West Contra Costa Unified School District
De Anza Senior High School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Principal:	**Summer Sigler**
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BOARD OF EDUCATION
2017 - 2018

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Required Student Achievement Strategies
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    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

    X Other *(list)*
    Instructional Leadership Team

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

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

6. This school plan was adopted by the school site council on: **May 1, 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:

Summerlynn Sigler

Typed name of school principal   Signature of school principal   Date

John Hillyer

Typed name of SSC chairperson   Signature of SSC chairperson   Date

West Contra Costa Unified School District
De Anza Senior High School
2017 - 2018
School Site Council Membership Roster

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

	Names of Members	Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	Brian Pierce Sr.	7/2019	
#2	Pearlie Beltran	7/2019	
#3	Judith Hollenberger Dunlap	7/2019	
Student Members			
#1	Robson Swift	7/2019	
#2	Zunarah Ahmad	7/2019	
#3	Adrienne Gomez Villacorta	7/2019	
School/Other Members			
Tchr #1	Lillian Austria	7/2019	
Tchr #2	Calvin Miles	7/2018	
Tchr #3	Ben Gill	7/2018	
Tchr #4	Fema Bernido	7/2018	
Other	Jan Bridges	7/2018	X
Principal	Summer Sigler		

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

Theory of Action

If we continue a culture of collaboration around a variety of data, we will continue to be able to make focused teacher lead decision making in order to support students.

If we create spaces where students have a voice in school policy and can lead school-based initiatives, students will take pride in De Anza and have a sense of ownership in the community, as well as the skills that they can learn from the community.

If we focus on growth Mindset in the classroom and structuring classrooms so that students focus on content mastery rather than grades, we will create a space of authentic learning and improve our scores on benchmarks and state assessments.

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: **SSC presented with benchmark and baseline SBAC DATA (2016). data and accompanying extrapolations. Overseeing Common Core Implementation.**	or	Process: **Data provided to staff by ILT members. Ind departments teachers monitor the data from goals, and plan/adjust goals accordingly. Whole staff we review the data related to school-wide initiatives quarterly.**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **SSC**	Process: **Review of Analysis**	or	Process: **Administration, Academic Coaches and Staff**
Step 3	SPSA strategies development	Process: **The ILT and departments write goals based on the data and then adjust as they monitor changes to the data.**	or	Process: **Admin and coach provide training and support to implement**
Step 4	Budget development	Process: **Review needs assessments and craft budget to address identified needs**	or	Process: **Admin works with State and Federal and teacher leaders to develop and initial budget, SSC refines the budget and monitors the progress.**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **June 2017**		
Step 6	SPSA monitoring	Process: **Review and refine**	or	Process: **Monthly 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
X	Staffing: **Teacher shortage has created an increase in turn over and uncertainty as to when/who will fill positions.**	*	**A DA representative participates in all district hiring panels.**
	Facilities maintenance:	*	
	Facility capacity (space for classrooms/programs):	*	
	Safety:	*	
	Materials availability:	*	
X	Technology: **Tablet repair is slow**	*	**Using some rollover dollars to purchase extra tablets so that we have more "loaners" while we wait for the process.**
	Fiscal Support:	*	
	Compliance Support:	*	
	Curriculum and Instruction Support:	*	
	Other:	*	

