

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Desert Oasis High School	13631151333558	May 24, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

This School Plan describes a schoolwide program that includes strategies, actions, and services that address the requirements for Comprehensive Support and Improvement (CSI) and Title 1 SWP. School level needs assessment, evidence based interventions, and resource inequities are discussed and provided on this plan.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Desert Oasis High School provides alternative education programs which offer a new beginning for students of Central Union High School District. We provide an education in a safe learning environment that empowers students to earn a high school diploma, and become responsible, caring, and contributing members of society.

As Panthers, we will exhibit...

- P ersistence
- R esponsibility
- I ntegrity
- D etermination
- E arn and Give Respect

Desert Oasis High School is the only continuation high school located in the city of El Centro, CA. El Centro, which has a population of 45,170 is located in Imperial County. Desert Oasis High School serves a transient population that may elect to attend DOHS for academic recovery or have been sent through a disciplinary hearing panel. The student population fluctuates between 150-200 cumulative high risk students at any given period. Desert Oasis High School serves grades 9 through 12. Over 90% of our student population is Hispanic or Latino. 96% of our student population is socioeconomically disadvantaged (2017-2018) and 48% of students are English Learners (2017-2018).

Through monthly collaborative meetings, teachers and our administrator work to share and implement best practices, strategies, and common assessment analysis. Pull out sessions and summer institutes are conducted by district instructional coaches in which 21st Century tools and strategies are shared with teachers.

The school plan is aligned with the District's Local Control and Accountability Plan through collaboration with the district in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Our Site Action Plan is reviewed and revised throughout the entire year. It is aligned with the district's Local Control Accountability Plan. We engage all stakeholders in this process by allowing special programs and opportunities to present to our School Site Council and our leadership team. We review our schoolwide data to determine our areas of need and request input from parents, students, and teachers to set goals and work towards continuous improvement.

Our Title 1 SWP for Desert Oasis High School is the implementation of a schoolwide AVID Program. Avid meets the ESSA requirements. The AVID methodology and strategies will be implemented across all content areas. AVID will help us close the achievement gap equitable among diverse groups of students. It also brings a robust data collection and certification system with measurable results. Thus, making Avid an evidence based program. AVID schoolwide transforms teaching and learning and thus strengthening the academic programs and improving conditions of student learning. AVID focuses on four key domains of operations: Instruction, Systems, Leadership, and Culture. Coaching and Certification (CCI) is used to measure and report on progress, while ensuring continuous improvement. AVID will also ensure equitable access and course completion. Our students have equitable access to dual enrollment courses from the community college and AP courses thru the online program available at the school. Supporting our English Language Learners by improving language proficiency and academic achievement through the use of the AVID strategies in all content areas and especially in the AVID elective course. Increasing quality and effectiveness of teacher and school leaders thru training. AVID professional learning engages faculty and strengthens the AVID SWP. Site Team Planning and Training is embedded and ongoing. Professional Learning that is proven to increase student engagement, promote classroom collaboration, and activate deeper learning will help our school improve across the board in the above mentioned areas.

Phoenix Rising High School

Our Title I SWP for Phoenix Rising High School is the implementation of a schoolwide AVID program. AVID meets the ESSA requirements. The AVID methodology and strategies will be implemented across all content areas. AVID will help us close the achievement gap equitable among diverse groups of students. It also brings a robust data collection and certification system with measurable results. Thus, making AVID an evidence based program. AVID schoolwide transforms teaching and learning and thus strengthening the academic programs and improving conditions of student learning. AVID focuses on four key domains of operations: Instruction, Systems, Leadership, and Culture. Coaching and Certification (CCI) is used to measure and report on progress, while ensuring continuous improvement. AVID will also ensure equitable access and course completion. Our students have equitable access to the AVID program at the comprehensive high schools. SEL based curriculum is embedded into the AVID elective course. The use of AVID strategies in all content areas supports students who are learning English by improving language proficiency and

academic achievement. AVID professional development increases the quality and effectiveness of teacher and school leaders. Site team planning and training is embedded and ongoing. AVID professional development is proven to increase student engagement, promote classroom collaboration, and active deeper learning. The AVID program will help our school improve across the board in the above mentioned areas.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement	11
Resource Inequities	12
School and Student Performance Data	14
Student Enrollment.....	14
CAASPP Results.....	16
ELPAC Results	20
Student Population.....	23
Overall Performance	25
Academic Performance.....	26
Academic Engagement.....	37
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1.....	41
Goal 2.....	51
Goal 3.....	58
Goal 4.....	62
Goal 5.....	67
Goal 6.....	78
Budget Summary	83
Budget Summary	83
Other Federal, State, and Local Funds	83
Budgeted Funds and Expenditures in this Plan	84
Funds Budgeted to the School by Funding Source.....	84
Expenditures by Funding Source	84
Expenditures by Budget Reference	84
Expenditures by Budget Reference and Funding Source	84
Expenditures by Goal.....	85
School Site Council Membership	87

