

**West Contra Costa Unified School District
El Cerrito Senior High School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Principal: **Edith Jordan-McCormick**
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BOARD OF EDUCATION
2017 - 2018

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Required Student Achievement Strategies

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Strategies

Science
History/Social Studies
World Language
ILT Goals
Other 1
Other 2

- Overall Budget Summary
- Agreements

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

☒ Other (*list*)

Instructional Leadership Team

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: **April 24, 2017**.
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:

Edith Jordan-McCormick

Typed name of school principal

Signature of school principal

Date

Edith Jordan-McCormick

Typed name of SSC chairperson

Signature of SSC chairperson

Date

West Contra Costa Unified School District
El Cerrito Senior High 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:
<i>Parent/Community Members</i>			
#1	William Scott	Sept. 2018	
#2	Al Miller	Sept 2017	
#3	Anita Miller	Sept. 2018	
<i>Student Members</i>			
#1	Alika Africa	Sept. 2016	
#2	Jazhun Brown	Sept. 2016	
#3	Marina Storey	Sept. 2016	
<i>School/Other Members</i>			
Tchr #1	Linda O'Connor	Sept. 2017	
Tchr #2	Jeffrey Quoc	Sept. 2017	
Tchr #3	Lawrence Pang	Sept. 2018	
Tchr #4	Serenity Krieger	Sept. 2017	
Other	Yorqui Cardona	Sept. 2018	
Principal	Edith Jordan-McCormick	on-going	X

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 El Cerrito Senior High School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

El Cerrito High School is located in the foothills of El Cerrito, California. Located in the majestic East Bay of the San Francisco Bay Area, and with sweeping views of the Golden Gate Bridge, El Cerrito High School is the epicenter of the city of El Cerrito and has a wonderful alumni base throughout the West Contra Costa Unified School District. ECHS opened its doors January 6, 1941, and boasts a history of tradition and academic excellence. Currently, El Cerrito High School is the most diverse school in West Contra Costa Unified School District. Our racial demographics reflect our student body's diversity with approximately 25% Caucasian, 25% Latino, 25% Asian and other Asian, and 25% African-American. With almost 1500 students and growing, El Cerrito High School offers students a traditional comprehensive high school experience with a host of student activities, sports, rigorous academic courses, various electives, clubs, and an award winning performing arts department that is consistently growing year to year.

El Cerrito High School has undergone some changes in the last few years. In the 2016-2017 school year, ECHS welcomed two new administrators and approximately 20 new teachers. With a third of its staff in flux and new to the building, the year was spent learning and planning for the upcoming school years. With the return of the administration team for the 2017-2018 school years, ECHS retained the majority of its staff and is moving forward with rebuilding its traditions by aligning student and staff expectations. With the implementation of Tier 1 school wide instructional strategies and behavior policies, we plan to rebuild the environment and capitalize on our biggest strength, our diversity.

For the 2017-2018 school year we are re-organizing our school to provide equitable access to all students who want to participate in student activities. Because a majority of our commuting students on public transportation cannot attend the A block 7:15am Leadership class, we have added a part time Activities Director position that will allow us to open our student store, and it will also allow students to participate in leadership, and planning activities throughout the school day. Allowing students access to student leadership will help us with our theory of action around student culture and climate;

If we build a culture of positivity, trust, inclusion, safety, and communication, we will see an increase of students having a sense of belonging, self-worth, and dignity.

It will also help us to promote a more inclusive environment, and it will help us promote a positive school environment. With the implementation of PBIS, positive behavior intervention supports, we are going to work to provide intervention and supports for students based on a tiered approach. Tier 1 is our school wide approach and our biggest challenge for the upcoming school year is to go cell phone free. With our COST Team (coordinating of services team) rolling into our second year, our work is to provide our staff and our students with the tools they need to be successful in our school. With the implementation of SW PBIS (school wide positive behavior intervention support) our goal is to provide our staff with a way to refer a student for support or intervention, but also provide the staff with the skill and will to follow up with the student so interventions can be monitored and evaluated for effectiveness.