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

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		
	Accelerated Reader/Star Reading: **N/A**	Area of concern Area of strength	
	Benchmarks: **N/A**	Area of concern Area of strength	
	Benchmarks: **N/A**	Area of concern Area of strength	
	Benchmarks: **N/A**	Area of concern Area of strength	
	SBA: **N/A**	Area of concern Area of strength	
	AMAO Data: **N/A**	Area of concern Area of strength	
	CELDT:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
Choose 3	GPA: (Secondary Only) **Honor Roll/Principal's list Students earning above a 2.0**	Area of concern X Area of strength	**Throughout 2016-17 we focused on maintaining the level of students on honor roll. We were fairly successful in this endeavor, and now throughout the 17-18 school-year will work to bring proportionality to our honor roll while maintaining/improving the number of students on honor roll and earning over a 2.0** **Honor Roll and Principal's List** **Q1 HR Q1 PL Q2 HR Q2 PL Q3 HR Q3 PL** **2013-2014 NA NA NA NA 208 198** **2014-2015 193 260 223 239 191 198** **2015-2016 244 363 199 336 181 419** **2016-2017 259 426 234 303 229 337** **Students with GPA of 2.0 or Higher** **2013-2014 2014-2015 2015-2016 2016-17** **S1 S2 S1 S2 S1 S2 S1 S2** **Grade 9 80% 73.7% 67.1%61.2% 66.9% 71% 79.1% 72.5%** **Grade 10 66.5% 68.4% 75.4% 70.9% 69% 69% 77.8% 71.3%** **Grade 11 72.2% 70% 71.2%70.3% 82.4%60.7% 78.2% 70.4%** **Grade 12 82.8% 85.7% 89% 85.6% 85.5% 84% 82% 83%**

	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*
	Credits Earned: (Secondary Only) **Between 15-16 and 16-17 we saw an increase in the number of students on track for graduation at every grade level**	Area of concern **X**Area of strength	**Matriculation Rate** **students on track 15-16 students on track 16-17** **Grade 9 286/366 (78%) 298/350 (85%)** **Grade 10 250/306 (81%) 283/336 (84%)** **Grade 11 286/313 (91%) 304/328 (92.6%)** **822/985 (83.4%) 885/1,014 (87%)**
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Student Support Data		
Choose 2	Attendance:	Area of concern Area of strength	
	Suspension **2014-15 - 222 incidents of suspension** **2015-16 - 405 incidents of suspension** **2016-17 - 128 incidents of suspension**	Area of concern **X**Area of strength	**In the 2016-17 school-year there was a dramatic decline in suspension. This is attributed to the addition of the Student Advocacy Class, Saturday School, and a concerted focus on reduction of suspension. We will push to further reduce these numbers in 2017-18 through a focus on conflict management skills to reduce fights on campus.**
	Parent/Community Survey: **N/A**	Area of concern Area of strength	
	Healthy Kids Survey: **De Anza has grown in terms of the climate indicators for the past three years., there was a slight dip in 2015-16 from a 330 to a 315, but overall the gains have been maintained.**	Area of concern Area of strength	**____number of students enrolled in college going programs** **_____ number of students accessing health center services**
	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	SBAC: 2014-15 36% proficient/advanced 2015-16 30% proficient/advanced 2016-17 ___ Benchmarks 2015-16 grade 9: B1 - 2.28 B2 - 2.39 grade 10: B1 - 1.79 B2 - 2.49 grade 11: B1 - 2.98 B2 - 3.0 grade 12: B1 - 1.74 B2 - 2.91 Benchmarks 2016-17 grade 9: B1 - 2.64 B2 - 2.24 grade 10: B1 - 2.4 B2 - 1.9 grade 11: B1 - 2.35 B2 - 2.13 grade 12: B1 -2.56 B2 - 2.64	1. By the end of the 2017-18 school year, all students in English I and II (9th and 10th grades) will write an argumentative or expository essay based on a standardized writing assessment and grow 0.5 on the writing rubric between the first and second essay 2. By the end of the 2017-18 school year all students in English II and IV will write an argumentative or expository essay based on a standardized writing assessment and grow 0.5 between the first and the second 3.100% of all students enrolled in either AP English Language & Composition or AP English Literature &Composition throughout the 2017-18 school year will take the AP exam in May. The pass rate of the AP Language exam will improve from 24% - 30% and the pass rate of the AP Lit exam will improve from 25% to 35%. 5. Benchmark essay scores, as	1. English I & II 2. English III & IV (11th and 12th grades) 3. AP English Language & Composition and AP English Literature and Composition	District ELA and Writing Benchmarks, AP Exams, teacher created formative assessments	Goal 1 - 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.

	scored by the school site, should have a proportional relationship to the District average that is analogous to the proportional relationship between school site CAASPP data and District CAASPP data.				

