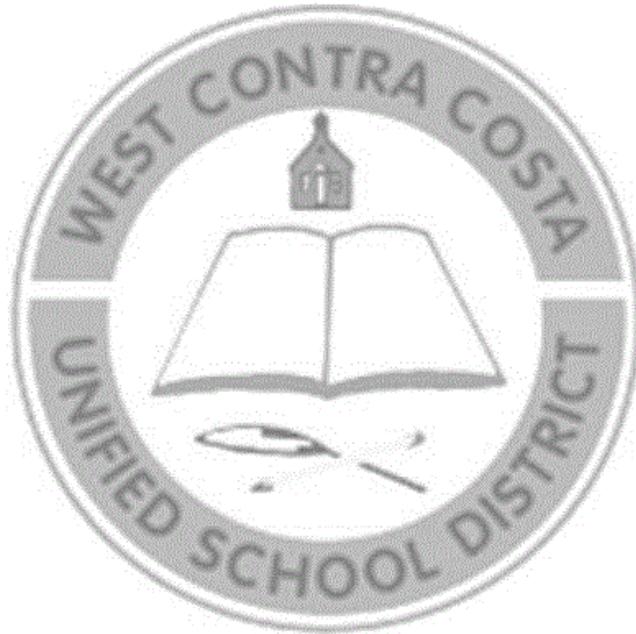


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

DEANZA HIGH SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	Summer Sigler
Principal:	Summerlyn Sigler
Address:	5000 Valley View Rd
City:	Richmond, CA 94803
Telephone Number:	231-1440
E-mail address:	ssigler@wccusd.net



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

**ELIZABETH BLOCK
MADELINE KRONENBERG
TOM PANAS**

**SUPERINTENDENT
MATTHEW DUFFY**

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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:

Instructional Leadership Team/ English Learner Advisory Committee

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: 5/7/18
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:

Summer Sigler

Typed name of school principal

Signature of school principal

9/14/18

Date

Jan Bridges

Typed name of SSC Chair

Signature of SSC Chair

9/14/18

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	Angelica Lara		7/2020	
Parent #2	Tina Otten		7/2020	
Parent #3	Judith Hollenberger-Dunlap		7/2020	
Student #1	Robson Swift		7/2019	
Student #2	Zunarah Ahmad		7/2019	
Student #3	Adrian Gomez		7/2019	
School/Other Members				
Teacher #1	Calvin Miles		7/2020	
Teacher #2	Lilian Austria		7/2019	
Teacher #3	Gloria Rios		7/2020	
Teacher #4	Fema Bernido		7/2020	
Other	Jan Bridges (office manager)		7/2020	chair
Principal	Summer Sigler		n/a	

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:

Choose one task management option for each step			
	Task	SSC Actively Involved in Task	Task Delegated to
Step 1	Analyze local assessment data	Process:	Process:
		At each SSC meeting, the SSC analyzed data pertaining to the school-wide goals and/or the individual SPSA goals	or
Step 2	Gather input from	Process:	Process:
		SSC is held directly after our monthly faculty meetings. Teachers first analyze data and give input regarding school-wide initiatives and progress towards goals. The teacher input is presented along with the same data at SSC	or
Step 3	SPSA strategies development	Process:	Process:
			or
Step 4	Budget development	Process:	Process:
		The budget is developed by the SSC after tracking data related to the current years budget. Adjustments are made based on needs that may arise in the data, the budget, or programs at large.	or
Step 5	Finalize and submit SPSA for School Board Approval	Date:	
Step 6	SPSA monitoring	Process:	Process:
		on-going by the SPSA throughout the year	or

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

De Anza Theory of Action

De Anza High School
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 and allow teachers to feel that their input and creativity is valued
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. They will develop a sense of creativity that will support them in and outside of the classroom.
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 based on authentic learning
If we continue to bring resources to parents at school-wide celebrations, sporting events, and open house	They will recognize the variety of supports available to students as well as the variety of resources to help them support their student and build trusting relationships with all school staff

