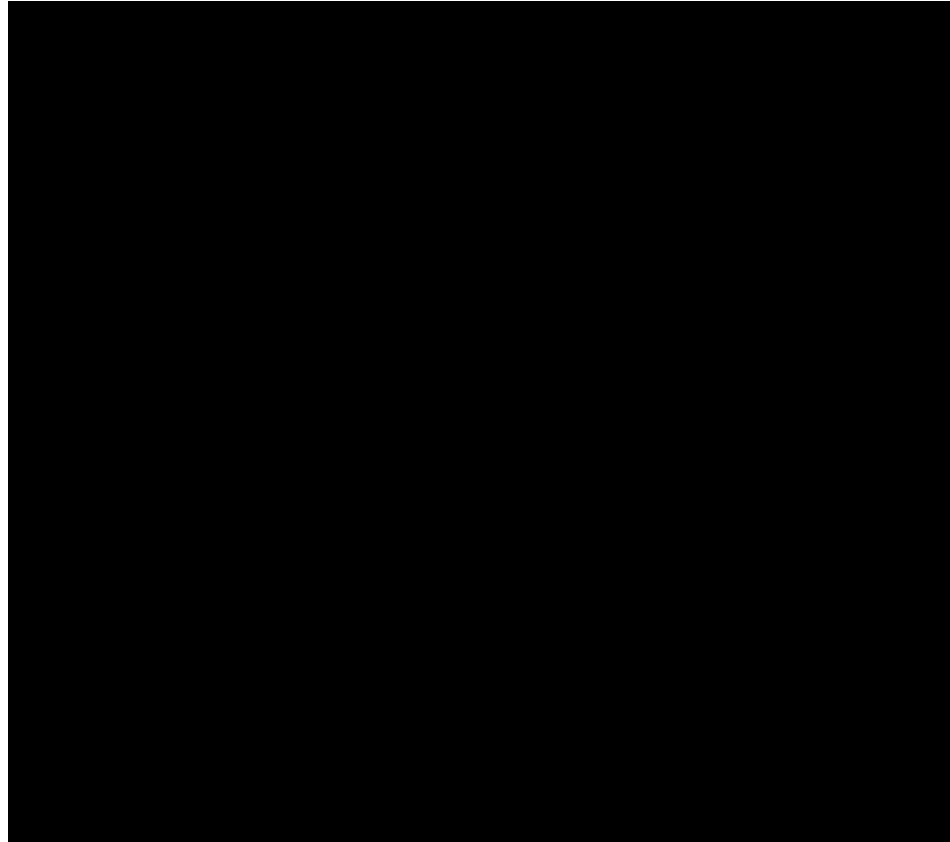


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

CRESPI MIDDLE SCHOOL



Board Approval Date:	<u>December 5, 2018</u>
Contact Person:	<u>GuthrieFleischman</u>
Prindpal:	<u>GuthrieFleischman</u>
Address	<u>1121 Allview Avenue</u>
City:	<u>El Sobrante CA 94803</u>
Telephone Number:	<u>231-1447</u>
E-mail address	<u>gfleischman@wccusd.net</u>



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

ELIZABETH BLOCK
MADELINE KRONENBERG
TOM PANAS

SUPERINTENDENT
MATTHEW DUFFY

Table of Contents

OVERVIEW School Site Council (SSC) Recommendations and Assurances

SSC Roster

St

Elementary School

at

Es

African American Student Achievement

Sec A AA A

Sec In Progress

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:

Academic Departments

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: Monday, 5/14/18
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:

Guthrie Fleischman

Typed name of school principal

Signature of school principal

5/14/18

Date

Sabrina Keys

Typed name of SSC Chair

Signature of SSC Chair

5/14/18

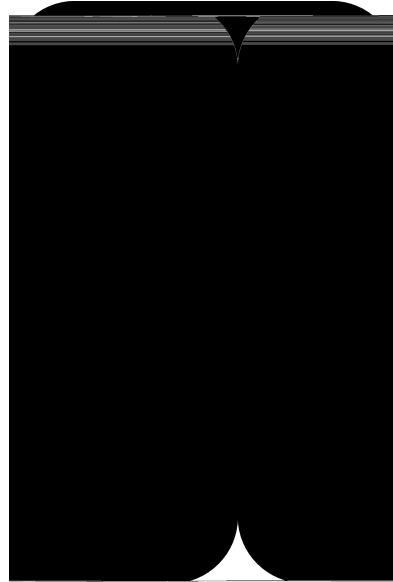
Date

SPSA Stakeholder Involvement

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

		Choose one task management option for each step		
Task		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process	or	Process
				Instructional Leadership Team reviewed relevant data in creation of SMART goals
Step 2	Gather input from	Process	or	Process
				African American Parent Advisory Council provided input in development of SMART goal for African American Student Achievement.
Step 3	SPSA strategies development	Process	or	Process
				Each department created their respective SMART goals and action steps based on data relevant to their subject area.
Step 4	Budget development	Process	or	Process
		Principal and Vice Principal used input from stakeholders to develop draft budget proposal. SSC reviewed, edited, and approved draft budget.		
Step 5	Finalize and submit SPSA for School Board Approval	Date: 6/30/2018		
Step 6	SPSA monitoring	Process	or	Process
		Principal completed monitoring forms for SSC to review.		

2018-19 Roadmap Goals:
Nine Key Strategies



Our Theory of Action

Crespi Theory of Action

Juan Crespi Middle School

Core Values, Vision, Mission, Theory of Action

As a reflective community, Crespi embraces the following core values:

Academic Rigor
Empathy
Caring Relationships
Integrity
Cultural Humility
Laughter/Humor

Vision:

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

Mission

Crespi Middle School believes in building a reflective community, expanding academic, physical, social-emotional opportunities and cultivating educational equity. As a school we will address the needs of the whole student. While still holding students to high expectations, be able to recognize the various academic barriers and circumstances that affect a student's academic performance. We are committed to creating future leaders through the use of innovative teaching practices. Students will build their academic vocabulary and develop the skills to debate relevant topics. Students will develop a love for learning to become lifelong learners through the use of technology, project based curriculum, and learning communities. Student successes will be celebrated and recognized through ongoing celebrations.

As a staff we will provide rigorous academic instruction, foster relationships with empathy, exercise integrity, practice cultural humility, and laugh often. Teachers will aim to engage in a lifelong learning process through challenging their own worldview. We will provide a space for open-ended questions and reflective conversations to learn and grow from one another and better address the needs of our community. Teachers will develop caring relationships with students where students feel known, valued, trusted and affirmed. Their identities will be validated through the teaching practices and relationships that their teachers employ. As a full service community school we provide students with social-emotional support through our Wellness Center.

Theory of Action:

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

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

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

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	As of 5/22/18 students with mild to moderate (RSP/N SH) learning disabilities have an average grade point average of 2.4.	Students with mild to moderate learning disabilities will have an average grade point average of 2.8.	Students with mild to moderate learning disabilities	Powerschool grading data.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students and foster youth (FY).	
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Implementation of Learning Center model			August 2018		
2	Math 180			August - June		
3	Read 180			August - June		
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books				1000	
6						
7						
TOTAL					1000	0

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	As of 5/22/18 78 students have been suspended at least 1 time.	20% reduction in students suspended at least one time.	All students	Powerschool suspension data.	Improve student engagement and climate outcomes and allocate services to English learner (EL), low income (LI), and foster youth (FY) students Goal 4	Suspension rate will decrease by 2%
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Wellness Center Programs					
2	Implementation of Restorative and Trauma Informed Practices					
3	Behavior Modification Matrix Implementation					
4	Weekly Advocacy Period					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books				5000	
6	Pay for contracts for students					5000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1000	1500
TOTAL					6000	6500

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	3 Parent evening events held in 17-18 school year.	5 parent evening events held in 18-19 school year.	All students	Evening event agendas	Increase parent and community engagement, involvement, and satisfaction. Goal 3	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Plan out parent events prior to beginning of school year.			August 2018		
2	Pay CSO extra hours for parent events			Throughout year		643
3						
4	Purchase materials and supplies for parent events			Throughout year	600	
5	Provide light refreshments for parent events and meetings				1100	
6	Offer translation for parent events and meetings					
7	Arrange child care for parent events and meetings				300	
TOTAL					2000	643

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	149183	0
Title I	68950	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	149183
Title I	68950

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 instructional 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 goal on the students' I.E.P.s).

Title I Centralized Services (Title I Schools Only)

The following programs and activities 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