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Materials, supplies, and subscriptions including Technology and one printers and additional tablets to prioritize tablet uses in ARM classes, and library books	December 2016	7866	LCFF
2	By the end of the Fall 2015-65 Semester, all ELA teachers will conduct at least three peer observations of fellow department members and document and share out best practices with the rest of the department.	on-going	3000	LCFF
3	English teachers will participate in additional collaboration days in August and in June to focus on curriculum mapping and data analysis.	June 2016	10000	LCFF
4	Teachers will participate in English department release days to focus on: norming scoring for the district benchmark, data analysis, curriculum planning.	8/16	1000	LCFF
5	All teachers within the department will present evidence of Common Core module usage in formal writing assignments.	8/16		
6	Teacher reference materials and supplementary non-fiction texts	on-going		
7	Provide after school tutoring	on-going	6000	LCFF
8	Part-time Literacy Coach focusing on supporting new English teachers	on-going		
9	Extra hours for collaboration around data analysis, curriculum development, and instructional strategies	8/16	5000	LCFF
10	AP training/re-training as necessary	July 2016		
11	Additional tablets will be purchased to support the 1-1 roll out and student literacy	on-going	44201	LCFF
12	The Library will receive funding to support the purchase of non fiction texts and magazines	on-going	5000	LCFF
13	Sub for academic conferencing	ongoing	2000	LCFF

14	Hire Grad Tutor to work with students 80%	on-going	36450	LCFF
15	Period subs for intervention	on-going	12500	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	Algebra 1 Matriculation Rates: 2015-16 34% passed with a "C" 63% passed with a "D" 2016-17 58% passed with a "C" 74% passed with a "D" Geometry Matriculation Rates: 2015-16 65% passed with a "C" 88% passed with a "D" 2016-17 59.2% passed with a "C" 77% passed with a "D" Algebra 2 Matriculation Rates: 2015-16 59% passed with a "C" 89% passed with a "D" 2016-17 62.6% passed with a "C" 85% passed with a "D" Pre-Calculus Matriculation Rates: 2015-16 5. 64% passed with a "C" 92% passed with a "D" 2016-17 72% passed with a "C" 90% passed with a "D"	1. 75% of Algebra 1 students will demonstrate mastery in solving linear equations. Based on common assessments. 2. 55% of students will matriculate through Algebra 1. 3. 60% of students will matriculate through Geometry. 4. 70% of students will matriculate through Algebra 2. 5. 75% of students will matriculate through Pre-Cal. 6. We will increase the number of students who take the AP Calculus AB test to from 20 to 45 and achieve a 50% pass rate of a score of 3 or higher. 7. 95% of students in Algebra 1, Geometry, Algebra 2, and Calculus will show improvement in raw scores from diagnostic exams given in each respective course by	1. Algebra 1 2. Geometry 3. Algebra 2 4. Pre Calculus 5. AP Calculus 6. CAHSEE 7. All Students 8. Sheltered	UC Berkeley Readiness Assessments, Benchmarks, CCSS assessments, curriculum assessments, AP Exams	Goal 1 - 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.

		the end of the 2017-2018 school year. 8. De Anza students will outperform the district average on the 2017-2018 CASSPP testing.				
	AP Test Pass Rates 2014-15 – 9 students tested and 7 of the 9 passed the test, 1 student took Calculus BC and they passed 2015-16 – 22 students tested 0 students passed 2016-17					