Recommendations and Assurances88

Instructions.....89

 Instructions: Linked Table of Contents.....89

 Purpose and Description.....90

 Stakeholder Involvement.....90

 Resource Inequities90

Goals, Strategies, Expenditures, & Annual Review91

 Annual Review92

 Budget Summary93

 Appendix A: Plan Requirements95

 Appendix B:.....98

 Appendix C: Select State and Federal Programs100

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on surveys from teachers, parents, and all stakeholder groups at the site level
The vast majority of parents and students feel that their student has access to high quality textbooks or instructional materials. In addition, they believe that their child's teacher is providing a high quality education.
Our site will continue to support teachers through comprehensive professional development.
There is a need for a female security staff at the school site.
Stakeholder engagement, LCAP activities, and SPSA activities will continue to be enhanced through our Parent and Community Engagement efforts.
Supplemental materials will be provided to enhance English Language Development, Mathematics instruction and Science support. Technology device replacement and supports will continue to be made through device purchases.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School site administration does classroom observations on a regular basis. The school site also participates in district based instructional rounds.
Professional learning at Desert Oasis and Phoenix Rising High School, supported by the Instructional Support Team of Instructional Coaches, has centered around math and English Rounds. The instructional rounds have delved into the areas of student engagement, instructional strategies, digital tools for formative assessment, and the work of John Hattie and Karin Hess.
During the school year 2020-2021 instructional coaches made themselves available to observe distance learning lessons and activities and provided professional development in the areas of technology, student engagement, and instructional strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Desert Oasis High School uses CAASPP, ELPAC, California Science Test (CAST) and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement. Our focus is to ensure all students are college and career ready, thus continuing to increase our graduation rate. Through monthly collaborative meetings, teachers, and leadership team work hand in hand to share and implement best practices, strategies, and common assessment analysis. In addition, pull out sessions and summer institutes are conducted by instructional coaches in which 21st century tools and strategies are shared with teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Utilization of data from CAASPP is used to monitor curriculum based assessments, facilitate content team discussions, and progress monitor English Learners. Instructional decisions will be made as we consider data from formative assessments, including classroom assessments, district common assessments and data through IOS reports.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and appropriately assigned. Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology. Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Social Science, Science, and Technology.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Funding is set aside for professional development and staff is encouraged. Instructional assistance is ongoing and support for teachers is provided with the use of content experts and instructional coaches. Instructional coaches offer training, coaching, and feedback in all subject areas while also providing professional learning presentations, workshops, and instructional resources. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development has been aligned to content standards, assessed student performance, and professional needs through the following means: Next Generation Science Standards (NGSS), National Council Teachers of Mathematics (NCTM), Beginning Teacher Support and Assessment (BTSA), support for new teachers, and Advancement Via Individual Determination (AVID). The Instructional Support Team (IST) provides on-going coaching and support to all staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Instructional coaches are available for support throughout the year. Administration is also available to offer teacher support on a regular basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Regularly scheduled time for teacher collaboration is set aside on early release dates throughout the school year. Teachers plan and reflect on lessons in order to strengthen instruction. Teachers collaborate and plan for instructional alignment with the comprehensive high schools.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All textbooks used at Desert Oasis and Phoenix Rising High Schools in the core curriculum are aligned to the California Content Standards and Framework. Instructional materials are selected from the state's most recent list of standard-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Central Union High School District adhere to or exceed the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools at Central Union High School District provide for lesson pacing schedules and Master flexibility for sufficient number of intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are given standards-based textbooks and/or instructional materials in core subjects for use in the classroom and for access at home.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Central Union High School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards aligned courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students, inclusive of English Learners and students with disabilities, are grouped heterogeneously in general settings.

The Central Union High School District (CUHSD), is committed to ensuring equal, fair, and meaningful access to employment and education services. CUHSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment. The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The board prohibits, at school or at school sponsored or school related activities, sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

