

**West Contra Costa Unified School District  
Vista High School**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date:	<b>November 19, 2017</b>
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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.

**X** English Learner Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **April 26, 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:

**Sylvia J. Greenwood, Ed.D**

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**Sonya Blevins**

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**West Contra Costa Unified School District**  
**Vista 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:
<b><i>Parent/Community Members</i></b>			
#1	CHAWMEIN HUDSON		
<b><i>Student Members</i></b>			
#1	JASMIN ALVARADO	6/2019	
#2	SARA ATIA	6/2019	
#3	PAUL MURPHY	6/2019	
<b><i>School/Other Members</i></b>			
Tchr #1	Sonya Blevins	6/2019	X
Tchr #2	Janet Kraus	6/2019	
Tchr #3	Cheryl Patterson	6/2019	
Tchr #4	Dyann Easton-Brown	6/2019	
Other	Catherine Druck	6/2019	
Principal	Dr. Sylvia J. Greenwood	6/2019	

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

## **Theory of Action**

### **OUR CORE VALUES**

Collaboration ~ Resiliency ~ Individuality ~ Teamwork ~ Reflection

### **OUR MISSION - “THE HOW?”**

All members of the Vista High School community work collaboratively to offer a safe and clean environment where we meet students’ individual needs. All Vista students strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that enables them to reach their highest potential and provide them with a personalized academic plan, which enables students to graduate with academic, vocational, and social skills that will prepare them to be highly successful in their lives after high school including vocational education, college and their future careers.

### **OUR VISION – “THE WHAT?”**

Vista High School’s vision is to be an independent study alternative education school for grades 7-12 serving a wide range of students who excel in a small and safe campus located in the Hilltop community of Richmond. Vista High School strives to provide a transformative learning environment that has a clear, well-rounded and rigorous student achievement program that addresses the full range of student needs with the result that all students are prepared for a successful life. We follow the independent study format, developing personalized educational plans for each student. Our teachers assess each student’s work weekly and develop strategies for students based on the California Common Core State Standards. We draw from many resources, including district curriculum and professional development and community partnerships, to meet the needs of our students. Our remarkable staff develops and shares a variety of strategies electronically and at weekly staff development meetings.

During each weekly student meeting, the supervising teacher creates appropriate assignments for the following week and reviews and evaluates the work from the previous week. A-G requirements, areas of strength and weakness are noted and reviewed to insure that the student is making progress towards meeting or exceeding academic standards. Other educational opportunities are available beyond the individual meeting. Students may be enrolled in classes and/or attend labs at Vista, or participate in concurrent enrollment with the local community college. Currently, Vista offers biology, chemistry, middle school math, Algebra I, Algebra II, geometry, and precalculus as classes that meet weekly. Some students with minor credit deficiencies take online courses through Cyber High or Edmentum.

### **OUR THEORY OF ACTION – “THE WHY?”**

If we create a strong personalized school culture and teachers function as professionals in a collaborative community, then teachers develop strong SMART (Specific, Measurable, Achievable, Realistic, Time-Bound) goals and design meaningful learning experiences for students. Students will be able to monitor and assess their individual progress in each SMART goal. If we promote a culture of learning, collaboration and constant adaptation, then we are better equipped to meet the wide array of independent study student needs. If we celebrate effort, growth and achievement with leaders, teachers, students and parents then we will see an increase in student enthusiasm for taking on educational challenges and an overall increase in student resiliency and academic performance. If we develop authentic, self-directed learning, and ensure students graduate with transferable academic, vocational, and social skills, then we will support their achievement in college, career education, and quality careers.

Students will:

- Think critically and solve complex problems
- Communicate effectively
- Work collaboratively
- Exhibit an academic growth mindset
- Set, monitor, and assess their individual academic goals
- Master core knowledge and skills
- Relate learning to real life experiences
- Use technology to support academic progress

Educators will:

- Evaluate and assess program
- Reflect on practice
- Work collaboratively
- Integrate technology into lesson planning

Families will:

- Support their students by providing a supportive environment at home
- Maintain excellent and frequent communication with teachers and school
- Engage in all aspects of student achievement

## 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
<b>Step 1</b>	Analyze local assessment data	Process:	<b>or</b>	Process: Teachers review all assessments on a weekly basis and have initiated deeper data dives focused on assessment data from the SAT, PSAT/NMSQT, CAASPP, District Benchmarks, CELDT, surveys and any other data points.
<b>Step 2</b>	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others <b>Instructional Leadership Team</b>	Process:	<b>or</b>	Process: The ELAC has delegated discretionary power to the SSC.
<b>Step 3</b>	SPSA strategies development	Process:	<b>or</b>	Process: ILT sets SMART goals based upon review of data.
<b>Step 4</b>	Budget development	Process:	<b>or</b>	Process: The ILT meets and reviews the content of each section of the SPSA and SSC develops a budget to support all appropriate actions plans contained therein.
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date: <b>April 2017</b>		
<b>Step 6</b>	SPSA monitoring	Process:	<b>or</b>	Process: The staff monitors progress in all areas of the SPSA and the ILT summarizes this data and presents it to the SSC to review. The SSC reviews all appropriate data at their regular meetings.