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Also, purchase materials and supplies to support math students at De Anza.	on-going	10000	LCFF
2	Graduate tutor will be hired to support students in passing Algebra 1 and Math Support	6/17	80970	LCFF
3	Send teachers to Instate conferences and workshops as well as AP trainings as necessary	on-going	10000	LCFF
4	Math teachers will participate in additional school-wide collaboration days in June and August	June and August 2017	10000	LCFF
5	Math teachers will be provided with paid additional hours to collaborate around data analysis, curriculum development, and instructional strategies	on-going	1000	LCFF
6	Math teachers may participate in one release day per quarter that focuses on curriculum development, data analysis	8/17-June 2018	5000	LCFF
7	Math teachers will provide tutoring to students as needed	on-going	7000	LCFF
8	Hire period subs for intervention	on-going	12500	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)	Below is the percent of students in each ELD level who moved to the next level by school-year 2014-15　2015-16 ELD 1 0%　40% ELD 2 52%　54% ELD 3 50%　40% ELD 4 70%　24% 6% of students reclassified as English proficient. The 2015-16 goal was met in ELD 2, but not in ELD 1. However 4 of the 15 ELD 1 students did not enroll at the beginning of did not enroll at the beginning of the year and were not exposed to a school-years-worth of curriculum. Of the students enrolled in the course from the beginning of the year 81% moved to the next level. Goals two and three were not met, and will be renewed for next school-year as we recognize the need to move more students out of ELD in levels three and four.	1. By the end of the 201-18 school year, 60% of all students enrolled in ELD 1 and 2 will advance one ELD level based on either the Fall 2014 or Spring 2015 District Benchmarks. 2. By the end of the 2017-18 school year, 50% of all students enrolled in ELD III will advance one ELD level based on either the Fall 2014 or Spring 2015 District Benchmarks. 3. By the end of the 2017-18 school year, 30% of all students enrolled in ELD 4 will advance a level or RFEP and the percentage of students that RFEP will improve from 6% to 15%.	ELD students	Benchmarks according to the new, Edge, curriculum.	Goal 1 - Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
2	ELD teachers will provide tutoring to support students	August 2017-June 2018	8700	LCFF
3	ELD teachers will participate in additional days of collaboration in June and August (cost covered in English section as all ELD teachers also teach English) collaboration will include: data analysis, corrective instruction, equity of voice, and analysis of common language errors.	June 2018	5000	LCFF
4	Supplemental non-fiction texts	January 2018	3000	LCFF
5	ELD teachers will participate in additional hours of collaboration around: data analysis, curriculum planning, and instructional strategies which will include: planning student intervention, learning/planning around HOW students RFEP, data analysis, corrective instruction, and writing/reading support specific to EL students.	August 2017-June 2018	1000	LCFF
6	Additional tablets will be purchased to support ELD instruction	December 2017	5000	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
School Climate	During the 2015-16 school-year, there were 309 suspensions issued. 172 of these suspensions were issued to African American students. 65 of the 172 suspensions were for fighting. During the 2017-18 school-year there were 128 suspensions issued and 64 of these suspensions were issued to African American students. 37 of the 64 suspensions were for fighting. So we know that in order to reduce the suspensions of our AA students we have to continue to grow our ability to support them in managing conflict. Honor roll 2016-17 Quarter 1 - 685 students Quarter 2 - 537 students Quarter 3 - 566 students % of AA students on HR per quarter Quarter 1 - 17% Quarter 2 - 13.2% Quarter 3 - 16% *AA students make up 23% of the student body	1) Reduce the number of conflicts/altercations involving African American students by creating more opportunities to explicitly teach students conflict management and communication skills in order to reduce the number of suspensions for fighting by 10% and ensure that students are in class where they can achieve academic success. 2) Increase the number of African American students on honor roll so that the percent of students on honor roll is proportional to the percent of students enrolled in the school.	African American	Suspension data Honor roll data	Goal 1 - Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	STATE Suspension Rate Overall – increase 1 performance level (decrease from 6.4% to 4.4%) STATE Suspension Subgroups – increase 1 performance level for yellow/orange/red subgroups: English Learners (from 5.6% to 3.6%) Low Income (from 7.7% to 5.7%) Students with Disabilities (from 11.9% to 9.9%) American Indian (4.6% to 2.6%) African American (14.2% to

