West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

GREENWOOD ACADEMY

Board Approval Date:	December 5, 2018
Contact Person:	Allison Huie
Principal:	Allison Huie
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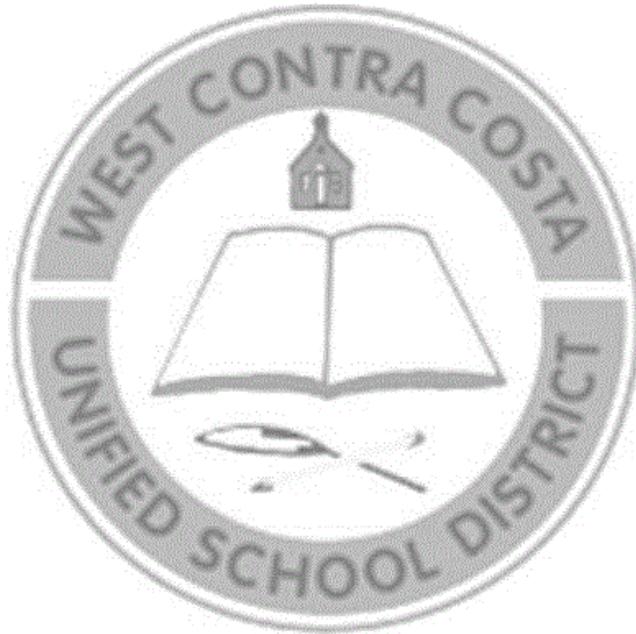
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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
ILT, SSC, ELAC

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: 5/31/18

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Typed name of school principal	Signature of school principal	Date

Typed name of SSC Chair	Signature of SSC Chair	Date

Secondary School Site Council Membership Roster

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

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Terms End on:	Identify Chair Person:
		Parent/Community Members			
Parent #1	Sharon Sanders				
Parent #2	Blanca Gomez				
Parent #3	Sandra Flores				
Student #1	Sara Suarez				
Student #2	Sandra Flores				
Student #3					
		School/Other Members			
Teacher #1	David Flint				Chair
Teacher #2	Lisa Lipscomb				
Teacher #3	Mariano Resendiz				
Teacher #4	Vince Rhea				
Other	Nelly Hernandez				
Principal	Allison Huie				

Membership Composition:
Secondary (12 total)
3 Parents/community members
3 Students
4 Classroom teachers
1 Other school staff
1 Principal

SPSA Stakeholder Involvement

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

Task		SSC Actively Involved in Task	or	Task Delegated to
		Choose one task management option for each step		
Step 1	**Analyze local assessment data**	Process: Analyzes assessment data to identify needs and, ensure that goals and actions are aligned	or	Process:
Step 2	**Gather input from**	Process: SSC is a primary reviewer	or	Process: ELAC and ILT also serve as primary reviewers
Step 3	**SPSA strategies development**	Process: SSC reviews SPSA and provides feedback on goals and actions	or	Process Academic Departments, ILT, admin
Step 4	**Budget development**	Process: SSC reviews budget allocation aligned with SPSA goals/actions and provides feedback, votes to approve	or	Process: Admin develops budget, provides to SSC/ELAC and ILT for review and feedback
Step 5	**Finalize and submit SPSA for School Board Approval**	Date:		
Step 6	**SPSA monitoring**	Process: participates in Round 1 and 2 monitoring	or	Process:

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS	**Goal 1: Improve Student Achievement** **Goal 2: Improve Instructional Practice** **Goal 3: Increase Parent and Community Engagement and Involvement** **Goal 4: Improve Student Engagement and School Climate Outcomes** **Goal 5: Provide Basic Services to All Students**

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 **Basic Services**	Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
Priority 2 **Implementation of State Standards**	Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
Priority 3 **Parent Involvement**	Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.
Priority 4 **Pupil Achievement**	Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
Priority 5 **Pupil Engagement**	Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
Priority 6 **School Climate**	Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.
Priority 7 **Course Access**	Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.
Priority 8 **Other Pupil Outcomes**	Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

2018-19 Roadmap Goals:
Nine Key Strategies

Achieving Students

2017-18 LCAP Goals 1 & 5

1. Effective Leaders
Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers
Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences
Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

Invested Employees

2017-18 LCAP Goal 2

4. Competitive Compensation
Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions
Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity
Support staff in their growth and development through quality professional learning based on individual needs.