## 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
<p><b>X</b> Staffing:  <b>With only one credentialed Science teacher, we cannot offer year-long science courses</b></p> <p>Since teachers are required to teach math and science labs, this takes hours away from their independent study caseload, which doesn't allow us to accept as many students.</p>	<p><b>X*</b> Offer science courses on a Semester block</p> <p>Post our open position next year as a math and science position. Hopefully life science and secondary math can be filled with quality IS teacher.</p>
<p><b>X</b> Facilities maintenance: <b>Our classrooms are older portables. Many of them need resealing and because they leak when it rains.</b></p>	<p><b>X*</b> Continued maintenance of these aging portable classrooms. The district staff is great at addressing issues- maybe maintenance and preventative maintenance could happen in the Summer.</p>
<p><b>X</b> Facility capacity (space for classrooms/programs): <b>We are 2 rooms short (VH4 &amp; VH5). Two teachers and an Aide are located in the book room (VH3). The Special Education teacher is sharing a room with two other teachers and the Instructional assistant doesn't have a desk (VH9). VH6 is shared by 4.4 teachers and a counselor. The 0.4 teacher and the counselor have to share a desk.</b></p>	<p><b>X*</b> We need two more rooms for Special Education to have a separate environment and for teachers in book room to have a full classroom.  Transition Program attempted to help but situation was still not conducive for Vista Teacher/Aide.</p>
<p><b>X</b> Safety: <b>We cannot lock our doors from the inside in an emergency situation.</b></p>	<p><b>X*</b> Request new locking mechanisms from the District.</p>
<p><b>X</b> Materials availability: <b>We lack sufficient online licenses for the Scholastic Reading Inventory (SRI) and STAR reading</b></p>	<p><b>X*</b> We need to request these licenses from the district, and we need incoming students to come in with licenses.</p>
<p><b>X</b> Technology:  <b>We lack sufficient online licenses for the Scholastic Reading Inventory (SRI) and STAR reading</b></p> <p>Tablets we have checked out to students are coming back with viruses and in less than optimal working order</p>	<p><b>X*</b> We need to request these licenses from the district.</p> <p>We need to talk to the District about what the process is for cleaning up and debugging tablets.</p>
<p><b>X</b> Fiscal Support: <b>We need information about what we can spend our budget on. The process of making purchases with school funds is sometimes confusing, and when requests are denied, there is a lack of notification, justification, and communication between Ed Services and/or Business Services to support our school in making necessary purchases. We have had to postpone purchases for a year because we haven't been notified.</b></p>	<p><b>X*</b> We as a school will investigate why this process is so challenging, and develop a clearer plan about how to make this work.</p>

<p><b>X</b> Compliance Support:  <b>Our Special Education program is housed entirely within a crowded general education classroom. Special Education staff and students do not have a space at school.</b></p> <p><b>The rest of the District is not clear about how California Ed Code requires different kinds of compliance for IS than for other schools. Students come</b></p> <p><b>All teachers should be highly qualified to teach in an IS environment.</b></p>	<p><b>X*</b> We need to talk to Transition and the District to see if we can use at least one more room here to provide Special Education the space the program requires.</p> <p><b>We need to provide excessive clarity for the other schools in the District what our legally mandated procedures are. We are updating our website to make this information readily available to everyone across the district who needs it.</b></p> <p><b>HR needs to inform IS teachers that they are VPSS/HOUSSE to be at IS.</b></p>
<p><b>X</b> Curriculum and Instruction Support:  <b>We are using curriculum that doesn't teach to the test appropriately.</b></p> <p><b>The unique needs and setting of Independent Study make it difficult for us to comply with curriculum programs that are implemented throughout the district. We are directed to implement programs that cannot be implemented well in our setting, and are not allowed to implement programs that would be better suited to our needs.</b></p> <p><b>We have had a lack of coaching in math and science this year- the teachers at this site don't have colleagues teaching the same subjects to plan/brainstorm with.</b></p>	<p><b>X*</b> Teachers adjust/calibrate assignments</p> <p><b>Work with district to understand the needs of IS to find better programs/platforms to fit needs.</b></p> <p><b>Need coaches to support math/science teachers</b></p>
<p><b>X</b> Other: <b>Inappropriate placement of a teacher affects climate and the inability to place students</b></p>	<p><b>X*</b> Working with Human Resources to resolve</p>