					12.2%) Hispanic/

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Fund a licensed social worker for the Health Center who will run a "boys group" for African American Boys specifically.	August 2017-June 2018		
2	Fund a "Youth Development" coordinator position to work through the Health Center, but to focus specifically on getting students into the Health Center who traditionally won't go, as well as to run conflict meditations.	August 2017-June 2018		
3	Professional development for teachers around culturally relevant strategies and restorative practices. Specifically using the research of Dr. Christopher Emdin around how to create "relevant" classrooms and improve student voice and leadership within the classroom. Continued work around efficacy and Growth mindset as well as Restorative Justice.	August 2017-June 2018	1000	LCFF
4	Field trips and guest speakers for the Black Student Union	August 2017-June 2018	2000	LCFF

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	A2A, staff and technology will work together in order to ensure that student attendance improves through a concerted effort by site administration , site safety, personnel and district resources. In ADA by year - 2012-13 - 94.4% 2013-14 - 96%. 2014-15 - 96.6% 2015-16 - 94.22 2016-17 - 94.55%	The school year of 2017-18 we will maintain at least a 96% attendance rate each month.	1.All students attending De Anza High School 2. High focus on students that are habitual in both the tardy and absent areas.	A2A, school daily attendance records.	Goal 4 - 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
1	Continue to have intensive reviews of students who are beginning to show excessive absences.	on-going		
2	Pull weekly attendance reports and schedule first truancy meetings.	on-going		
3	Extra hours for community workers to complete the above strategies with a special focus on students who represent special populations and to run Parent University (see parent involvement for costs)	on-going		
4	Those students targeted will receive a counseling session with SWAT personnel, site administrators, counselors, and law enforcement personnel (RPD and Contra Costa County Probation) to determine what can be done to garner higher attendance.	on-going		
5	Continue the A2A process.	on going		
6	Continue the use of the Restorative Justice Program. Training of staff. Materials for program. Charts/Posters/Copies	on-going		

7	Implementation of Saturday School to reduce the rates of suspension (see climate for costs)	8/17 - on-going		

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	1.Continue to improve the Schoolwide Culturally Responsive ways of managing behavior and discipline so that is consistent across the campus. 2. While reviewing our discipline data it shows that out of 222 incidents of suspension occurred in the 2014-15 school-year, and 306 in the 2015-16 school-year and this number plummeted to 125 in the 2016-17 school-year. 3. Over the past three years De Anza has scored over 300 on the school climate index. In the 2015-16 school-year we scored 315 which was 8 points lower than the year before, but still over 50 points higher than 2011. 4. During the 2016-17 school-year 942 students accessed the Health Center for individual counseling, group programs, or Contra Costa Public Health services	1) Decrease disproportionality in suspensions by 10% in the 2017-18 school year, and increase the positive engagement of all students. 2) Improve our School Climate Index score as measured by the Health Kids Survey.	1. Decrease suspensions and referrals with black and latino students. 2. All students increase positive engagement. 3. Decrease in bullying on campus. 4. Increase communication on campus via radios to secure a safe campus.	Healthy Kids Survey, referral and suspension data, family and community feedback.	Goal 4 - Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students.	STATE Suspension Rate Overall – increase 1 performance level (decrease from 6.4% to 4.4%) STATE Suspension Subgroups – increase 1 performance level for yellow/orange/red subgroups: English Learners (from 5.6% to 3.6%) Low Income (from 7.7% to 5.7%) Students with Disabilities (from 11.9% to 9.9%) American Indian (4.6% to 2.6%) African American (14.2% to

					12.2%) Hispanic/Latino (5.7% to 3.7%) Pacific Islander (7.7% to 5.7%)