Engaged Communities

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools
Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates
Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services
Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Greenwood Theory of Action

<div align="center">**18-19 Theories of Action**</div>

Adult work together

If we build a collaboration schedule that focuses on our identified areas of need and takes into account teacher preferences, we will strengthen our common commitment to our mission and have the tools we need to support students to succeed.

Social/Emotional

If we model teamwork and commitment to our mission in our work with each other and use restorative practices with students, we will build a school climate reflecting mutual respect and trust.

Curriculum/Instruction

If we plan each lesson to have clear, skills-based and standards-aligned learning objectives and use a variety of methods to conduct in-process evaluations of student comprehension, learning needs, and academic progress, then students will have the real-time feedback they need to improve learning and reach mastery.

Data Analysis

Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
Academic Data		
STAR Reading	N/A	
Benchmarks: site-created Benchmarks in Science and Social Science	Area of strength	Teachers collaborated to create site-based Benchmarks in Science, focusing on areas of convergence between the NGSS and ELA/Math SBAC. Data indicate growth in aggregate student scores in both subject areas. Students in both departments met the 17-18 Department-wide learning goal, as demonstrated by scores on site-created benchmarks. Collaboration around these learning shared goals was critical to the successful achievement.
Benchmarks:	N/A	
SBA:	Area of concern	
LTEL Data:	Area of concern	
ELPAC	Area of concern	
GPA	Area of concern	
Credits Earned	Area of concern	In Quarters 1-3, only 30% of students earned credit in traditional Algebra classes. We have opened additional sections of blended learning style Algebra classes and recruited additional teachers to support them. Students in those classes experience a much higher pass rate (70% or higher). We are continuing to review staffing resource allocations to successfully support students in Mathematics and allocating resources to send Mathematics instructors to appropriate Professional Development to support improved student outcomes.
Other: Collete & Career Readiness Survey	Area of concern	40% of student respondents to our site-based College & Career Readiness Surevey indicated that they know what it takes to be A-G eligible, while another 40% indicated that they did not. The reamining group indicated that they didn't know what A-G eligibility was. The majority of students stated that they have identified at least one possible career option in which they are interested and most indicated that they had some idea of what it would take to be prepared for that career. While most sudents felt they receive regular feedback from teachers that htelps them to be prepared for college, career, and life, 39.4% did not feel like they got that feedback.
Other:	Area of concern	

(Left vertical label for above section: Choose 3)

Data Reviewed	Concern/Strength	Description of Findings
Student Support Data		
Attendance	Area of concern	
Suspension	Area of concern	
Parent/Community Survey	Area of concern	
Healthy Kids Survey	Area of concern	22% of students report seeing weapons on campus, 31% report experiencing harrassment or bullying, 48% report being drunk or high at school ever. These markers show a continued need for existing and increased medical and mental health services and substance abuse counseling via the school based Health Center.
Other: Healthy Kids Survey	Area of strength	In spite of the negatives listed above, nearly half of the students (45%) reported that they consider SGA a very safe place, indicating that while students do encounter negative experiences, they know that there are adults present who will take care of them and ensure their safety. 56% of total respondents indicate that the school was moderately to highly supportive.
Other:	Area of concern	

(Left vertical label for above section: Choose 2)

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	75% of students participated in a site-based common assessment.	By the end of the 2018-2019 school year, all students in an ELA class will demonstrate growth in CCSS skills as identified by an improved score on the site-based common assessment for ELA from first to second administration.	all students	site-based common assessment	Goal 1 - Improve Student Achievement	EAP English average score will increase (Measured by SBAC 11th grade); UC/CSU completion rate will increase