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

## Data Analysis

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading:	XArea of concern Area of strength	Lack of licenses to use to fidelity.
	Benchmarks: <b>English</b>	Area of concern XArea of strength	Increase in writing skills increases due to use of DDI calendar.
	Benchmarks: <b>Math</b>	XArea of concern Area of strength	Algebra 1 is still area of concern due to the huge turnover of students.
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance: <b>SPED Studnets</b>	XArea of concern Area of strength	Lack of parent response to requests to meet to determine next steps for non attendance.
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey: <b>2016-2017</b>	Area of concern XArea of strength	More than 50% of students feel safe on campus
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

## **REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

## Student Achievement

### English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	<p>By May 2017, 80% or better in Evidence and Elaboration in writing tasks:</p> <p>9th Grade: 65%: 13% met in District Benchmark 1 41% met in Literary Analysis Essay #2</p> <p>10th Grade: 70%: 33% met in District Benchmark 1 25% met in Literary Analysis Essay #2</p> <p>11th Grade: 80%: 32% met in District Benchmark 1 40% met in Literary Analysis Essay #2</p> <p>12th Grade: 90%: 33% met in District Benchmark 1 100% met in Literary Analysis Essay #2</p>	By May 2018, 80% of students in each grade will score meets or exceeds standards in writing tasks as measured by District Benchmark essays and school-created essays.	Grades 9-12	School wide assessments	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	Increase SBAC ELA proficiency by 10%.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Provide extra teacher work time for developing lessons, writing tasks, and collaboration to norm rubric scores.		Throughout the academic year	440	LCFF	
2	Provide professional development in CCSS Literacy Standards.		Throughout the academic year	500	LCFF	

3	Staff to agree on common rubrics for writing	September 2017		
4	Purchase materials and supplies/subscriptions/licenses	Ongoing	3214	LCFF
5	Online Licensing	Throughout the academic year	3000	LCFF
6	Study Trips	April 2018	1000	LCFF
7	Purchase tech over \$500	Throughout the academic year	2000	LCFF
8	Prudent Reserve	Ongoing	7500	LCFF

## Student Achievement

### Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	In 2016-2017, 4.3% of students mastered benchmark who took the benchmark again.	By May 2018, 15% of students in Algebra 1 will solve linear equations and inequalities with one variable with "meets or exceeds standards."	Grades 9-12	School wide assessments  End of Chapter, Midterm, and Final exams	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.	Increase SBAC Math proficiency by 10%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Math team will review Illuminate assessment data to focus on areas of need		October 2017	500	LCFF	
2	Purchase materials and supplies for students		Throughout the academic year	3000	LCFF	
3	Online licensing		November 2017	2500	LCFF	
4	Attend Conferences to support implementation of Common Core (NCTM and CMC)		March 2018	2500	LCFF	
5	Study Trips		Throughout the academic year	500	LCFF	
6	Provide teacher extra hours for PD/Collaboration		Throughout the academic year	263	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)	In 2016-2017, 2 students - 8% were RFEP.	By May 2018, 10% of ELs in grades 9-12 will meet the district's reclassification criteria and by frequently reviewing school wide assessments and STAR Test.	English Language Learners	School wide assessments STAR Test	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students	EL reclassification rate will increase by 2%.
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Students identified as ELD 3 or 4 will use district ELD materials (Inside and Edge )		Throughout the academic year			
2	Use RAP Center to insure students are placed in the correct levels		Throughout the academic year			
3	Assess 7/8 Middle School 3 times a year on STAR (Accelerated Reader)		Throughout the academic year			
4	Attend CAFE conference		March 2018		2500	LCFF
5	Provide additional Collaboration Time		Throughout the academic year		500	LCFF
6	Materials and Supplies		Throughout the academic years		1000	LCFF