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Extra Hours for CSO for school events	on-going	5482	LCFF
2	Clerical support for student services side of the office in order to help track attendance, Saturday School Attendance, and communicate with parents	on-going	25284	LCFF
3	Purchase PD books and other PD materials for De Anza Staff including snacks	on-going		LCFF
4	Continue work plan for S3 activities and fund contract with BACR for the Student Health Center.	on-going	1000	LCFF
5	Hire a youth development coordinator in order to work with students around conflict mediations and Health Living Choices	8/17		
6	Extra Hours for clerical support in tracking climate data	on-going	20114	LCFF
7	Continue work plan for S3 activities and fund contract with BACR for the Student Health Center.	August- June	30000	LCFF
8	Extra hours for teachers for Saturday School as an alternative to suspension	on-going	10187	LCFF
9	Materials and supplies, radios	on-going	10000	LCFF
10	Extra Hours for teachers to collaborate and attend conferences/training regarding Social Emotional Learning	Aug 2017	1000	LCFF
11	Maintain a "link crew" mentoring program pay for conferences for teachers and admin	August 2017	1000	LCFF
12	Conduct Study Trips	On-going	8000	LCFF
13	Extra hours for advocacy for teachers	ongoing	80225	LCFF
14	Snacks and materials for Link Crew	ongoing	6000	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	2016-17 12 Parents joined the AASAT team 18 Parents graduated from Parent University 5 parents consistently attended PTSA	During the year of 2017-18 a 10% increase in parent involvement on our campus specifically related as measured by parent involvement in the AASAT team, PTSA, and Parent University	1.All Parents 2. Focus also on SL parents.	Numbers of parents in SSC,PTSA,ELAC, Parent meetings, parent surveys and in parent participation groups.	Goal 3 - Increase parent and community engagement, involvement, and satisfaction.	500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Hire a 50% SCOW to work with parents	August 2017-June 2018	22988	LCFF
2	PTSA, ELAC, and SSC parent participation.	August 2017-June 2018		
3	Continual development of the Coffee Club where parents can visit to learn and discuss issues on campus.	August 2017-June 2018		LCFF
4	Extra hours for counselors to run parent workshops.	August 2017-June 2018		
5	Food Bank Distribution	August 2017-June 2018		
6	Extra hours for CSO's to work parent events	August 2017-June 2018	3000	LCFF
7	Extra hours for school community worker	August 2017-June 2018		LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

<table>
<tr>
<th colspan="5">2017-2018 Single Plan for Student Achievement (SPSA) Goals</th>
<th colspan="2">LCAP Alignment</th>
</tr>
<tr>
<th>1. Content Area</th>
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<tr>
<td>Science</td>
<td>In the course of the 2015-16 school-year 90% of chemistry students and 70% of biology students participated in formal lab activities. The focus on writing in Science was not followed through with systematically, so there is no data for that goal.

18/50 students received a "3" or higher on the AP Biology exam.</td>
<td>1. By 11/03 all science teachers will have completed a formal lab activity with formal lab write-up.

2. By the end of Quarter 1 all students will be able to write a paragraph with a claim, evidence, and reasoning.

3. By the end of Quarter 2/semester 1 all students will be able to write an argumentative essay based on claim, evidence, and reasoning.

4. By the end of Q4/ Semester 2 students will be able to write a second argumentative essay based on claim, evidence, and reasoning.

5. All students enrolled in AP Biology will participate in the AP Biology exam and the pass-rates will meet/exceed the district average.

6. Based on the rubric, by the end Quarter 2/Semester 1, students from each grade level will meet the set expectations</td>
<td>All Science Students</td>
<td>writing rubric, benchmarks, CCSS assessments, AP Exams</td>
<td>Goal 1 - Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</td>
<td>Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.</td>
</tr>
</table>

		for each of the engineering practices and exceeds these expectations by the end of second semester. (SCALE: 1 [Lowest] – 5 [Highest] Skill 1: Asking questions and defining problems – 9th: 3, 10th: 3, 11th: 4, 12th: 5; Skill 2: Developing and using models – 9th: 3, 10th: 3.5, 11th: 4, 12th: 4; Skill 3 Planning and carrying out investigations – 9th: 2, 10th: 3, 11th: 3, 12th: 4; Skill 4: Analyzing and interpreting data – 9th: 2.5, 10th: 3, 11th: 4, 12th: 4; Skill 5: Using mathematics and computational thinking – 9th: 1.5, 10th: 2, 11th: 3, 12th: 3.5; Skill 6: Constructing explanations and designing solutions – 9th: 2, 10th: 2.5, 11th: 3, 12th: 4; Skill 7: Engaging in argument from evidence – 9th: 2, 10th: 3.5, 11th: 4, 12th: 5; Skill 8: Obtaining, evaluating, and communicating information – 9th: 2.5, 10th: 3.5, 11th: 4, 12th: 4.5)				

