

**West Contra Costa Unified School District
Pinole Valley High School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Principal: **Kibby Kleiman**
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Address: **2900 Pinole Valley Road
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**BOARD OF EDUCATION
2017 - 2018**

**BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
MADELINE KRONENBERG
TOM PANAS
MISTER PHILLIPS**

| | | |
|---|-----------------------|-------------------|
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- Action Plan for Improving Student Achievement (Academic)

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*)

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: **May 30, 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:

Kibby Kleiman

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**West Contra Costa Unified School District
Pinole Valley 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 | Telma Escobar | June 2018 | |
| #2 | Carmen San Bartolome | June 2018 | X |
| #3 | Theresa Dade-Boone | June 2018 | |
| <i>Student Members</i> | | | |
| #1 | Edgar Ibanez | June 2018 | |
| #2 | Annette Tamayo | June 2018 | |
| #3 | TBA | June 2017 | |
| <i>School/Other Members</i> | | | |
| Tchr #1 | Dana Schurr | June 2018 | |
| Tchr #2 | Theresa Elliot | June 2018 | |
| Tchr #3 | William Heyward | June 2018 | |
| Tchr #4 | Katherine Marroquin | June 2018 | |
| Other | Angela Jackson | June 2018 | |
| Principal | Kibby Kleiman | N/A | |

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 Pinole Valley High School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

Theory of Action—Pinole Valley High School

Implementation of the International Baccalaureate program is our vision for Pinole Valley High School.

LEARNING AND TEACHING

1) We are eager to improve both standardized tests and college placement . To make our students competitive beyond Pinole Valley High School we want to have a method to test our students beyond classroom letter grades and expose them to the skills they need for higher education. We want this pedagogy to be well rounded, asking students to master multiple disciplines at a high level. The rigor required for getting an IB diploma (for completing a full curriculum) or an IB certificate (for getting a passing score in one or more IB classes) will demonstrate that our students have shown academic success on an assessment regarded as a challenging and comprehensive test of knowledge and skills

2) We want a high intensity and impactful pedagogy from our teachers, we want them to use the resources of students and the mix of technology to promote independent learning and group work. The type of teaching that is expected in advanced level classes brought to the entire school community, where students work on real-world issues, held to a high standard and being assessed and challenged to produce work meaningful for them and the community.

STUDENT CULTURE and CLIMATE

3) We want our students to have the confidence and stamina to complete deeper academic tasks. By starting in the freshmen and sophomore year, we believe that students will be able to fulfill this demand by the time they are juniors and seniors. We want the culture of deeper learning to grow root and to blossom for graduates so that when they pursue college and career after PVHS, they will have mastered both independent learning and directed tasks.If we are able to enroll large numbers of juniors and seniors into IB classes, then we will see improvements in terms of student engagement, stamina and independence. We want students also to access the world around them and display and demonstrate knowledge of events outside their community, region and nation in an increasingly multicultural world.

4) We recognize that we are in competition with other schools in the District and across the region. Pinole Valley wants to create academically what we have established with the fine arts and sports, a place that has a unique identity that draws residents and non-residents alike. The program of learning should be one that draws students and families with an interest in advanced academic achievement and for those who aspire to the same in mainstream classes too. We want our school to be appealing for students and families who want a college prep experience along with our already rich student life.

ADULT LEARNING AND COLLABORATION

5) The program we want to offer should actively engage our students, parents, and community stakeholders. We will need a lot of buy in to start this academically demanding program and it will require our teachers to get training and ongoing education to master the material. Once having gotten trained in a program, those teachers will be expected and capable of delivering quality instruction not to specialized students but all school wide. Parents and guardians will be active participants in the program of study and will need to be involved in every part from the induction through assessment.

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: The Staff will review CST (Science), SBAC, CELDT and CAHSEE data for prior year on the First staff meeting in September. | or | Process: Department Chairs, Academy Leads, Principal, APs, Counselors. |
| Step 2 | Gather input from (check all that apply) X ELAC X Others SAC | Process: ELAC and SSC/SAC will gather input from designated departments and staff. | or | Process: AP, ELD Department Chair Person, Bilingual Community Worker. |
| Step 3 | SPSA strategies development | Process: | or | Process: Department Chairperson, Administrative Team. |
| Step 4 | Budget development | Process: Departments will meet to develop budgets relative to strategies. | or | Process: Department Chairperson, Administrative Team. |
| Step 5 | Finalize and submit SPSA for School Board Approval | Date: Earliest available | | |
| Step 6 | SPSA monitoring | Process: Department Chairs and teachers will provide input to SSC/SAC. | or | Process: Department meetings, ILT. |