Actions to Support Goal: (one action per line)		By When:	Title I Cost	LCFF Cost
1	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	ongoing	2000	500
2	Teachers will collaborate to develp/identify common CCSS aligned assessments	October		1000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support and including tijme to calibrate and score common assessments	ongoing	750	1500
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	February	345	2500
5	Purchase materials and supplies for PD	February		500
6	Teacher extra hours for tutoring	ongoing		2000
7	Study trips for students	May		1000
		TOTAL	**3095**	**9000**

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	21% of all Algebra students in the traditional classroom setting earned a passing grade in 2018-2019. 6% of all Geometry students in the traditional classroom setting earned a passing grade in 2018-2019.	By May of 2019, 70% or more of students enrolled in Mathematics will be passing their Mathematics classses	all students	Grades distribution report	Goal 1 - Improve student achievement	EAP Math average score will increase (measured by SBAC 11th grade); UC/CSU completion rate will increase.

Actions to Support Goal: (one action per line)		By When:	Title I Cost	LCFF Cost
1	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		2018	1500
2	Teachers will collaborate to develp/identify common CCSS aligned assessments such as the IAB and/or MDTP to help identify areas of need and support the implementation of differentiated instruction based on those needs			250
3	Provide intensive PD to increase teacher capacity to differentiate, integrate real world skills, develop a new scope & sequence doc for alt.ed, develp standards-aligned lessons, and collaborate with peers.		750	250
4	Teacher extra hours for tutoring			2000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			2500
6	Purchase materials and supplies for PD			500
7				
		TOTAL	**2768**	**7000**

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD	98 of 250 enrolled students were classified as English Learners in 2018. More than half were classified as LTELS. Two students reclassified in 2018.	By the Spring of 2019, the number of students who reclassify from SGA will increase by 50% from the 2017-2018 school year.	English Learner	WCCUSD EL reclassification critera	Goal 1 - Improve student achievement	English Learner reclassification rate will increase to 20%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	ELD teacher attends District PD to augment understanding of language acquisition, learn cutting edge skills and techniques for supporting and accelerating student language development and explore systemic solutions that may be adopted to support students advancing through the ELD levels			ongoing		500
2	Offer teacher assisted tutoring to support students' English language acquisition			monthly		
3	SCOW provides parent outreach and support to EL families including but not limited to serving as a liaison between families and the school to imjprove communication about academic and socioemotional concerns that affect students' language acquisition and progression through the ELD course sequence			daily		5000
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			February		1000
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			ongoing	344	750
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			ongoing		250
7						
				TOTAL	344	7500

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	In 2016-2017 (most current grad stats from CDE), 30.3% of African American students completed the WCCUSD High School graduation requirements, whereas 38% of all SGA students completed the WCCUSD graduation requirements.	Improve the percentage of African American students completing WCCUSD High School graduation requirements by 8%	African American	WCCUSD graduation requirements	Goal 4 - Improve Student Engagement and School Climate	Increase graduation rate
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide additional hours for teachers/counselors to collaborate to support African American students through data analysis, program planning, academic conferencing and coaching support				250	750
2	Provide teacher hours for tutoring					500
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				250	500
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					250
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					250
7						
				TOTAL	500	2750

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education and Inclusive Environments	28% of students with disabilities completed all requirements for HS graduation as reported by the 2016-2017 SARC., as compared with 38% of all students	Improve the graduation rate of students with disabilities by 10% by June of 2018.	Students with Disabilities	Graduation rate	Goal 4 - Improve Student Engagement and School Climate	Increase graduation rate

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	February		500
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	ongoing		250
3	Provide collaboration time for teachers and counselors focusing on data analysis, program planning, academic conferencing, and coaching support.	ongoing		250
4				
5				
6				
7				
		TOTAL	0	1000

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Social/Emotional Support for Students	On the 2016-2017 CHKS survey (most current), 15% of students reported feeling very connected to the school, 13% of students reported being highly academically motivated, 12% of students reported that they felt they had caring adult relationships on campus.	By June of 2019, our Student Senate program will have implemented two service learning projects that help peers to have an active voice in school transformation, the community, or the world and/or celebrate diversity and/or shared culture, identity, or interests.; By May of 2019, we will increase our opportunities for students to gain the socioemotional skills and tools they need to be successful by increasing the number of students supported by support groups and leadrship development opportunities offered via our Health Center and by incorporating socioemotional development into our After School and Saturday Academy programming.	All students	California Healthy Kids survey	Goal 4 - Improve Student Engagement and School Climate	Increase positive climate and safety