Evidence-based educational practices to raise student achievement

Staff have been trained in research based student engagement and instructional educational practices to raise student achievement. Some of these strategies include AVID, Depth and Complexity Icons, RACE and SDAIE strategies. Some of the pedagogy that supports the educational practices include John Hattie's work.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We work closely with the El Centro Police Department, Imperial County Behavioral Health Department, Imperial County Public Health Department, and Imperial County Office of Education among others. All entities contribute in one way shape or form to assist our students, whether it's through community service opportunities, mental health services, or other. All parents/guardians are encouraged to participate as peer representatives to empower parents to get involved in their student's education and at their school sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Desert Oasis and Phoenix Rising High Schools have jointly developed and distributed to parents of participating students a school/parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help achieve the California Common Core State Standards. Parents and community members participate and are invited to school site council meetings, school social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Central Union High School District reserves at least one percent of its allocation to carry out the following parent and family engagement opportunities: California Association for Bilingual Education Conference (CABE) School Site Council, ELAC, and Migrant committees are encouraged to attend and learn about activities which focus on evidence-based strategies for more effective parental involvement. Parents/Guardians peer representatives in these committees represent and are the voice in revising the parent and family engagement policy. Materials and resources necessary to help parents/guardians work with their children to improve their children's achievement. Monthly-Parent Workshops where parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish. In addition, Central Union High School employs many programs to provide services to our under-performing students. We also purchase supplemental material which includes interventions, for ELA, ELD, and Math.

Fiscal support (EPC)

Based on these demographics, the vast majority of CUHSD's LCAP expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design (described in the following paragraph) and corroborated by scholarly research, a "schoolwide" approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Many students who are not included in an unduplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them. As described on the California Department of Education website: A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented SWP touches on all aspects of the school's operation and offers an appropriate option for high poverty schools seeking to improve achievement for all students, particularly the lowest achieving. All in all, the Central Union High School District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, Title III and Title IV funds support for academic and intervention needs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Desert Oasis School Site Council Members 2021 - 2022:

Carolina Calderon/Secretary SSC Secretary, Fernando O'Campo/Principal, Adrian Hernandez/Counselor, Norma Lara/Teacher SSC President, Carolina Flores/Teacher SSC Vice President, Vicente Contreras/Student Rep., Melanie Murillo/Student Rep., Diego Arroyo/Student Rep., Greta Lancaster/parent, Yolanda Negrete/parent.

SSC Meeting Dates and Topics:

11/30/2021

2/14/2022

2/23/2022

TOSA and Principal Meeting Dates and Topics:

Fernando O'Campo - Principal, Carolina Flores - TOSA

September 21, 2021 - LCAP and SPSA

October 21, 2021 - ESSER, LCAP, ELO Review

November 1, 2021 - LCAP/SPSA

May 3-5, 2022 - SPSA

Leadership Teams Meeting Dates and Topics:

September 13, 2021 - Think Tank
October 1, 2021 - Site Safety Team
October 4, 2021 - Faculty Meeting
October 5, 2021 - Site Safety Team
November 1, 2021 - Faculty Meeting
November 3, 2021 - WASC
November 8, 2021 - Parent University Meeting
February 15, 2022 - Faculty Meeting
February 22, 2022 - Phoenix Rising High School Staff
April 7, 2022 - LCAP
April 8, 2022 - LCAP student reps.
April 25, 2022 - Faculty Meeting

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Data from the California School Dashboard, CAASPP scores, district assessments/benchmarks, and additional local data, were analyzed. Conversations with the School Site Council (SSC), the school leadership team, Students, and other stakeholders have also been examined. As a result, the school has identified the need to focus on improving graduation rate and decreasing suspension rate. The school will continue to support students in the area of mathematics by continuing with math support classes. This will give all 11th graders the opportunity to better prepare for the Mathematics - CAASPP exam. In the area of English/Language Arts, the school will continue to focus on reading strategies and continue with the English support classes. All 11th graders will also have the opportunity to better prepare for the English/Language Arts - CAASPP exam. There are not enough intervention support systems during the day. A system needs to be in place to provide students interventions throughout the school day. English Language Learners need extra support in all content areas. After reviewing CAASPP scores and surveying the students on the school's Student Learner Outcomes, the school has identified the following major student learner needs:

1. Reading comprehension skills
2. Research and inquiry skills
3. Math skills (Concepts and procedures, problem solving, communicating reasoning)
4. The use of critical thinking skills which will help students learn independently.
5. Critical thinking skills which will help students make sound judgements in group or individual settings.

With the launching of the Borderlink Project, the school has begun its way into a 1 to 1 school. During the school year 2019-2020 students were given the opportunity to check out an individual chromebook and a mifi (wifi access at home). Teachers were given PD on using technology in the classroom so the use of chromebooks and technology lessons can increase on campus. Classroom and teacher technology improvement will be needed to deliver technology based lessons to students.