Our theory of action around teaching and learning and adult learning and collaboration;

If we intentionally create a universal support system for our students that embeds strategic tools and practices in our classrooms, we will see an increase in achievement for all students in their high school classes, and if we build a culture of professional growth and constant adaptation, then we will be able to have more distributed leadership with more creative and innovative solutions which will promote collaborative inquiry and problem solving. We are re-organizing our Instructional Leadership Team and our departments to provide teachers with more intentional support around instructional strategies.

Over twenty years ago, the James Moorhouse Project opened its doors to provide additional support to the students and community making El Cerrito High School a full service community school. Our final theory of action encompasses the three above into our overall arching theory, at El Cerrito High School if we operate as a full service community school that focuses on partnerships between the school and its community, we will integrate academics, youth development, family support, health and social services, as well as community development, we be able to provide alternative interventions as well as academic interventions to support students who in need of additional support. We will focus on the whole person at El Cerrito High School so can continually produce citizens of the world and not just citizens in the world.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process: The SPSA Committee (composed of the Instructional Leadership Team) will review SBAC data, local benchmark data, and other schoolwide and district-wide data. Findings will be used to complete Step 3. Final findings will be presented for review and approval to the SSC.
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others Instructional Leadership Team, SW Departments	Process: A representative of the SPSA committee will attend the respective meetings of each advisory group to provide an explanation of the current plan development process. The committee will review the recommendations of the advisory committees and provide a list of recommendations to the SSC. The committee will ensure that each advisory group outlines how it will continue to provide input to the council.	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: The SPSA Committee (composed of the ILT and Administration,) will review findings from Step 1 and with input from members will identify strategies that align with schoolwide and district goals to improve student achievement. Identified strategies will be presented for review and approval to the SSC.
Step 4	Budget development	Process: The council-at-large will review and discuss recommended budget allocations for the adopted strategies from step 3.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: December 2016		

Step 6	SPSA monitoring	<p>Process:</p> <p>The council-at-large will complete the Round 1 monitoring forms for all strategies by identified due date. The council will involve the following groups in completing the forms: advisory committees and ILT.</p> <p>The council-at-large will complete the Round 2 monitoring forms for all strategies by identified due date. The council will involve the following groups in completing the forms: advisory committees and ILT.</p>	or	Process:
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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: In the 2016-2017 school year El Cerrito High School had two new administrators and approximately 20 new teachers	* provided on-going monthly support in the new teacher professional development group facilitated by an administrator and two site teachers. Provided professional development for the admin team to build their capacity into year two
Facilities maintenance: Classrooms and facilities are fairly new, but have been treated terribly by some of the students and the lack of staff supervision in some areas	* Hired an additional CSO Added community clean-up to consequences working with Leadership to include a school beautification day
Facility capacity (space for classrooms/programs): We are running out of space for classrooms, we will be adding our dual immersion program and teachers will have to share space	X* A teacher who teaches only one class a semester will share the classroom with the new Dual Immersion teacher.
Safety: We have four CSO's and a campus that is hard to secure based on the schedule(s) and the amount of openings. We often have intruders on campus and had a water fight that was started on social media and a student was injured	* Hired a fifth CSO and will implement the wearing you ID policy, and no cell phones
Materials availability:	*
X Technology: Many of our staff members need support in order to implement technology in their classrooms, we also need more training on Illuminate and how teachers can use it in their instructional practice.	* Selected a new Technology Lead Teacher to support professional development for teachers on site around technology
X Fiscal Support: New Principal going into year two and still working on building capacity around WCCUSD fiscal systems and management.	* working with mentor principal from the admin union
Compliance Support:	*
Curriculum and Instruction Support: We have an instruction strategy and we will need support on how to gather data to monitor its effectiveness	* Work with the new Executive Director of Curriculum
Other:	*

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

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT: RAP Center DATA 29 ELD students at ECHS with 2016-2017 and 2017-2018 DATA 18 moved one level and 11 remained the same	XArea of concern Area of strength	For the 2016-2017 school year there were only 29 students who had ELD placement levels for both years. 18 students were moved from levels 1-4 and 11 students remained the same. We have a large number of students whose data we cannot account for. We will work to clean up our reclassification process and create an ELD department within the ELA department to better support our students who are receiving language support.
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only) The class of 2020 had 294 students who earned the sufficient amount of credits to be true sophomores. Currently we have 70 students of the class of 2020 who did not earn >50 credits.	XArea of concern Area of strength	The class of 2020 had 294 students who earned the sufficient amount of credits to be true sophomores. Currently we have 70 students of the class of 2020 who did not earn >50 credits. With the support of the COST Team, the additional counselor, and the JMP we will provide support to these students to get back on track the sophomore year in high school. The COST Team will create the plan to address the students and provide the progress monitoring support of its implementation.