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: Proper credentialing for all teachers | * Summer training and District support in terms of letting folk know what we need ahead of time to avoid issues later |
| Facilities maintenance: Temporary campus continues to have some issues | * Stay in touch with District and Mobile Modular to keep up maintenance and support |
| Facility capacity (space for classrooms/programs): Possibly losing a classroom space or two due to construction | * Getting ahead of things, so if we need to move teachers, we may do so. Also if smaller class sizes, we may need teachers to share space during prep periods |
| Safety: Just to stay ahead of things as construction continues | * |
| Materials availability: | * |
| Technology: Not yet one to one | * Will roll out in the Fall of 2017 |
| Fiscal Support: | * |
| Compliance Support: | * |
| Curriculum and Instruction Support: Need to provide credit recovery options and support | * Funding tutors and after school program. To be an IB school, need to work closer with and coordinate with Middle Schools |
| 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: using a Gates McGinitie reading diagnostic school wide | Area of concern <input checked="" type="checkbox"/> Area of strength | Finally have some meaningful data to drive instruction and PD |
| | Benchmarks: Staff has created some and that has buy in | Area of concern <input checked="" type="checkbox"/> Area of strength | Social Science feeling positive too about continuing with this process |
| | Benchmarks: English | <input checked="" type="checkbox"/> Area of concern Area of strength | Not prioritized, and not being tracked |
| | Benchmarks: | Area of concern Area of strength | |
| | SBA: N/A | Area of concern Area of strength | |
| | AMAO Data: | Area of concern Area of strength | |
| | CELDT: Great to have this data come in steadily | Area of concern <input checked="" type="checkbox"/> Area of strength | Eager to continue to track our RFEP rate |
| | Grade Count: (Secondary Only) | Area of concern <input checked="" type="checkbox"/> Area of strength | Attendance office provides regular updates |
| | GPA: (Secondary Only) Tracked regularly on powerschool, honor rolls etc | Area of concern <input checked="" type="checkbox"/> Area of strength | |
| | Credits Earned: (Secondary Only) Tracked quarterly by counselors | Area of concern <input checked="" type="checkbox"/> Area of strength | The data gathering is strong, but the students are often needing credit remediation |
| Other: | Area of concern Area of strength | | |
| Other: | Area of concern Area of strength | | |
| Student Support Data | | | |
| Choose 2 | Attendance: Regular weekly reports | Area of concern <input checked="" type="checkbox"/> Area of strength | Maintaining a good 95% clip |
| | Suspension Tracked via powerschool | <input checked="" type="checkbox"/> Area of concern Area of strength | Numbers are still higher than we want, we are looking for more and better internal addressing this issue |
| | 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 | |

| | 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: | 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 Jan. 1st, 2017, 12% of 9th-12th graders demonstrated mastery on the Common Core aligned District Reading/Language Benchmark 1. | By May, 2018, we will improve our SBAC scores by 5% in ELA | All | District Reading/English Benchmark 2 | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | 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 | identify reading/language standards needing focus instruction through teacher collaboration time | | Continuing 2018 | | 1200 | LCFF |
| 2 | Release time to Evaluate Quarter 1 (7x 2 days), Semester 1 (7 x 1 day), Quarter 4 (7 X 1 day) | | ongoing | | 1500 | LCFF |
| 3 | Purchase classroom materials for close reading and annotation (paper, pens, etc). | | ongoing | | 1500 | LCFF |
| 4 | Subscriptions to online NY times, SCOPE, Time and National Geographic. | | ongoing | | 800 | LCFF |
| 5 | Provide for book club support | | ongoing | | 500 | LCFF |
| 6 | Facilitate Study Trips to Theater and Culturally relevant venues | | ongoing | | 2000 | LCFF |
| 7 | School newspaper account SNO | | Beginning October 2017 | | 1000 | LCFF |
| 8 | Forensics Team bus transportation to tournaments | | October 2017 | | 12000 | LCFF |
| 9 | Library materials to add to collection | | November 2017 | | 2500 | LCFF |
| 10 | Prudent reserve | | ongoing | | 2500 | LCFF |