The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), the Self Study Visiting Committee (2/25/19-2/27/19) Report presented the following WASC recommendations:

1. There is a need for the leadership team and counseling staff to increase opportunities for student exposure to vocational/career awareness, aptitude testing and preparation for future college and career success to help make student learning relevant to real world success.
2. The school will investigate appropriate co-curricular activities to be implemented during the school day to assist students in connecting to the school community outside of academic courses.
3. Interventions, teaching strategies and new programs need to be embedded schoolwide, implemented thoughtfully and closely monitored and evaluated by the staff through internal data systems to ensure their effectiveness on student achievement. Close monitoring of the cohort of L1 ELL students to ensure they have enough academic support services if the data shows they are not succeeding at DOHS.
4. As district financial resources allow, continue to seek opportunities for curriculum electives through CTE courses that are not delivered via online curriculum to provide deeper enrichment to the academic program.
5. The school should seek a systematic method for students to provide input and regular discussion on school issues and LCAP with the leadership team on a scheduled basis.
6. Continue to work closely with the district to ensure resource allocation is equitable based on the site needs, student access, and staff workloads.

The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), the Mid-cycle Visiting Committee (February 24, 2022) Report presented the following WASC recommendations:

7. As the school returns to normal after the pandemic, the visiting team encourages Desert Oasis High School to continue to create a culture and climate that celebrates students. The school should incorporate equity and celebration of various student cultures and backgrounds. The school should work to provide events that recognize student groups who might not see themselves represented such as LGBTQ students or students of other ethnic backgrounds. The school should have events which affirm the rich and dynamic Latino culture of the surrounding area.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	19	3	6
Grade 10	39	32	32
Grade 11	44	32	62
Grade 12	42	29	34
Total Enrollment	144	96	134

Conclusions based on this data:

1. Majority of students identify as Hispanic/Latino.
2. Student enrollment dropped in 2019-2020, then increased in 2020-2021
3. The services provided at Desert Oasis High School are aimed at improving the educational experiences of low income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness.
The services are intended to be implemented on a school wide basis. As promoted by the Federal Title I program design and corroborated by scholarly research, a "School Wide" approach is a proven strategy for educational agencies such as Desert Oasis High School, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	70	52	55	48.6%	54.2%	41.0%
Fluent English Proficient (FEP)	42	25	47	29.2%	26.0%	35.1%
Reclassified Fluent English Proficient (RFEP)	3	1	3	5.4%	1.4%	5.8%

Conclusions based on this data:

1. the number of English Learners at Desert Oasis High School has stayed at around 50% of our population.
2. the percent of Reclassified Fluent English Proficient (RFEP) has dropped by 4% between 18-19 and 19-20.
3. School year 2020-2021 41% of students were English Learners and 35% Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	36	35	53	35	34	37	35	34	37	97.2	97.1	69.8
All Grades	36	35	53	35	34	37	35	34	37	97.2	97.1	69.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2520.	2541.	2553.	0.00	14.71	13.51	14.29	17.65	24.32	54.29	35.29	29.73	31.43	32.35	32.43
All Grades	N/A	N/A	N/A	0.00	14.71	13.51	14.29	17.65	24.32	54.29	35.29	29.73	31.43	32.35	32.43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	14.71	16.22	51.43	41.18	51.35	48.57	44.12	32.43
All Grades	0.00	14.71	16.22	51.43	41.18	51.35	48.57	44.12	32.43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	6.06	17.65	13.51	69.70	61.76	51.35	24.24	20.59	35.14
All Grades	6.06	17.65	13.51	69.70	61.76	51.35	24.24	20.59	35.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.71	14.71	8.11	62.86	55.88	75.68	31.43	29.41	16.22
All Grades	5.71	14.71	8.11	62.86	55.88	75.68	31.43	29.41	16.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.71	20.59	18.92	65.71	38.24	64.86	28.57	41.18	16.22
All Grades	5.71	20.59	18.92	65.71	38.24	64.86	28.57	41.18	16.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. During the school year 2020-2021 69% of our students enrolled in grade 11 took the CAASPP compared to 97% the last 2 in 17-18 and 18-19. This was probably due to the fact that we were in distance learning during the school year 2020-2021.
2. In 2020-2021 61% of students who took the CAASPP scored at or below standard nearly met. 37% of students scored at or above standard met.
3. In the area of reading for CAASPP in 2020-2021 32% of students who took the test scored below standard. In the area of writing 35% of students scored below standards. 16% of students scored below standards in the areas of research/inquiry and listening. There needs to be a school wide focus on reading and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	36	34	52	34	32	25	34	32	25	94.4	94.1	48.1
All Grades	36	34	52	34	32	25	34	32	25	94.4	94.1	48.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2470.	2438.	2465.	0.00	0.00	0.00	0.00	3.13	8.00	17.65	6.25	16.00	82.35	90.63	76.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.13	8.00	17.65	6.25	16.00	82.35	90.63	76.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	3.13	*	8.82	3.13	*	91.18	93.75	*
All Grades	0.00	3.13	*	8.82	3.13	*	91.18	93.75	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	26.47	15.63	*	73.53	84.38	*
All Grades	0.00	0.00	*	26.47	15.63	*	73.53	84.38	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	50.00	43.75	*	50.00	56.25	*
All Grades	0.00	0.00	*	50.00	43.75	*	50.00	56.25	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2020-2021 48% of students enrolled in 11th grade were tested for CAASPP in Mathematics.
2. In 2020-2021 92% of students scored at or below standard nearly met, therefore 92% of students did not meet the math standard.
3. There is no data to show for the year 2020-2021 in the different areas tested in mathematics