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
	Other: Equity and Access to student activities. Currently our student leadership class meets in the morning at 7:15 during A period. It is a class for only elected members of student government with a few students called "independents" who round the class or approximately 25 students.	XArea of concern XArea of strength	Although our leadership program has a strong base of organization skills and tradition, it does not allow our students who are commuters consistent access to the program. With this in mind, we are adding an Activities Director position to support student activities throughout the school day. We hope with a leadership program, we will be able to diversify our student activities program to look more like the school population. Keeping in line with PBIS structures, a solid leadership program will give us consistent voice of the student body. As we transition to our SW (school wide) expectations, our leadership students will play an integral part in maintaining a positive school culture by hosting more lunch time activities, decorating the school, and publicizing school events, and creating a more student-centered positive environment.
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: SW(school wide) ADA 94.22% c/o 2020 ADA 95.70% c/o 2020 SPED NSH 89.59%	XArea of concern XArea of strength	We had several attendance anomalies happen this year. Our records indicate we maintained over 94% ADA throughout the school year, but we had staffing issues and several inconsistencies with records being changed. We have a new Attendance Clerk and they have been able to stabilize our attendance office. Our goal for next year is to have an ADA of 96% year round. This year our freshmen class maintained the highest overall ADA with 95.70%. Our biggest concern for attendance is our SPED NSH students in our freshmen class with an ADA of 89.59%. As we move forward with our introduction to PBIS (positive behavior intervention supports) we need to make sure we are providing adequate attendance support to our NSH students. We will be working on creating a positive incentive for the SPED NSH students with attendance issues to attend school. With the new Attendance Clerk in place we hope to re-institute our SART to SARB process with fidelity, and also additional supports such as mentor/mentee check-ins, JMP referrals, or looking for community based support.
	Suspension	XArea of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
	Other: COST Team (Coordinating of Services Team)	Area of concern XArea of strength	in the 2016-2017 school year we piloted our first COST TEAM (coordinating of services team) where we met weekly to discussed students who were referred for intervention support by staff members. We began the the process of progress monitoring the support we provided to the student make sure interventions were properly matched and working effectively. With members of our JMP (James Moorhouse Project), Rachel Smith (school psychologist), counseling team, Principal or Assistant Principal, Serenity Krieger (WASC Coordinator), we managed teacher referrals of students who needed strategic intervention support. As a team, we noted the need to support teachers on making referrals to COST and not just sending the kids the JMP for help. For the 2017-2018 school year, we will continue our COST TEAM but we will add a discussion base about tier 1 school wide policies we are implementing as well as continuing to support staff members with students referrals.
	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	In Spring, 2017, 16% of the 9th-11th gr. students completed the district writing benchmark with an average score of 2.7 on a 4 point rubric. (Unsure if we completed the benchmarks)	By May, 2018 the number of students completing the District Writing Benchmarks will increase by 30%. Student scores will increase by a minimum of 5% resulting in an average of 2.8 on District Writing Benchmarks.	All 9th - 11th graders	District created writing benchmarks		Improve student achievement for all students	Increase ELA SBAC Proficiency
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source	
1	Writer Coach Connection - Contract Services (total combined contract \$10,000) implemented in English 1 classes		Ongoing 17-18		10000	LCFF	
2	Professional development/teacher collaboration; scoring and analyzing of student writing		Ongoing 17-18		2549	LCFF	
3	Review Term 1 Progress Reports		October 2017				
4	Review Term 2 Progress Reports		December 2017				
5	Review Term 3 Progress Reports		March 2018				
6	Review Term 4 Progress Reports		May 2018				
7	Teachers update Powerschool grades every 2 weeks		ongoing				
8	Support 1 F students with mentoring		ongoing				
9	Teacher collaboration/ Peer Observation		ongoing		3000	LCFF	
10	Purchase materials and Supplies for students		ongoing		10120	LCFF	
11	Teachers will review and revise syllabi to make sure students understand the expectations of the classroom		on-going				
12	Extra Teacher Hours for tutoring		ongoing		2801	LCFF	
13	Materials and supplies for PD including light snacks		ongoing		2500	LCFF	