Insert your Discipline Matrix Link here [   ]

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			1764
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			1250
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			250
4	Provide light snacks and incentives for students.			1500
5	Pay for study trips for students.			499
6				
7				
		TOTAL	0	5263

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	In 2017-2018, we had one parent member of the SSC who regularly attended and began the school year with no parents attending ELAC meetings.	By June of 2019, we will increase parent participation on the SSC and ELAC committees by 2 members. By June of 2019, at least 4 family engagement events will be held each semester.	All students	Increase Parent and Community Engagement	Goal 3 - Increase Parent Engagement	CA parent survey response rate will increase

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and suppliesto support implementation	February	298	500
2	Provide light refreshments for parent events and meetings.	ongoing through June	1000	4000
3	Offer translation for parent events and meetings.	ongoing through June		500
4	Extra hours for classified staff to support parent involvement events	ongoing through June		10000
5	Hire SCOW to work with parent meetings and events.	ongoing through June	33472	12691
6				
7				
		TOTAL	34770	27691

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Average ADA for the 2017-2018 school year is 82% through month 9 per the District's Month 9SY Attendance Report.	Improve attendance by 3% by June of 2019.	all students	WCCUSD monthly attendance reports	Goal 4 - Improve Student Engagement and School Climate	Improve school attendance rates

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.	May		1000
2	Implement after school and Saturday Academy as disciplinary intervention/alternative to suspension and provide socioemotional support to students.	September and ongoing		500
3	make daily contact with families of students who are arriving after the 45 minute morning grace period	ongoing		
4	offer student support services through the Health Center	ongoing		
5	extra hours for classified staff to support Saturday Academy	September and ongoing		5000
6				
7				
	TOTAL		**0**	**6500**

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Science	75% of students in science met or exceeded standards as identified by our locally-created common assessment in Science. Less than 20% of students met or exceeded standard on the ELA portion of the 2017 SBAC. Less than 7% of students met or exceeded standards on the 2017 Mathematics SBAC. The NGSS identify the skill of being able to engage in argument form evidence an Essential Science Practice. This skill is also identified as a Foundational Mathematical Practice and an Essential ELA Practice.	By June of 2019, 80% of students in science will be able to construct viable and valid written arguments focusing on real-world scientific issues as measured by a passing score on a site-created NGSS-aligned rubric.	All students	Site-created NGSS-aligned rubric	Goal 1 - Improve Student Achievement	Increase SBAC ELA & Math proficiency

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	February		500
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	June		500
3	Provide collaboration time for teachers and counselors focusing on data analysis, program planning, academic conferencing, and coaching support.	June		500
4	Study trips for students	May		500
5				
6				
7				
	TOTAL		0	2000

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

History/Social Science

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
History/Social Science	Evidence based claim making is identified as an area of convergence amongst the ELA/Math CCSS as well as the NGSS. The 2017-2018 goal of 100% of students in social science completing a project requiring analysis of current events and making a connection to an event or concept of study in their current social science class was unmet.	By June of 2019, 100% of social science students will meet standard on a site-created standards based common assessment requiring students to complete a make an evidence based written claim founded on their analysis of a current event connected to an event or concept of study in their current social science class.	all students	locally-created common assessment	Goal 1 - Improve Student Achievement	Increase SBAC ELA & Math proficiency

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	February		500
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	June		500
3	Provide collaboration time for teachers and counselors focusing on data analysis, program planning, academic conferencing, and coaching support.	June		500
4	Study trips for students	May		500
5				
6				
7				
	TOTAL		0	2000

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	70704	0
Title I	41477	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	70704
Title I	41477

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services
(Title I Schools Only)

The following programs and activites are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,

- Planning and program support from Partners in Innovation,

- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.