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Supplemental non-fiction texts	12/17	1000	LCFF
2	Extra hours to collaborate around: curriculum development, data analysis, and instructional strategies	on-going	1000	LCFF
4	Teachers will have the opportunity to participate in release days for common planning	on-going	5000	LCFF
5	Teachers will be able to attend AP training and conferences as necessary	on-going	2000	LCFF
6	Teachers will be able to be paid for providing tutoring to students	on-going	2000	LCFF

| 7 | Teachers will participate in June and August planning days | June/August 2017 | 5000 | 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	Data from 2015-2016 benchmark tests, CASSPP, and AP Tests shows a focus on writing skills and understanding of primary sources are a priority. The participation in these assessments declined throughout the year, so the baseline data is very old but shows that only about 30% of students are reaching proficiency in critical skill areas such as interpreting and making an argument about a primary source.

2015-16
14 of 64 students passed the AP US History test

2016-17
6 of 106 students passed the AP World History Test | 1. 10th: By the end of the school year, students will achieve an average of 70% proficiency in identifying and contextualizing bias in primary sources.
2. 11th: By the end of the school year, students will achieve an average of 70% proficiency using evidence to build an argument. Students will analyze a variety of primary sources to construct a successful argument and thesis.
3. 12th: By the end of the school year, students will achieve an average of 70% proficiency in citing primary sources, specifically the Constitution, in analyzing different perspectives in modern politics.
4. 12th: By the end of the school year, students will achieve an average of 70% proficiency applying a cost/benefit analyses to various circumstances found in everyday life. | 1. 10-12th grade students
2. ELD | AP exam, CCSS assessments, Benchmarks, Celdt, Writing Rubric | 5.1 Improve practices that build trust through transparency, data sharing, and communication. | 1B: Increase SBAC ELA proficiency |

Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
2	Materials and supplies	9/17	3000	LCFF
3	All teachers will peer observe each other other's classes and find examples of positive pedagogical practices.	12/17	5000	LCFF
4	Extra hours to collaborate around data analysis, curriculum development, and instructional strategies	on-going	1000	LCFF
5	Teachers will provide tutoring	on-going	1700	LCFF
6	Teachers will participate in additional planning days in June and August that focus on data analysis, curriculum mapping, and instructional strategies	August 2017 - June 2018	5000	LCFF
7	Instructional coach working with History teachers on writing and reading strategies	on-going		
8	Teachers will be able to pariticipate in AP training/re-training	July 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 class student presentations showed an overall discrepency between written and oral proficiencies. 51/62 students passed the AP Spanish Language Exam 9/15 students passed the AP Spanish Literature Exam	1. 55% of students will be able to present at the proficient level to an audience of listeners using formulaic language. 2. 70% of students will be able to present at the proficient level to an audience of listeners. 3. 80% of all students enrolled in Honors class will be able to sustain an academic conversation at the proficient or advanced level. 4. All students participating in AP Spanish courses will take the AP exam and meet or exceed the district average 5. We will begin a Spanish for Spanish speakers course and retain 95% of the students in the course for the duration of the school-year	1. Level 1 2. Levels 2 & 3 3. Level 4 Honors 4. AP language and culture. 5. AP Literature	Department generated rubric recommended by the World Language Foundations Course, UC Berkeley, 2016. CCSS assessments, Benchmarks	Goal 1 - Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	% passing AP exams will increase by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Participate in quarterly release days	on-going	1000	LCFF
2	Materials and supplies including supplies for the AP test	on-going	2500	LCFF

De Anza Senior High School 2017-2018 Single Plan for Student Achievement

3	We will purchase reading materials for the Spanish for Spanish Speakers course	9/17	1500	LCFF
4	Extra hours for collaboration around data analysis, curriculum planning, and instructional strategies	on-going	1020	LCFF
5	Participate in extra planning days in June and August focused around curriculum mapping, instructional strategies, and data analysis.	August 2017-June 2018	5000	LCFF
6	Extra hours for teacher tutoring	on-going	700	LCFF
7	AP training/re-training	July 2017		