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			
Choose 3	STAR Reading	Area of concern	N/A
	Benchmarks: IAB's - English	Area of concern	We will judge our progress with benchmarks based on baseline data collected from the IAB'S throughout the 2018-19 school-year.
	Benchmarks: IAB's - Math	Area of concern	We will judge our progress with benchmarks based on baseline data collected from the IAB'S throughout the 2018-19 school-year.
	SBA:	Area of concern	SBAC is an area of concern. In 2015-16 11% of students in math and 25% of students in English were meeting or exceeding the standard. We do not yet have data for 2016-17, but this will continue to be a focus into the next school-year
	LTEL Data:	Area of concern	Area of concern. 55.6% of ELD 4 students (at this point) are poised to remain in ELD 4.
	ELPAC	Area of concern	Baseline data collection in the 2017-18 school-year, we are still waiting on results
	GPA	Area of concern	Our honor roll numbers remained roughly even with the numbers achieving Honor Roll Status in the past several years. We are working on bringing proportionality to the students earning honor roll status
	Credits Earned	Area of concern	Area of strength - both our graduation rate, which was 89.7% in 2016 and our A-G completion rate which was 53.4% in 2016 suggest that students are both earning credits and matriculating through the grades.
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	This is newly designated area of concern as attendance dipped 2.5% in the 2017-18 school-year
	Suspension	Area of concern	This is an area of strength as we have continued the reduction of suspension to 93 suspensions (so far) in the 2017-18 school-year. This is slightly lower than 128 suspensions in 2016-17 and significantly lower than 301 suspension in the 2015-16 school-year.
	Parent/Community Survey	Area of concern	N/A
	Healthy Kids Survey	Area of concern	Area of strength, although we are still waiting on the 2018 results
	Other:	Area of concern	
	Other:	Area of concern	

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	CAASPP - 2015 - 36% of students met/exceeded the standard 2016 - 30 % of students met/exceeded standard 2017 - 35% of students met/exceeded standard 2018 - 46% of students met/exceeded standard Informational text IAB 2018 - 9th grade - 22% exceeded standard 10th grade - 29% exceeded standard 11th grade - 41% exceeded standard 12th grade - 22% exceeded standard AP Scores - 2017 - 9/80 students passed AP Lang and 7/53 students passed AP Lit 2018 - 24/96 students passed AP Lang and 5/93 students passed AP Lit	1) Improve the CAASPP scores by 5% from the spring 2018 scores 2) Gain baseline data on the Listening and Speaking IAB. Improve scores the number of students meeting or exceeding the standard by 15% on the Reading informational texts IAB based on a longitudinal analysis. 3) Improve the number of students passing both the AP Lang and Lit tests by 5% from the 2018 scores.	All students	CAASPP, IAB'S, and AP test data	1. Student achievement 2. Implementation of CCSS	Percent passing exams will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Pay for study trips for students			August 2018-June 2019		5000
2	Hire part time Clerk			Hired by August 2018		14571
3	Literacy Coach			Hired by August 2018		40310
4	After school tutoring			August 2018-June 2019		6000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Purchased by March 2019		24000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018-June 2019		26865
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support both after school and through release time.			August 2018-June 2019		36000
TOTAL					0	152746

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	<p>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" 2017-18 53.93% passed with a "C" 70% passed with a "D"</p> <p>Geometry matriculation rates: 2015-16 34% passed with a "C" 63% passed with a "D" 2016-17 59.2% passed with a "C" 88% passed with a "D" 2017-18 76.86% passed with a "C" 84.95% passed with a "D"</p> <p>Algebra 2: 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" 2017-18 74.57% passed with a "C" 90.1% passed with a "D"</p> <p>Pre-Calculus matriculation rates: 2015-16 64% passed with a "C" 92% passed with a "D" 2016-17 72% passed with a "C" 90% passed with a "D" 2017-18 77.67% passed with a "C" 90.29% passed with an "D"</p> <p>CAASPP Scores: 2014-15 - 10% of students met/exceeded standards 2015-16 - 13% of students met/exceeded standards 2016-17 - 11% of students met/exceeded standards 2017-18 - 14% of students met/exceeded standards</p> <p>AP Pass Rates: 2014-15 - 7/9 students 2015-16 - 0/22 students 2016-17 - 5/41 students 2017-18 - 2/20 students</p>	1) Gather baseline data from IAB's, so that we can longitudinally track progress. Initially, we would like to see a 10% growth between the IAB's as students move through the grades. 2) 60% of students will matriculate through Algebra 1 3) 65% of students will matriculate through Geometry 4) 70% of students will matriculate through Algebra 2 5) 75% of students will matriculate through Pre Calculus 6) We will increase proficiency in the math CAASPP by 10% from the 2018 level 7) We will increase the percent of students passing the Calculus AP test by 5% from 2018 levels	All students	IAB's, CAASPP, grades data, and AP Scores	Goal 1 - Improve student achievement for all students	Percent passing exams will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire part time clerk			Hired by August 2018		14751
2	Follow up coaching from Silicon Valley Math Institute			August 2018 - June 2019		
3	New Teacher Coach			Hired by August 2018		30000
4	After school tutoring			August 2018 - June 2019		6000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Purchased by March 2019		28301
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018 - June 2019		11865
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August 2018 - June 2019		15000
TOTAL					0	105917