| | | | | |
|----|-------------------------------------|---------|------|------|
| 11 | Online Licenses | ongoing | 5000 | LCFF |
| 12 | Tech under \$500 | ongoing | 6500 | LCFF |
| 13 | Materials and supplies for students | ongoing | 3000 | LCFF |
| 14 | Clerical support | ongoing | 2500 | LCFF |
| 15 | Tech over \$500 | ongoing | 1500 | 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 | We have made 5% progress in Math SBAC achievement in the past two years and want to continue to do so, in order to meet our goal of being a California Distinguished School. | To improve our SBAC results by raising 5% more students to meeting or exceeding standard | <ul style="list-style-type: none"> • English Language Learners • Socioeconomically Disadvantaged Youth | Practice SBAC tests and prep | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | 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 | Asilomar professional development fees and subs | | November 2017 | 5000 | LCFF | |
| 2 | Department members joining with NCTM | | December 2017 | 1000 | LCFF | |
| 3 | Attend conferences | | Ongoing | 2200 | LCFF | |
| 4 | Purchase Catch Up math program for continued student supportSu | | October 2017 | 2500 | LCFF | |
| 5 | Collaboration around common assessments. | | November 2017 | 800 | LCFF | |
| 6 | Math materials and supplies | | Ongoing | 1200 | LCFF | |
| 7 | Tutoring classroom support | | August 2017 | 1500 | LCFF | |
| 8 | Prudent Reserve | | Ongoing | 2500 | LCFF | |
| 9 | Sub for conferences | | ongoing | 5000 | LCFF | |
| 10 | Math Specialists | | throughout | 48,000 | 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) | 217 students are failing 1 or more core classes in 2016-2017 meant that they needed to take summer school, repeat a course, or be dropped to another school. We are pledged to reduce that number by 15% for 2017-18 to ensure that no more than 200 students in EL have an F at the semester. Of these 65% have failing grades in Math. 25% have failing grades in one or more English class | 85% of EL students will receive passing grades in all core curriculum. 207 students in all | English Language Learners | Quarterly ELD writing assessments, ELD benchmarks and ELD placement tests. Report cards and progress reports. | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | UC/CSU completion rate will increase by 7% |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Bilingual Grad Tutor will be hired to support students in ELD and Sheltered Classes. Grad tutor will also do after school tutoring to support students in CaHSEE and SAT preparation | | Ongoing | 80969 | LCFF | |
| 2 | Teachers will tutor students who have multiple D's and F's after school to support their academic achievement in core and ELD classes. Teachers will be trained in multiple reading strategies throughout the 2016-2017 school year so as to improve scores. We are buying a reading diagnostic, the Gates McGinitie at the start and end of the school year to track progress. | | Ongoing | 4902 | LCFF | |
| 3 | ELD students will participate in Study Trips to Monterey Bay Aquarium to supplement learning in their science classes and gain a deeper understanding of biology. Students will develop language skills and academic vocabulary. | | January 2018 | 10000 | LCFF | |
| 4 | ELD students will participate in Study Trips to University to gain a deeper understanding of college requirements and opportunities. Students will develop language and academic vocabulary skills. | | October 2017 | 10000 | LCFF | |
| 5 | ELD students will participate in Study Trips to California Academy of Sciences to supplement learning in their science classes and gain a deeper understanding | | October 2017 | 531 | LCFF | |

| | | | | |
|---|---|--------------|------|------|
| | of biology and chemistry. Students will develop language skills and academic vocabulary. | | | |
| 6 | Prudent Reserve | Ongoing | 6075 | LCFF |
| 7 | Purchase supplemental supplies to engage students in core curriculum. ie Thumb Drives, Dictionaries, poster board paper, highlighters. etc. | October 2017 | | |

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 |
| Community Support | Measure the student overall grades and attendance. African Americans are ranked below other subgroups on a-g completion. SBAC test results will be compared from consecutive years and school will improve scores by 10% for African American students. | Improve attendance by 2%. Improve SBAC scores and a-g completion by 10% at the end of June 2018 | African American student body. | A-G completion rates, attendance and SBAC scores | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3. 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 | Community Support and Parent outreach by counseling staff to put in after hours | | ongoing | 2000 | LCFF | |
| 2 | Counseling and support service meetings held by School support team meeting monthly and including multiple stakeholders | | ongoing | 1000 | LCFF | |
| 3 | Institute a transcript audit to determine African American student a-g rates and create a spreadsheet of achievement on SBAC | | October 2017 | 1000 | LCFF | |
| 4 | Track tutoring support services | | ongoing | | | |
| 5 | Attendance audit and ongoing tracking compared to other subgroups | | Semester 1 2017 | | | |
| 6 | Reading diagnostic to be given at the start of the year and then again at year's end will yield data that will show whether or not the strategies used (monthly staff trainings) are improving reading scores. | | Ongoing | | | |
| 7 | Student survey to be taken in class meetings twice a year and synthesized to analyze student satisfaction, areas of support and areas of concern | | Twice (October and February) | | | |
| 8 | SBAC practice assessments to ready students for the big assessment | | January 2017 | | | |

