, 50% of all ELD students will move up at least 1 performance level level in the ELD program as measured by CELDT/LPAC & ELD Writing Benchmarks.	English learners	CELDT and ELD Writing Benchmarks	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Materials and supplies	September-May	2762	Title I
2	ELAC Facilitator 2 hrs per month (teacher)	September-May	1000	LCFF
3	7 teacher release substitute days for academic conferences and peer observation	May 2018	1100	Title I
4	Conferences in-state (CABE)	May 2018	1393	Title I
5	PD and Collaboration for ELD	Ongoing	1000	Title I
6	Grad Tutor to support EL Instruction	Sept 2017		
7	Bilingual Instructional Aide	August-June	6700	Title I
8	Bilingual Instructional Aide	August-June	49684	LCFF

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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 student engagement and support.	African American students made up 45% of school suspensions but only represented 22% of student population during the 2016-2017 school year.	Decrease the number of first time suspensions for African American students by 20% .	African American students	Powerschool suspension data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students. Goal 4	Suspension rates will decrease by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Work with De Anza High School to have successful high school students come to Crespi as mentors and roll models for Crespi students.	December 2017		
2	Start an African American parents group	December 2017		
3	Anti-Bullying campaign	December 2017	5000	LCFF
4	Development of Crespi Wellness Center	August 2017		
5	Restorative Practices Training	August 2017	1000	Title I
6	Extra Curricular Activities	Ongoing	2500	LCFF

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Attendance percentage for 16-17 was 94% as an average of monthly data	By June, 2018, student attendance will average 95% for the 16-17 school year.	All Students	Monthly Attendance data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students. Goal 4	All schools will maintain 95% or above attendance rate

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Incentives for improvement and perfect attendance awards	Throughout the year	8000	Title I
2	Postage	Ongoing	1000	LCFF
3	Additional clerical hours.	Ongoing	3000	LCFF
4	Phone calls made to absent students	Ongoing		
5	Monthly SART Meetings	Ongoing	500	LCFF
6	Student Bus Passes			

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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
School Climate	In 2016-2017 98 students were suspended at least 1 time.	By June 2018 10% reduction in the number of students suspended at least one time.	All Students	Powerschool suspension data.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students. Goal 4	Suspension rates will decrease by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Full 2 day trainings for Restorative Practices Leadership Team.	August	2200	Title I
2	Contract with the RYSE Center to help promote a healthy school culture	October-May		
3	Purchase snacks for student incentives to support the BEST program	ongoing	4000	LCFF
4	PD Contract - Climate	February	200	Title I
5	School enrichment program	Ongoing	33273	LCFF
6	Study Trips	May	1717	LCFF
7	Extra hours for CSO	June	1000	LCFF
8	Contract with Wellness Center	October	24031	Title I
9	Materials and Supplies	May	2514	Title I
10	RP Training (sub hours and teacher extra hours)	June	4600	Title I
11	Prudent Reserve	Feb	30000	LCFF

12		Ongoing	5217	LCFF
13	Contracts: Writer Coach Connection, Richmond Art Center, Zeal, West County DIGS, Kid Power, and Facing History	Ongoing	61058	LCFF
14	Snacks for PD	Ongoing	2000	LCFF
15	Materials and supplies for PD	Ongoing	622	Title I

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 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	In 2016-2017 Crespi held 5 evening events for parents.	By May 2018 we will hold 6 events for parents with an average attendance of 200.	Parents	Sign-in sheets and agendas for evening events.	Increase parent and community engagement, involvement, and satisfaction. Goal 3	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	2 School Community Outreach workers support in parent communication.	ongoing	500	Title I
2	Communication mailed home and weekly auto-dial messages. (postage)	throughout the year		
3	3 extra evening events beyond required Back to School Night and Open House (Showcase Night, Family Math Night, Family Reading Night)	May	3000	LCFF
4	Purchase light snacks for parent meetings	As needed	3500	Title I
5	Purchase light snacks for parents meetings	As needed		
6	Video Contract	February	1500	LCFF
7	Increase FTE for two full-time School Community Outreach Workers			
8	Extra hours for Campus Security Officers	ongoing	1000	LCFF
9	Translation Services	ongoing	904	Title I
10	Materials and Supplies	May	2025	Title I
11	Materials and Supplies	May		

12	60 Extra Teacher hours for Family Nights	May	1900	LCFF
13	Translation	May		
14	Pay for babysitting	ongoing	1279	Title I

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	75616	0.00
LCFF	233556	3,000.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	230,556.00
Title I	75,616.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **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).
- **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.