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)	<p>Percent of ELD students moving to the next level each year:</p> <p>2014-15 ELD 1 - 0% ELD 2 - 52% ELD 3 - 50% ELD 4 - 70%</p> <p>2015-16 ELD 1 - 40% ELD 2 - 54% ELD 3 - 40% ELD 4 - 24%</p> <p>2016-17 TBD</p>	1) 60% of students enrolled in ELD 1 will advance to ELD 2 2) 60% of students enrolled in ELD 2 will advance to ELD 3 3) 60% of students enrolled in ELD 3 will advance to ELD 4 4) 60% of students enrolled in ELD 4 will advance to ELD 5 or RFEP	English Language Learners	Grades, ELD benchmark, and ELPAC data	Goal 1 Improve student achievement for all students and accelerate student learning increases for English Learners	English Learner (EL) reclassification rate will increase to 13%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3	Tutoring hours for grad tutor			August 2018-2019		
4	Literacy Coach (see ELA for costs)			August 2018-2019		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018-2019		10000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018-2019		5000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August 2018-2019		5000
TOTAL					0	20000

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	<p>Suspensions: 2015-16 - 309 suspensions total, 172 suspensions of AA students. 65/172 suspensions were for fighting. 2016-17 - 128 suspensions total, 64 suspensions of AA students. 37/64 suspensions of were for fighting. 2017-18 - 101 suspensions total, 61 of the suspensions were AA students, 40/61 suspensions were for fighting</p> <p>Honor Roll: ***AA students make up 23% teh 15-16 population and 24% of the 16-17 population 2016 - 17 Q1 - 685 students made the HR and 17% are AA Q2 - 537 students made the HR and 13.2% are AA Q3 - 566 students made the HR and 16% are AA 2017-18 Q1 - 669 students made the HR and 20% are AA Q2 - 585 students made the HR and 18% are AA Q3 - 571 students made teh HR and 20.1% are AA</p>	1) Reduce the number of physical conflicts amongst AA students in order to reduce the number of suspensions of AA students by 20% from 2018 levels 2) Continue to increase the number of AA students on the achieving HR so that it is proportional with the percent of AA students in the school.	African American students	Honor roll data and suspension data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3	Youth development coordinator			Hired by August 2018		
4	Part-time SCOW			Hired by August 2018		12500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018-June 2019		10000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018-June 2019		10000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August 2018-June 2019		10000
TOTAL					0	42500

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	2017-18 34/88 students in the RSP program maintained a GPA of 2.5 or higher 25/44 students in the NSH program maintained a GPA of 2.0 or higher 80% of students in the SH program can orally dictate their personal information 3/11 students in the TEP program are mainstreamed for 50% or more of their day	1) 85% of students in the RSP program will maintain a 2.5 GPA 2) 85% of students will maintain at least a 2.0 GPA 3) 80% of SH students will be able to orally dictate their personal information with 90% accuracy 4) 90% of TEP students will transition into mainstream classes for 50% or more of their day	students in the SPED program	grades data, teacher assessment data, scheduling data	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study
Actions to Support Goal: (one action per line)			By When:		Title I Cost	LCFF Cost
1						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					4000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					4000
TOTAL					0	10500

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	<p>Suspensions: 2015-16 - 309 suspensions, 60 suspensions for fighting, and 8 suspensions for drug use 2016-17 - 128 suspensions, 23 suspensions for fighting, and 10 suspensions for drug use 2017-18 - (as of 5/24) 100 suspensions, 55 suspensions for fighting, and 10 suspensions for drug use</p> <p>Honor Roll: In 2017-18 788 students made the honor roll at least once over the course of the year. 180 students made honor roll one time, 186 students made the honor roll twice, and 422 students made the honor roll three times.</p> <p>CHKS survey: Over the past three school-years we have remained in the 86th percentile for like schools on the CHKS survey. Spring 2015 - 327 Spring 2016 - 329 Spring 2017 - 331</p>	<p>1) Reduce the number of physical conflicts by 30% from 2017-18 levels</p> <p>2) Increase the number of students who achieve honor roll status two or more times by 10%</p> <p>3) To improve to the 90th percentile of like schools on the climate index as measured by the CHKS</p>	All students	Suspension data, grades data, CHKS data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Pay for study trips for students					5000
2	Pay clerk extra hours to work on student events					5000
3	Licensed Social Worker and counseling interns					
4	Youth development coordinator					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					5000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					2500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					2500
TOTAL					0	20000