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	10	4
10	1543.4	1550.9	1586.3	1516.3	1535.6	1598.4	1569.8	1565.8	1573.8	13	20	16
11	1559.2	1529.5	1554.2	1555.8	1507.2	1551.9	1562.3	1551.4	1556.0	13	13	23
12	1571.4	1555.6	*	1563.7	1539.1	*	1578.5	1571.7	*	22	18	6
All Grades										54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	15.00	37.50	*	40.00	31.25	*	20.00	25.00	*	25.00	6.25	13	20	16
11	*	15.38	8.70	*	15.38	39.13	*	23.08	52.17	*	46.15	0.00	13	13	23
12	*	27.78	*	*	22.22	*	*	27.78	*	*	22.22	*	22	18	*
All Grades	29.63	18.03	20.41	35.19	24.59	36.73	*	26.23	38.78	*	31.15	4.08	54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	20.00	50.00	*	40.00	25.00	*	25.00	18.75	*	15.00	6.25	13	20	16
11	*	15.38	21.74	*	15.38	69.57	*	23.08	8.70	*	46.15	0.00	13	13	23
12	54.55	22.22	*	*	38.89	*	*	22.22	*	*	16.67	*	22	18	*
All Grades	50.00	18.03	36.73	25.93	31.15	42.86	*	22.95	16.33	*	27.87	4.08	54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	5.00	12.50	*	65.00	75.00	*	30.00	12.50	13	20	16
11	*	0.00	0.00	*	46.15	91.30	*	53.85	8.70	13	13	23
12	*	11.11	*	50.00	44.44	*	*	44.44	*	22	18	*
All Grades	37.04	6.56	6.12	44.44	52.46	81.63	*	40.98	12.24	54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*		*	*	*	*	*
10	*	60.00	87.50	*	30.00	6.25	*	10.00	6.25	13	20	16
11	*	30.77	78.26	*	46.15	21.74	*	23.08	0.00	13	13	23
12	72.73	61.11	*	*	22.22	*	*	16.67	*	22	18	*
All Grades	64.81	50.82	77.55	24.07	29.51	18.37	*	19.67	4.08	54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*	*	*	*	*	*	*
10	*	20.00	25.00	*	45.00	56.25	*	35.00	18.75	13	20	16
11	*	15.38	0.00	*	15.38	56.52	*	69.23	43.48	13	13	23
12	*	16.67	*	*	44.44	*	*	38.89	*	22	18	*
All Grades	25.93	14.75	12.24	33.33	39.34	55.10	40.74	45.90	32.65	54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*	*	*	*	*	*	*
10	*	20.00	0.00	*	70.00	100.00	*	10.00	0.00	13	20	16
11	*	15.38	13.04	*	61.54	78.26	*	23.08	8.70	13	13	23
12	*	11.11	*	54.55	72.22	*	*	16.67	*	22	18	*
All Grades	27.78	14.75	6.12	64.81	65.57	87.76	*	19.67	6.12	54	61	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the year 2020-2021 49 total students in the grades 9-12 were tested for ELPAC.
2. The overall language performance for the 49 students who tested in the year 2020-2021 are as follows - 42% of students scored at level 1 and 2, and 66% of students scored at level 3 and 4.
3. In the year 2020-2021, the two areas where there were less students scoring at "well developed" domains are reading 12% and writing 6%. There needs to be a school wide focus for EL students to practice reading and writing skills.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
134	92.5	41.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	41.0
Foster Youth		
Homeless	13	9.7
Socioeconomically Disadvantaged	124	92.5
Students with Disabilities	14	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.7
American Indian or Alaska Native	1	0.7
Asian		
Filipino		
Hispanic	128	95.5
Two or More Races	1	0.7
Native Hawaiian or Pacific Islander		
White	3	2.2

Conclusions based on this data:

- 92.5% of our student population is Socioeconomically disadvantaged. 9.7% are Homeless. 10.4% are students with disabilities. Total enrollment in 2020-2021 was 134.