14	Contract for PD	ongoing	20000	LCFF
15	Prudent Reserve	ongoing	119300	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	Approximately 55% of incoming ninth grade students are entering high school below grade level in mathematics or in need an intervention as measured by the Mathematics Diagnostic Testing Project's Geometry Readiness Test. Success in high school level mathematics courses, (including enrollment in PreCalculus and AP Calculus) benchmarks, SBAC, and authentic assessments are measures used by the Math Department to identify progress once these students are enrolled at El Cerrito High School. Implementing the mathematical practices of Common Core State Standards should help all students, with particular focus on those who are performing below grade level and/or English Learners.	The Math Department will participate in the Math Lesson Study through pioneer project to create a base model of instruction for the math department. Because we have a large number of students who enter high school below grade on mathematics, the Math Department has decided to study their practice for the year to see what growth students can achieve by using common practices throughout the subject matter.	Students who are targeted for math support based on the Mathematics Diagnostic Test.	Term Grades, student writing samples, and evidence of tutorial support, math placement for the 2018-2019 school year, and work from the Math Lesson Study	Improve student achievement for all students	Grow 15 points to move closer to SBAC math level 3
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Math Support Materials for Algebra 1 Skills and Geometry Support/ purchase Catch Up Math for Algebra Skills and Algebra 1 courses		ongoing		8000	LCFF
2	Each teacher in the Math Department will create at least one lesson to incorporate the five elements of mathematical modeling outlined in the Common Core Standards.		on-going			

3	Contract for math program, providing on-site tutorial support from UC Berkeley.	On-going 17-18	10000	LCFF
4	create a rubric to assess students mathematical discourse in the classroom.	December 2016		
5	Review Term 1 Progress Reports	October 2017		
6	Review Term 2 Progress Reports	December 2017		
7	Review Term 3 Progress Reports	March 2018		
8	Teacher Math Tutoring/ Time card teachers for after school tutoring	ongoing	2099	LCFF
9	Supporting freshmen students with F's with mentoring/ Peer mentor	ongoing		
10	Teacher Collaboration/ Peer Observation/ Math Lesson Study	ongoing	2540	LCFF
11	Extra hours for tutoring	ongoing	2549	LCFF
12	Extra teacher hours for PD	ongoing	2549	LCFF

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)	Students will need access to Structured Language Practice in their classroom. The ELD teachers are attending ELD professional development to better support the students. We will be using the reclassification tools provided by the district.	All ELD 1-4 students will move up at least one ELD level by the end of the 2017-2018 school year	EL students	ELD benchmarks and ELD placement level tests	Improve student achievement for all students	For the 2016-2017 school year there were only 29 students who had ELD placement levels for both years. 18 tudents were moved from levels 1-4 and 11 students remained the same. We have a large number of students whose data we cannot account for. We will work to clean up our reclassification process and create an ELD department within the ELA department to better support our students who are receiving language support.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Writer Coach Connection - writing support for ELD 3 and 4 classes (Combined contract for a total of \$10,000) see ELA for costs	Ongoing 17-18		
2	Hire a part-time counselor/EL Community Outreach Worker in the Health Center to work with EL families and support EL students JMP	on-going		
3	Sustain ELAC and provide dinner for parents and Youth ELAC during ELAC Meetings	on-going		
4	Hire and retain ELD teachers	on-going		
5	Structured Language Practice Professional Development for ELD teachers	17-18		