## Student Achievement

### African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Climate and Academic Achievement and Career and College Readiness	In 2016-2017, We have 35 (25%) African American/mixed race students attending Vista.  SBAC data indicates that only 9% (11 students) of African American students scored proficient or above in the writing- claims portion of the ELA CAASPP.	By May 2018, 90% of African-American/Mixed-Race students will develop and write a college/career plan after two 1 to 1 mentoring sessions with principal.  By May 2018, 80% of African American students in each grade will score meets or exceeds standards in writing tasks as measured by District Benchmark essays and school-created essays  By May 2018, we will have completed at least three college visits. All teachers will make sure that all African-American/Mixed-Race students in applicable grades are invited.	African-American/Mixed-Race students grades 10-12.	Survey Results  School wide assessments  Calendar of Meetings	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.  Goal 5: Provide basic services to all students, including facilities, access to materials and technology.	Increase SBAC ELA proficiency by 10%.  Ensure 100% appropriately assigned and fully credentialed teachers.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Purchase material/supplies		October 2017	500	LCFF	
2	Provide additional hours for lab time to support African American students		Throughout the academic year	500	LCFF	
3	Attend conferences - teachers and principals (CAAASA)		March 2018	2000	LCFF	
4	Provide professional development/additional hours for lab time to support African American students		Throughout the academic year	500	LCFF	
5	Develop site AASAT team		May 2018			

## 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	In 2016-2017, average attendance was 87% (as of month 7) below the district goal of 95%.	By March 2018, Increase attendance at all grade levels to 90%.	All	Monthly Attendance  Summary Reports	Goal 4: Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students	School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Provide ongoing outreach to families and students who do not complete assigned work (independent study validation of attendance is work completion)		As needed			
2	Purchase postage for school mailings (e.g. attendance letters, return mail)		As needed	500	LCFF	
3	Research interventions best practices from other schools.		Throughout the academic year			
4	Attend (CCIS) California Consortium for Independent Study Compliance Conferences to stay up-to-date on attendance requirements at an independent study school		February 2018	2000	LCFF	
5	Develop policies and procedures for students with IEPs who are chronically absent in conjunction with the Special education office and district legal personnel.		December 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	In 2016-2017, 1) 66% (2 of 3) CCC workshops completed and one college visit to CSUEB.	<p>By May 2018, Vista will partner with CCC to provide 3 workshops on college enrollment, major declaration and all aspects of college attendance.</p> <p>By May 2018, Arrange 3 college visit(s) to local colleges/universities</p> <p>By June 2018, Vista will increase the number of students that meet the A-G Requirements to 10%.</p>	Students, especially Juniors and Seniors, who are interested in college attendance, or those who are curious about college but may lack background information.	<p>Student sign in sheets</p> <p>CBEDS report</p>	<p>Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.</p> <p>Goal 4: Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students</p>	<p>Maintain course access at 100%.</p> <p>EL, LI, FY attendance rate will increase by 2%.</p>
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>		<b>Cost:</b>	<b>Site Funding Source</b>
1	Host college information workshops, starting with understanding college, degrees possible, selecting a major, assessments, & financial aide.		Throughout the academic year			
2	Purchase supplies, materials and student/teacher incentives		Throughout the academic year		2500	LCFF
3	Purchase Color Printer for newsletter/events/meetings		August 2017		500	LCFF
4	Obtain Mental health contract		September 2017		15000	LCFF

5	Purchase technology licensing	Throughout the academic year	3600	LCFF
6	Attend conferences for teachers/principal	Throughout the academic year	5000	LCFF
7	Purchase food for events/meetings	Throughout the academic year	500	LCFF
8	Study trips for college/university	May 2018	4000	LCFF
9	Hire/Assign 20% Vice Principal	August 2017	20041	LCFF
10	Purchase light snacks for PD	Throughout academic year	1000	LCFF
11	Pay classified extra hours for events	Throughout academic year	1702	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	1. In 2017, 80% of parents attended the Vista Fall Orientation  2. Parent survey results 63% agree and strongly agree that Vista provides opportunities for parent involvement.  3. Increase Parent involvement overall  4. Increase Communication	1. By May 2018, maintain parent participation rate at 85% during the Fall Orientation  2. By May 2018, maintain "agree and strongly agree" at 85% from survey results.  3. We will hold at least 1 family night in the Fall and 1 in Spring. We will have at least 50% parent attendance (between the 2 meetings)  4. Every quarter we will continue to send out quarterly communications and update the school website.	All	Sign-in sheets  Survey Results	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	California School Parent Survey will measure increase in engagement, involvement, and satisfaction
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Principal will get training and support to work with the school website in order to create a parent resource portfolio and increase awareness of this accessible resources by updating Vista website		Throughout the academic year			
2	Recruit more parents for the school governance venues.		Throughout the academic year			
3	Create and administer parent survey via Survey Monkey/Google Forms		Spring Semester 2018			
4	Purchase supplies for parent food for events/meetings		Throughout the academic year		500	LCFF
5	Printing quarterly newsletter		Throughout the academic year			
6	Materials and Supplies for parent events		Throughout the academic year		500	LCFF