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 Spring 2017, only 5 parents filled out the CHKS survey PTSA has 5 parents that consistently attend	1) Increase the number of parents filling out the CHKS survey to at least 50 2) Double the number of parents who consistently attend PTSA 3) Continue to invite eighth grade parents to events at DA i.e. Open House, Plays, sports events, and ensure that there is at least 1 representative from the Health Center and one representative from the college and career center at each of these events.	All students	Parent attendance to events, staff attendance to events, CHKS survey participation	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3	Pay clerk extra hours to work on parent events					15550
4	Fund part-time SCOW for additional support in parent outreach			August 2018		3000
5	Provide light refreshments for parent events and meetings.			August 2018-June 2019		
6	Offer translation for parent events and meetings.			August 2018-June 2019		
7	Arrange child care for parent events and meetings.			August 2018-June 2019		
TOTAL					0	18550

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	Attendance data 2012-13 - 94.4% 2013-14 - 96% 2014-15 - 96.6% 2015-16 - 95.2% 2016-17 - 94.8%	1) Maintain attendance rate of 95% or higher	All students	Attendance data	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:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			August 2018-June 2019		1000
2	Fund additional part-time SCOW position			August 2018-June 2019		
3						
4						
5						
6						
7						
TOTAL					0	1000

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	<p>Matriculation data</p> <p>Biology 2017-18 63.6% of students passed with a "C" 78.4% of students passed with a "D"</p> <p>Chemistry 2017-18 57.9% passed with a "C" or better 76% passed with a "D" or better</p> <p>AP Data Biology Spring 2015 - 3/29 students passed Spring 2016 - 18/49 students passed Spring 2017 - 4/50 students passed Spring 2018 - 11/65 students passed</p> <p>Chemistry Spring 2018 - 4/16 students passed</p> <p>Lab write-up, baseline data Science fair participation, collect baseline data</p>	<p>1) 80% of students will matriculate through Biology</p> <p>2) 80% of students will matriculate through Chemistry</p> <p>3) The number of students passing the AP Biology test will improve by 5%</p> <p>4) Teachers will have students in all courses conduct a formal lab write up at least twice per school year</p> <p>5) By the end of the first semester, 2018-19, 75% of the students will demonstrate understanding and application of content through science projects and 15% will participate to the District Science Fair in March and MESA Day competition in April.</p>	All students enrolled in science	matriculation data, AP pass-rates, teacher reported data re: class activities	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	UC/CSU completion rate will increase by 7%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August 2018-June 2019		1000
6	New Teacher Coach			August 2018-June 2019		
7	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training			August 2018-June 2019		1000
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	<p>AP World History 2017 - 8/31 students passed 2018 - 15/76 students passed</p> <p>AP US History 2017 - 22/90 students passed 2018 - 15/85 students passed</p> <p>AP Gov't 2017 - 17/58 students passed 2018 - 15/44 students passed</p> <p>AP Micro-Economics 2017 - 13/52 students passed 2018 - 13/41 students passed</p> <p>AP Macro-Economics 2017 - 13/52 students passed 2018 - 12/45 students passed</p>	<p>1) We will give 2 History Interim Assessments in Quarter 1 and Quarter 2. These interim assessments will assess a students ability to interpret questions and information such as readings, charts, and images. Q1 interim assessment will be used as baseline date. We want student average scores to improve by 10%.</p> <p>2) We will give 2 Document based assessments in Quarter 1 and Quarter 3. These DBQ's will assess students ability to use primary sources to develop an argument and their historical writing skills. Q1 will be used as baseline data. We want student average scores to improve by 10% between Q1 and Q2.</p> <p>3) We want to increase the number of students passing Advanced Placement Social Studies subject tests by 2%</p>	All students grades 10-12	AP data, CAASPP, self-collected data from rubrics	1. Student achievement 2. Implementation of CCSS	Percent passing exams will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5						
6						
7						
TOTAL					0	0

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other 1

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	
	Collect baseline data from rubrics AP Data AP Span. Lang 2016 Pass Rate = 82% 2017 Pass Rate = 69% 2018 Pass Rate =94.4% 34/36 students AP Span. Lit 2016 Pass Rate = 60% 2017 Pass Rate = 56% 2018 Pass Rate = 23.8% 5/21	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 enrolled in AP Spanish and French courses will take the AP exam and the average passing rate will meet or exceed the district average. 5) We will continue to offer a Spanish for Spanish Speakers class and will retain 95% of the students in the course or a higher-level course for the duration of the school year.	All students enrolled in foreign language courses	Grades data, foreign language rubrics data, and AP test core data	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	UC/CSU completion rate will increase by 7%.	
Actions to Support Goal: (one action per line)				By When:		Title I Cost	LCFF Cost
1	New teacher coach to work with new foreign language teachers			August 2018			
2	Extra hours for collaboration and release days re: content development and strategies			August 2018 - June 2019			1000
3	Conferences			August 2018 - June 2019			3000
4							
5							
6							
7							
TOTAL					0	4000	

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	377213	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	377213
Title I	0

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 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.