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
Increase AA student success in mathematics school wide with decreased suspensions and referrals out of class/ Increase the amount of AA students starting with the c/o 2020 who are on A-G math track for college.	According to SBAC math scores, AA and or Black students score significantly lower than their peers on the SBAC math assessment with none of our AA students exceeding the standard and only 3 students tested meeting the standard. 78% of AA students tested did not meet the standard	Increase AA student success in math classes school wide (analysis will be done in Math Lesson Study) Increase and retain our AA enrollment in AP courses	AA students at El Cerrito High School who need additional support	Attendance (ADA) Grades (GPA) Student Activities Sports Eligibility	Improve student engagement and climate outcomes	Reduce the amount of time spent out of classroom settings
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Implement Mafanikio to support student learning with district support		January 2017/on-going			
2	Implement Restorative Practices to address disproportional issues with discipline/ provide teachers with extended hours to reach out to parents and to provide additional support to AA students who need support		on-going			
3	Implement Alternatives to Suspension when applicable		on-going			
4	Peer Assistance Program with the Culture Keepers matching 12th grade students with freshmen students who are not adjusting well to school.		on-going			
5	Identify AA students with AP potential and enroll them in AP classes with support of counselors and teachers		August 2017			
6	Professional Development with Facing History/ Facing Ourselves		Summer 2017-18	1000	LCFF	
7	Create more positive outreach with CBO's who support AA families in Richmond		on-going			
8	Recruit and retain more AA students for SW (school wide) Leadership		on-going			

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	ECHS continues to work to decrease the Truancy rates of our chronically truant students. A2A data is used throughout the year to track Truant students. SW(school wide) ADA 94.22% c/o 2020 ADA 95.70% c/o 2020 SPED NSH 89.59%	Decrease the truancy rates at ECHS by 2% from 12% to 10%	All Truant Students	A2A	Increase attendance rates for under served students Improve student engagement and climate outcome	Schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Truancy Prevention - pay admin staff to meet with a group of families after school that have been identified as having truant students and or home visits. Administrators case manage 5-10 of our most truant students with support from the James Moorehouse Project staff.		ongoing			
2	Translation services for Truancy meetings when necessary (cost built into other areas)		ongoing			
3	SART Meetings with Attendance Clerk with documentation follow up for students who do not show up. Provide administrative support to Attendance Clerk and additional time and extended hours to monitor our attendance		on-going			
4	Create PBIS event around attendance		August 2017			

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	<p>ECHS is working to increase and improve school climate by fostering positive adult to student relationships. According to the California Healthy Kids survey we need to increase the percentage of students that feel that there is an adult on campus that cares about them as an individual. We are also investing in a part time Activities Director to increase the access students have to student leadership activities. Currently our leadership class is taught during A block at 7:15 in the morning. The class had approximately 25 students enrolled. That means only 1.7% of the student body participates in student leadership and making student lead decisions for ECHS. Our goal for year one is to increase student activities by 25% which means we need to recruit and retain more students throughout the school day to promote a positive school culture.</p>	<p>Provide Timely and strategic supports for at-risk students</p> <p>By the end of this six-year WASC cycle (2018-19), ECHS will achieve...</p> <ul style="list-style-type: none"> 15% decrease in the number of students who have 2 or more F's in a marking period 10% decrease in the number of students who develop chronic truancy 20 percentage point increase in the number of students who report there is an adult at the school who truly cares about them <p>Increase student attendance</p> <p>Build a PBIS support program</p> <p>Rebuild a more inclusive student leadership program</p>	All Students	<p>California Healthy Kids Survey Data</p> <p>Enrollment in student activities</p> <p>School Activities</p>	Allocate services to ELL, low income, foster youth, re-designated EL students	Report CA Healthy Kids survey key findings and sub group comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	

1	PBIS Training for all Admin and some staff members to be identified at a later date. (S3 Funds)	June 2017		
2	Study Trip Subs	ongoing		
3	United Scholars of Color - Teacher Collaboration and Support Hours (cost covered in dept sections)	ongoing		
4	Health Center - James Morehouse Project - funds to support social emotional initiatives and support systems for students and staff	ongoing (funds provided by S3 grant)		
5	Open and maintain the College and Career Center	ongoing		
6	At-Risk student support circles (also includes SSTs) - Teacher Support Hours (cost included in dept sections)	ongoing		
7	Teacher Conferences	ongoing	1000	LCFF
8	Teacher Professional Development Group materials and supplies	ongoing		
9	Pay for contract for Niroga Institute to provide leadership skills to students (S3 Funds)	ongoing	8000	LCFF
10	Pay for contract for consultation with students - Leslie Cohen	ongoing		
11	Courageous Principals Professional Development with Deloitte University	April 2018		
12	Create Activities Director Position to diversify SW Leadership	August 2017	92906	LCFF
13	On Line tracking system	ongoing	350	LCFF
14	1.0 FTE Campus Security Officer	August 2017	72941	LCFF