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 | Student attendance for 2016-2017 was 95% | Maintain 95% attendance average, | All students | A2A attendance logs | Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students | All schools will maintain 95% or above attendance rate |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 2 | Recognition swag celebrating achievement and improvements | | ongoing | 1200 | LCFF | |
| 3 | Monitor grades | | ongoing, quarterly | | | |
| 4 | Monitor Attitude of students as measured by CHKS for similar improvement | | ongoing | | | |
| 5 | Get full input on CHKS and when complete, review data with all stakeholders, and drive future S3 monies towards areas of high need. | | ongoing | | | |
| 6 | Materials and supplies for students | | ongoing | 1000 | LCFF | |

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>300 students received academic achievement or attendance recognition. We are using our S3 monies as well to support students mental and physical health.</p> <p>We have had 450 students seek appointments in the health center and hope to provide for fifty more students as well this year. Provide more student support through clubs and events.</p> | We want to boost the number of students being recognized to 450. Increase the number of students using the health center to 500. | English Learners, and Socio economic disadvantaged | Consult honor roll and attendance records | Improve Student Achievement for all students | High School dropout rate will decrease by 0.5% |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 4 | Tutoring money for teachers throughout the year Monday--Thursday | | ongoing | 12000 | LCFF | |
| 5 | Provide money for recognition and achievements | | ongoing | 1000 | LCFF | |
| 6 | Reward students for best achievement in all subjects | | ongoing | | | |
| 7 | Community Support materials | | ongoing | 500 | LCFF | |
| 8 | Professional Development | | ongoing | 1000 | LCFF | |
| 9 | We have contract with the YMCA and other providers to provide more group and mental health services to our students | | Ongoing | 35000 | LCFF | |
| 10 | Support Cheer and spirit support | | Ongoing | 1600 | LCFF | |
| 11 | Snacks for PD | | ongoing | 2000 | LCFF | |
| 12 | Send staff to conferences | | ongoing | 1000 | LCFF | |
| 13 | Purchase materials and supplies | | ongoing | 1900 | 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 | 15% of parents attend a school function outside of Back to School and Open House | 25% of parents/guardians will attend a non-Back to School or Open House function. | All students | Sign in sheets | Increase parent and community engagement, involvement, and satisfaction. | Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Bilingual Community Worker will collaborate with parents to complete the California Healthy Kids Survey to promote greater parent involvement and engagement in school activities. | | September 2017 | | | |
| 2 | Bilingual Community Worker will analyze CHKS data and recommend programs and strategies to better engage parents | | Ongoing | | | |
| 3 | Bilingual Community Worker will work with teachers to communicate with parents regarding their child's academic achievement | | Ongoing | | | |
| 4 | Information nights for parents for each grade, with counselors giving advice/information as to what is required to move on. | | Ongoing | | | |
| 5 | Purchase materials, supplies, and light refreshments for parent events | | Ongoing | | 2000 | LCFF |

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 | Out of 883 science grades issued at the end of Q1, 22% were Ds and Fs (198). | The percentage of students receiving C's or better in core and Academy science classes will increase by 10% by June 2018 | Socioeconomically disadvantaged youth, all science students | Term grades, lab standards test, teacher created assessments | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | UC/CSU completion rate will increase by 7% |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Teachers will tutor students after school 3 days per week to improve academic achievement | | Ongoing | 1500 | LCFF | |
| 2 | Professional development | | ongoing | 2000 | LCFF | |
| 3 | Purchase 50 frogs for dissection | | ongoing | 500 | LCFF | |
| 4 | Membership in Science professional training | | September 2017 | 1000 | LCFF | |
| 5 | Materials and supplies | | Ongoing | 5000 | LCFF | |
| 6 | Teacher release time to coordinate and organize storage unit | | ongoing | 1200 | LCFF | |
| 7 | Purchase Specialty Chemicals | | August 2017 | 2000 | LCFF | |
| 8 | Conferences | | September 2017 | 3000 | LCFF | |