2. 41% of our student population are English Learners
3. As promoted by the federal Title I program design and corroborated by scholarly research, a "school wide" approach is a proven strategy for educational agencies such as DOHS and PRHS where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While district wide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of un-duplicated students. Strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Graduation rate is blue, suspension rate yellow and college/career red.
2. DOHS is proud of the strides that have been made over the past year to increase and/or add college/career courses on our campus. Efforts have been geared towards improving our graduation rate and our suspension rate. DOHS has added a new CTE course Emergency Preparedness. Tutoring is available during and after school to assist with English learners' unique needs as they grapple with the challenges of learning rigorous course content while at the same time developing academic language in English. Provision of ongoing high quality professional development. The district's three Instructional Coaches provide ongoing support for district-wide and school level initiatives through provision of workshops, facilitated group discussions, modeling, and individualized assistance. Additionally, workshops conferences focusing on AVID, AP, CTE, Common Core Standards, data-driven instruction, formative assessment, and PBIS continue to be priorities.

School and Student Performance Data

Academic Performance English Language Arts

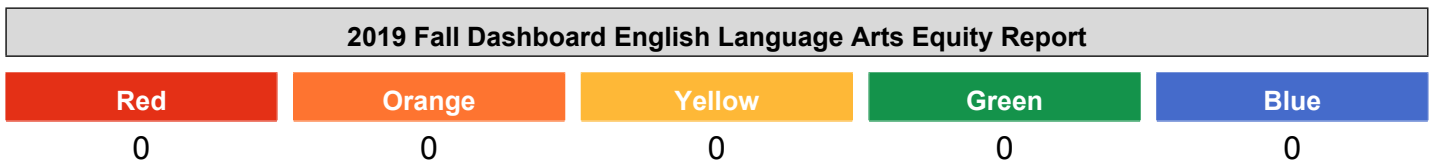
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>45.4 points below standard</p> <p>Increased Significantly +22.7 points 27</p>	<p>English Learners</p> <p>No Performance Color</p> <p>115.6 points below standard</p> <p>11</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>49.1 points below standard</p> <p>Increased ++6 points</p> <p>20</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 45.4 points below standard Increased Significantly +22.7 points 27	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. Performance has increased by 22.7 points.
2. Data for 2020 and 2021 is not available.
3. There is no performance color for all areas of the dashboard in English Language Arts Equity Report for 2019.

School and Student Performance Data

Academic Performance Mathematics

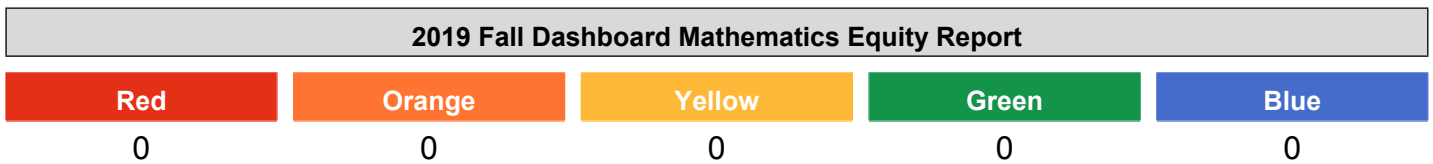
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>187.7 points below standard</p> <p>Declined Significantly -30.4 points</p> <p>26</p>	<p>English Learners</p> <p>No Performance Color</p> <p>227.2 points below standard</p> <p>11</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>182.8 points below standard</p> <p>Declined Significantly -41.6 points</p> <p>19</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 187.7 points below standard Declined Significantly -35.5 points 26			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. Performance has declined by 30.4 points
2. There is no data for the school year 2020 and 2021.
3. There is no performance color for 2019 Fall Dashboard Mathematics Performance for All Students/Student Group

School and Student Performance Data

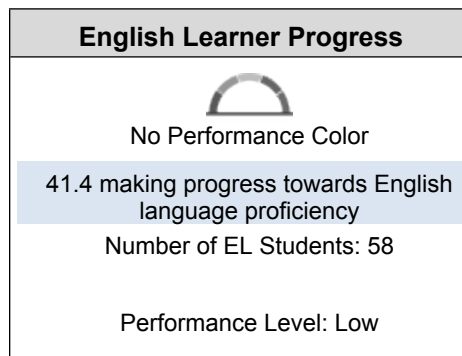
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6	37.9	3.4	37.9

Conclusions based on this data:

- Academic performance level for English Learner progress was low in 2019.
- There is no performance color for 2019 Fall Dashboard English Learner Progress Indicator.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	30	100
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	29	96.7
Native Hawaiian or Pacific Islander		
White	1	3.3
Two or More Races		
English Learners	15	50
Socioeconomically Disadvantaged	30	100
Students with Disabilities	5	16.7
Foster Youth		
Homeless	3	10