7	Extra hours for clerical to work on parent event	Throughout the academic year	1000	LCFF
8	Snacks for parent events	Throughout the academic year	500	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	In the 2016-2017 school year Benchmark 1- Needs Intervention: 21.9% Approaching Standard: 35.7% Meets or Exceeds Standard: 42.9%	1. By May 2018, increase benchmark and/or teacher created assessment proficiency to meets or exceeds Standard to 50%.  2. By the end of the school year, all students in Science classes will write 2 (two) argumentative or informational essays based on the claim, evidence, and reasoning format. At least 70% of students will score proficient or above on at least 1 essay.	1. Biology Students  2. All Science students	School wide rubrics and essays.	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI).	Maintain course access at 100%.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>		<b>Cost:</b>	<b>Site Funding Source</b>
1	Study Trips to: Nature Bridge, Watershed Project, S.E.I, LiMPETS, West County Waste Water District Facility.		Throughout the academic year		500	LCFF
2	Align curriculum and assessments to the state and next generation science standards attend Science Professional Development conferences and workshops.		Throughout the academic year			
3	Purchase supplies to support lab activities/materials and supplies		Throughout the academic year		500	LCFF
4	Science Professional Conferences NSTA, CSTA, CUE, STEM conferences		Throughout the academic year			
5	Provide pay for substitute teachers for study trips and conferences.		Throughout the academic year			
6	Provide additional collaboration time		Throughout the academic year		500	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	In 2016-2017, Teachers were trained in Newsela. Each teacher will setup their own classes. Students will use Newsela to increase reading comprehension of historical and current events.	By May 2018, 70% of students will have an average quiz score of 75% on Newsela quizzes.	World History and US History Students	Newsela Reports	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI).	1B: Increase SBAC ELA Proficiency
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Teachers attend WCCUSD Best Practices Workshop for Social Science		April 2018			
2	Provide additional Collaboration Time		Throughout the academic year	500	LCFF	
3	Students will complete first DBQ assignments through History classes		December 2017			
4	Purchase DBQ Binders- US Volume 2 and World History Volumes 1 & 2		November 2017	1000	LCFF	
5	Students will complete second DBQ assignments through History classes		May 2017			

## 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	In 2017, one bilingual student who was proficient in Spanish qualified for the WCCUSD Seal of Bi-literacy.	By June 2018, five students will be assessed on the SAT Subject Test in Spanish and score a 600 or higher.	Native Spanish speakers who are proficient in speaking, writing, and reading Spanish.	Results on SAT Subject Test in Spanish	Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI).	1D: UC/CSU completion rate
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Purchase Barron's SAT Subject Test in Spanish Study Guide to prepare for SAT Subject Test in Spanish. Funds for exam fee for those students who do not qualify for a fee waiver.		July 2017	100	LCFF	
2	Provide students a Language Lab on Mondays/Wednesdays to support World Languages and ELL Students		October 2017			
3	Teachers will be trained in Realidades/T'es Branches/Edmentum		November 2017			
4	Provide additional collaboration time		Throughout the academic year			
5	Purchase materials and supplies		Throughout the academic year	500	LCFF	

## 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
Process	N/A	<p>1 By June 2018, Our ILT will meet two (2) times a month. One (1) meeting a month reviewing school-wide data to drive PD and WASC report.</p> <p>2. Celebrate successes both large and small during BOY, MOY, and EOY meetings.</p>	All students	Agendas Sign in/out sheets WASC Report	Goal 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	Developed observational tool to measure CCSS implementation
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source

## 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
Visual and Performing Arts	In 2017, 30% of Vista students have responded affirmatively to polling regarding needs for enhanced educational opportunities in foundations of art and technology to produce art.	By May 2018, students will engage in fundamentals of art education, and hands-on activities and instruction in technology to produce art for the and the art shows.	Students who expressed the desire to learn and practice art.	<p>Students will submit their work to the Vista Newsletter for publication.</p> <p>Students will participate in the WCCUSD Art Show.</p> <p>Students will participate in the El Sobrante Art Show.</p> <p>Showcase Art in Bulletin Board</p>	<p>Goal 1: Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI).</p> <p>Goal 5: Provide basic services to all students, including facilities, access to materials and technology.</p>	<p>Maintain course access at 100%.</p> <p>Ensure Williams' certification finds that 100% students have access to standards aligned materials.</p>
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>		<b>Cost:</b>	<b>Site Funding Source</b>
1	Begin working on fundamentals of art and technology for creation of art.		November 2017			
2	Purchase Scholastic Art Subscription/Materials and Supplies/Zentangle		October 2017		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	97360	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	97,360.00

## 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.