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 | WASC identified that PVHS needs a, “Site commitment to consistently implement best practices through a teacher designed assessment.. 20% of staff teaching to Common Core Standards. | By June 2018, 75% of students will score proficient or advanced on the site created history assessment. | <ul style="list-style-type: none"> • English Language Learners • Socioeconomically disadvantaged youth | Site based assessment | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY) | UC/CSU completion rate will increase by 7% |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Arrange PD & Collaboration hours: (Department Wide Tech PD, also Collaboration by Subject: World, US, Gov., Econ, etc., Benchmark Grading. Preferred time for all PD/Collab is Afterschool.) | | Ongoing | 1200 | LCFF | |
| 2 | Materials to support movement toward Common Core (paper for primary and secondary sources, access to UCHSSP resources, and other office supplies | | Ongoing | 3000 | LCFF | |
| 3 | Pay for AP membership for teachers | | Ongoing | 1000 | LCFF | |
| 4 | Conferences | | Ongoing | 2000 | LCFF | |
| 5 | Online licenses | | Ongoing | 3000 | LCFF | |
| 6 | Mock Trial competition participation | | September 2017 | 1500 | LCFF | |
| 7 | Subscriptions | | Ongoing | 300 | 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 | Currently collecting baseline data - of note is PVHS' school-wide commitment to integrate reading into all areas of study based on the fact that our entering freshman are coming to us reading below grade level. 70% of students advance to the next level of language. | By the end of June 2018, 80% of students will advance a level | Socioeconomically disadvantaged youth / all students | Site-created summative and formative assessments. Publisher supplied formative and summative assessments. | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY) | UC/CSU completion rate will increase by 7% |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Professional Development ongoing teacher education | | Ongoing | 3000 | LCFF | |
| 2 | Teachers will collaborate on methods of integration of text into daily curriculum and develop curriculum and begin a plan of implementation to support academic literacy. | | Ongoing at monthly department meetings | | | |
| 3 | Materials and supplies for student specific use to improve academic literacy - paper, markers, highlighters, flashcards, books, notebooks, etc. | | September 2017 | 3000 | LCFF | |
| 4 | Membership in the ACFTL | | September 2017 | 1000 | LCFF | |
| 5 | Study trip to authentic language appropriate sites (Spanish, ASL) | | Ongoing | 1000 | LCFF | |
| 6 | Poetry and books for ASL | | September 2017 | 1000 | LCFF | |
| 7 | Author visit contract | | November 2017 | 1000 | LCFF | |
| 8 | Study Trip support | | Ongoing | 3000 | LCFF | |
| 9 | Snacks for PD | | Ongoing | 300 | LCFF | |

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 |
| Arts and Music | New Strategy: Increase the number of students involved in an arts class/club/program beyond the minimum graduation requirements | By June of 2018, Art departments will report more student retention, greater student production and more community involvement both on site and off site | English Language Learners Socioeconomically disadvantaged youth | | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | UC/CSU completion rate will increase by 7% |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Supplies for Art classes, paints, glue, paper, glaze, pastels, scratch boards, soft flex | | Ongoing | 5000 | LCFF | |
| 2 | Study Trips for Music, Drama | | Ongoing | 2500 | LCFF | |
| 3 | Photographic equipment | | Ongoing | 1250 | LCFF | |
| 4 | Lessons for Music and support for after school lessons | | October 2017 | 2000 | LCFF | |
| 5 | Equipment and supplies for supporting music | | Ongoing | 2000 | LCFF | |
| 6 | Study Trip for Music classes | | Ongoing | 1000 | LCFF | |
| 7 | Send teachers/admin to conferences | | ongoing | 2500 | LCFF | |

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 | 15% of students transition to Mainstream classes | By June of 2087, have 20% of students make the transition to mainstream. | Special Education Students | Data collected from SPED teachers | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | 100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs |
| Actions to Support Goal: (one action per line) | | | By When: | Cost: | Site Funding Source | |
| 1 | Materials and supplies for student specific use to improve academic literacy - paper, markers, highlighters, flashcards, books, notebooks, etc. | | Ongoing | 2000 | LCFF | |
| 2 | Teachers will collaborate to develop reading units and assessments for informational text to increase student reading abilities. Students will be | | Quarterly | 1500 | LCFF | |

| | | | | |
|---|--|---------|------|------|
| | exposed to at least one expository text per quarter during their tutorial class. | | | |
| 3 | Professional Development for College/University for SPED for teacher conference | ongoing | 2000 | LCFF |
| 4 | Professional Subscriptions for SPED self contained | ongoing | 500 | LCFF |

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 | 354127 | 0.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| LCFF | 354,127.00 |

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.