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	<p>ECHS continues to work to decrease the Truancy rates of our chronically truant students. A2A data is used throughout the year to track Truant students.</p> <p>Increase membership in our PTSA and parent involvement school wide</p> <p>Personal Statement Support with Career Counseling with the support of IAE parent group Investing in Academic Excellence (Fall of 2016)</p> <p>Create and Maintain a functional ELAC</p> <p>Mandatory Meeting for Parents and Student Athletes</p>	<p>Decrease the truancy rates at ECHS by 2%</p> <p>Increase attendance to PTSA meetings and parent involvement</p>	<p>All Truant Students</p> <p>School Wide</p>	<p>A2A data</p> <p>PTSA Attendance and Membership</p> <p>ELAC Attendance</p> <p>IAE Attendance</p>	Increase parent and community engagement, involvement, and satisfaction	Report key findings from CA School Parent Survey
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Translation Services		Ongoing			
2	College-and-Career Consultant		Ongoing 17-18			
3	Snack for parent events		ongoing	3500	LCFF	
4	Supplies		ongoing	1000	LCFF	

5	Personal Statement Writing Event for Parents and Students	November 2017		
6	Quarterly ELAC Meetings	ongoing throughout the school year		
7	Mandatory Meeting for Parents and Students Athletes	August 2017		

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

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
Science	Science department will begin to implement the NGSS and provide students with support in scientific writing Participate in department lead professional development about argumentative writing	In the 2017-2018 school year the Science Department will continue to develop common activities and or labs that are tied to NGSS. Student work from these activities will be evaluated using rubrics to discover common misconceptions in order to inform science instruction. Science team will continue to work on argumentative writing in science classes	Under-performing students that have an F on Progress Reports in a science class All students taking science courses	Term Grades/ Students who seek additional support outside of class	Improve student achievement for all students	Grow 10 points to move closer to the SBAC ELA level 3
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Review Term 1 Progress Reports		October 2017			
2	Review Term 2 Progress Reports		December 2017			
3	Review Term 3 Progress Reports		March 2018			
4	Review Term 4 Progress Reports		May 2018			
5	Teachers update Powerschool grades every 2 weeks		ongoing			
6	Identify Students with only 1 F and no major attendance problems		October 2017			
7	Support identified 1 F students with mentoring		ongoing			
8	Teacher after school tutoring		ongoing	5099	LCFF	
9	Teacher Collaboration/ Peer observation		ongoing			
10	Science Night organized by Science Department		2017-2018			

11	Department based professional development around argumentative writing in science	June 2018		
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Student Achievement

History/Social Studies

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
History/Social Studies	Analysis of student work shows that most students have difficulty citing specific textual evidence to support analysis of primary and secondary sources and connecting insights gained from specific details to an understanding of the text as a whole.	By the end of the 2017-18 school-year all students enrolled in a social science class will demonstrate a 5% growth in answering an investigative question by making a claim and supporting it with relevant evidence from primary and secondary sources.	All students	Department created assessments with rubrics to assess the analysis of primary and secondary source documents and final document-based essays.	Improve student achievement for all students	Increase ELA SBAC Proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	choose primary or secondary source-teach analysis tool to use with students		August 2017			
2	administer pre-test and score with dept. rubric		October 2018			
3	grade and select 2 high, 2 medium, and 2 low examples and share with dept members		October 2018			
4	repeat steps and analyze student work and gather data in Nov and Dec		December 2018			
5	repeat process for semester 2 with new classes		May 2018			
6	get licenses to use Turn-it-In online resource (discussing and will review for upcoming)		June 2017			
7	Teacher Collaboration/ Peer observations		2017-2018	1000	LCFF	