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	3.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	3.4
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	3.3
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

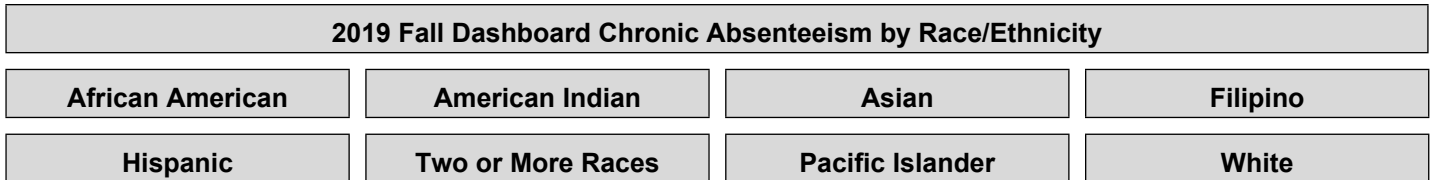
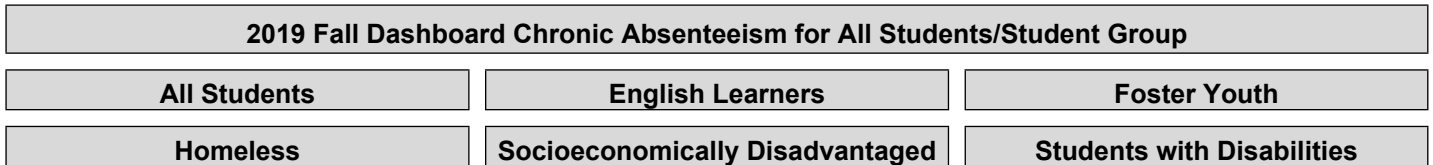
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	30	28	0	93.3
English Learners	15	13	0	86.7
Foster Youth				
Homeless	3		0	
Socioeconomically Disadvantaged	30	28	0	93.3
Students with Disabilities	5		0	
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	29	27	0	93.1
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

Conclusions based on this data:

1. The graduation rate in 2021 was 93.3%.
2. The graduation rate in 2021 for English Learners was 86%.
3. The graduation rate in 2021 for Socioeconomically Disadvantaged was 93%.

School and Student Performance Data

Conditions & Climate Suspension Rate

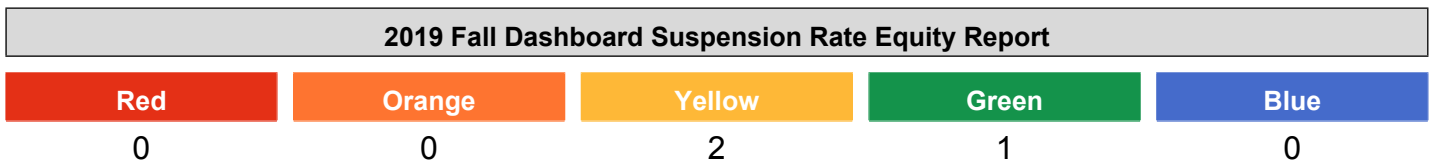
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.3</p> <p>Declined Significantly -6.6</p> <p>220</p>	<p>English Learners</p> <p>Green</p> <p>5.7</p> <p>Declined -5.6</p> <p>106</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.9</p> <p>Declined Significantly -7.9</p> <p>188</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>18.8</p> <p>Increased +13.2</p> <p>16</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2			
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.4 Declined Significantly -6.2 215	 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 2

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.9	7.3

Conclusions based on this data:

1. Overall suspension rate indicator is yellow for all students and socially disadvantaged students for the year 2019.
2. suspension rate indicator for English Learners is green for the year 2019.
3. Suspension rate in 2019 declined significantly.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7 Course Access

LEA/LCAP Goal

LCAP Goal #1- Promote the achievement of all students, and particularly for low income and English Learner students, by working collaboratively with students, parents, teachers, and the community during the 2021-2022 school year to assess the implementation of state standards, use of strategies for all types of learners, and access to a broad course of study for all students especially special populations with the purpose of increasing academic achievement, graduation rates, and college and career readiness.

Goal 1

SPSA Goal #1 - Implement a comprehensive approach to increase rigor across the curriculum (i.e. reading and writing across the curriculum, depth of knowledge, and critical thinking) to align with Common Core State Standards.

WASC Critical Area #3– Interventions, teaching strategies and new programs need to be embedded schoolwide, implemented thoughtfully and closely monitored and evaluated by the staff through internal data systems to ensure their effectiveness on student achievement. Close monitoring of the cohort of L1 ELL students to ensure they have enough academic support services if the data shows they are not succeeding at DOHS.