Student Achievement

Other #1

	2017-2018 Single Plan for Student Achievement (SPSA) Goals				LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education	2016-17 RSP students maintaining a 2.5 GPA Semester 1 - 42% Semester 2 - 40%	1. 85% of RSP will maintain at least a 2.5 GPA. 2. 85% of NSH students will be able to discuss the specifics of their transitions plan with 90% accuracy. 3. 80% of SH students will be able to orally dictate their personal information (including, address, phone number, etc.) with 90% accuracy. 4. 90% of TEP students will successfully transition into mainstrem for more than 50% of their classes.	1. RSP 2. AAA 3. SH 4. TEP	Transcripts/Powerschool data, IEP goal benchmark data, as well as case manager conversations.	Goal 1 - 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	Special Education teachers will be teamed with General Education teachers. General Education teachers will know who the Special Education students are in their classrooms, and will have been informed of the necessary modifications they must make for the students. They will be aware of the student's IEP/504.	8/17		
2	Extra Hours for Tutoring for SPED teachers			
3	The Special Education department chair will meet within the ILT to share the progress of Common Core teaching strategies.	on-going		
6	All teachers within the department will present evidence of Common Core module usage in formal writing assignments.	on-going		

7	We will continue to have regular schedule collaboration time. As well as one release day per quarter. Also, plan study trips for SPED students.	on-going		
8	Purchase Career Launcher to help TEP students plan their future career	8/17		
9	SH study trips	on-going		
10	Teachers will continue to collaborate with employment specialist from the transition program for NSH and TEP students.	On-going		

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
Visual and Performing Arts	The ability to pursue specific college and career strategies. The ability to teach to the whole child, introducing artistic and hands on activities.	1. By June 2018, all students will be able to correctly apply the MS Office Suite to create computer applications. 3. By June 2018, all ceramic students will understand and apply the three hand building methods: coil building, slab building, and pinch pot building. 4. By June 2018, all choir students will be able to identify the four Vocal parts. Students will also be able to identify melody and harmony in a choral piece. 5. By the end of 2017-18, 70% of all students will be able to identify, configure, and connect home computer networks to industry standards. 6. By June 2018, students will produce images and objects effectively communicating and expressing ideas, using varied media (including current technology), styles and	1. Band 2. Computer Application 3. Ceramics 4. Choir 5. CSM 6. Beginning Art 7. Beginning Dance 8. Digital Arts 9. Piano 10. Video	Projects, concerts, bench marks, state mandates, and certificate mandates, and guidlines.	Goal 1 - 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%

		techniques. 7. By December 2017, know and be able to apply dance vocabulary to describe movement in space, time, force, and energy. By June 2018 students will create dance phrases and dances that communicate ideas, feelings, and personal meaning. 8. By June 2018, 80% of tech students will understand the basic elements in HTML and use them to a WEB page. 9. By January 2018, all piano students will be able to sub-divide eight notes without tempo fluctuation at a MM of quarter note = 76. 10. The art department as a whole will create a format for an art "critique" and gather baseline data				

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	We will continue to incorporate writing into the VAPA department using the CCSS: Students will continue to research focus questions, work on Academic Vocabulary, as well as case study response.	on-going		
2	We will continue to research and write about the current IT trends as well as al other tech careers.	on-going		
3	Teachers will receive paid extra hours to collaborate around data analysis and instructional strategies	on-going		
4	All teachers will use the illumnate program to help support the students within the classroom.	on going		
5	VAPA students will be able to attend one field trip per year			
6	We will provide ongoing professional to teachers regarding the use of the	8/17		

	Common Core writing rubric. Teachers will continue to use the DAHS Writing rubric to assess student writing in response to an Essential Question.			
8	Materials and supplies including ceramics materials and musical instruments for the classrooms.	On going		
9	Teachers will be provided with one release day per quarter to collaborate on common curriculum	on-going		

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	562887	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	562,887.00

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.