Student Achievement

World Languages

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
World Languages	During the 2016-17 the World Language Department identified a problem with students knowledge of language when taking the classes sequentially. For example, students who took Spanish 1 from teacher A, were not prepared for Spanish 2.	In the 2016-2017 school year the World Language Department teachers plan to implement a lunch time tutorial program to support the students who need additional support to maintain successful sequential language study.	Under-performing students that have an F on Progress Reports in a world language class	Term Grades/ student and parent request	Improve student achievement for all students	UC/CSU completion rate will increase by 7%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Review Term 1 Progress Reports and identify students with an F to provide tutoring		October 2017			
2	Review Term 2 Progress Reports and identify students with an F to provide tutoring		December 2017			
3	Review Term 3 Progress Reports and identify students with an F to provide tutoring		March 2017			
4	Review Term 4 Progress Reports and identify students with an F to provide tutoring		May 2017			
5	Teachers Update Powerschool Grades every 2 weeks to increase communication with all stakeholders - currently the contract only requires teachers to submit 1 progress report during the quarter/term - this strategy will increase communication to 4 times per quarter/term		ongoing			
6	Identify Students with only 1 F and no attendance problems to provide mentoring and tutoring		October 2017			
7	Support 1 F students with mentoring and tutoring during lunch and after school		ongoing			
8	Teacher Collaboration to align curriculum between teachers and vertically as a dept		ongoing	1000	LCFF	
9	Maintain Lunchtime and After School Tutorial Support		on-going			

Student Achievements

ILT Goals

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
Improve Instructional Practices/ Function of Department Meetings and Site based data analysis	AA students and EL students scored significantly lower than their peers on SBAC and benchmarks Department Leadership and Department Meetings need to be aligned with SPSA Analyze master schedule and its effectiveness with students who are in need of more equitable outcomes	Develop ELD strategies to help English Learners Writing Across the curriculum based on Common Core Standards Speaking across the curriculum based on Common Core students	AA students EL students		Improve instructional practice through professional development and professional learning communities	On-going professional development in CA state standards
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Meet with ILT twice a month to plan professional development, faculty meetings and Department meetings		August 2017			
2	Develop Theory of Action		April 2017			
3	Begin PBIS training with team		June 2017			

Student Achievement

Other #1

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
Performing Arts School Climate including Athletics and Student Activities	Increase the number of students who meet graduation requirements	60% of graduating seniors will successfully meet A-G requirements. The goal for the Performing Arts department is to ensure that at least 70% of students that take a Performing Arts class each year earn a grade of a C or better to qualify for A-G completion in this category by the end of the year.	African American and Latino students	UC-CSU A-G completion % will be reviewed at the end of the year. We will look at the overall school percentage and the percentage within the Performing Arts Dept.	Improve student achievement for all students	UC/CSU completion rate will increase by 7%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase Materials for Beginning Band class since most students will not have an instrument of their own		on-going	5000	LCFF	
2	Purchase Visual Arts Supplies to ensure students can participate in the class in a hands on way		ongoing	5000	LCFF	
3	Start a Beginning Band class to allow more students access to an A-G class (maybe)		on-going			
4	Teachers update grades every 2 weeks in powerschool to improve communication with all stakeholders		ongoing			
5	At Progress Report marking, identify students that are failing to provide mentoring and tutoring and or COST referral		ongoing			
6	Create and maintain an effective COST team		September 2016 (on-going)			
7	Bring in SFCESS to do whole staff race and equity training		August 2017			
8	Open and retain the Auto Shop program					

Student Achievement

Other #2

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
Special Education/ Athletics	<p>SPED students, in particular students in TEP were not able to graduate due to the classes not being made eligible for a diploma. A diploma track was created that does not meet A-G requirements but will give them access to junior college if they pass their classes within the TEP program.</p> <p>Athletic Program-bring in a Yogi and nutritionist for quarterly stretching and nutrition work shops</p> <p>Mandatory Athletic meeting to review policy and SW (school wide expectations)</p>	Students in TEP classes will receive credit for the classes passed in self contain TEP classes	SPED			
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Create graduation track for student in TEP		June 2017			
2	Mandatory Athletic meeting for all student athletes and their parents before school starts		August 2017			

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	395803	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	395,803.00

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.