Identified Need

Academic Engagement as measured by the Dashboard from the California Department of Education 2021 shows that 93.3% of students graduated and received a high school diploma. The graduation rate in 2021 for English Learners was 86%. The graduation rate in 2021 for Socioeconomically Disadvantaged was 93%.

During the school year 2020-2021 69% of our students enrolled in grade 11 took the CAASPP compared to 97% the last 2 in 17-18 and 18-19. This was probably due to the fact that we were in distance learning during the school year 2020-2021.

In 2020-2021 61% of students who took the CAASPP scored at or below standard nearly met. 37% of students scored at or above standard met.

In the area of reading for CAASPP in 2020-2021 32% of students who took the test scored below standard. In the area of writing 35% of students scored below standards. 16% of students scored below standards in the areas of research/inquiry and listening. There needs to be a school wide focus on reading and writing.

In 2020-2021 48% of students enrolled in 11th grade were tested for CAASPP in Mathematics.

In 2020-2021 92% of students scored at or below standard nearly met, therefore 92% of students did not meet the math standard.

In the year 2020-2021 49 total students in the grades 9-12 were tested for ELPAC.

English Learner Progress Indicator. Information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. Based on 2020-2021 42% of students scored at level 1 and 2, and 66% of students scored at level 3 and 4.

In the year 2020-2021, the two areas where there were less students scoring at "well developed" domains are reading 12% and writing 6%. There needs to be a school-wide focus for EL students to practice reading and writing skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA Dept. of Education Dashboard ELA	45.4 points below Standard	Increase by 5 points in CAASPP ELA
CAASPP CA Dept. of Ed. Dashboard Mathematics	187.7 points below Standard	Increase by 5 points in CAASPP Mathematics
CA Department of Education Dashboard Academic Engagement	92.9% Students Graduated	Increase by 3% of students graduated.
English Learner Progress CA Dept. of Ed. Dashboard	41.4% of English Learners making progress towards English language proficiency	Increase by 3% of students making progress towards English language proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assessment:

a - Provide time for teacher teams to continue to evaluate the validity and reliability of CCSS-aligned assessments, revise assessments as needed, generate performance reports, and support colleagues in using data to inform instruction (Curriculum & Assessment Teams -CATs) - DOHS - 3 certificated @ \$42 with 18 hours/each = \$2,268 (1000) + \$640 (3000) benefits.

b - Ongoing professional development for teachers in formative assessment c - Provide materials for new teachers to assist with formative assessment strategy usage.

SPSA Focus

Provide teachers with CAASPP professional development to help support assessment literacy. All professional development will include in-class coaching/support, Zoom/Google Meet coaching/support, and backwards planning.

Aeries Data Analytics

Provide teachers with supplemental materials to deliver literacy in the classroom that is relevant to the student population.

Provide substitute for year-round professional development

Renew contract for DNA (formally EADMS) assessment tool to support assessment administration and analysis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,960	LCFF 1000
412	Supplemental/Concentration 3000
250	4000
400	Title I 5000
10,000	Title I
3000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (FVEV tutoring)

Strategy/Activity

Tutoring:

a - In-class tutoring to provide support in selected English and Math classes.

b - AVID Program tutoring (budgeted in Action 5.7)

e -Virtual tutoring for low-performing students. Incentives for students who meet tutoring goals. (title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I
1000

1,050

Title I
3000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Learner Tutoring:

a - After-school tutoring

b - In-class - AVID Trained College Tutors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,600

LCFF
1000

3,840	Supplemental/Concentration 2000
756	3000

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Interventions for Failed Coursework:

Provide opportunities for students who have earned D/F grades to makeup credits and/or improve GPA in order to meet graduation and a-g requirements. (Prioritize services for Low Income, Foster Youth, and ELs)

a - Offer online intervention offerings during the regular school year and during summer.

b - Provide Adult Ed services for 17 year old seniors needing to make up coursework necessary for graduation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
115,964	LCFF 1000
35,354	Supplemental/Concentration 3000
5,680	Title I 1000
1,193	3000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased Instructional Time:

Maintain the 4% increase in the instructional minutes (2% added in 2014-15 and 2015-16) in order to continue with the advisory/intervention/enrichment period.

Convene as needed a task force composed of teachers and administrators to evaluate the effectiveness of the advisory and make recommendations for improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

580,000

LCFF

District Wide

190,000

Supplemental/Concentration

District Wide

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling Services:

At DOHS maintain half-time COSA and maintain a half-time counseling position to support the unique needs of continuation/alternative students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

95,812

LCFF
1000

31,123

Supplemental/Concentration
3000

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention/Support for At-risk 9th Graders:

Provide targeted support for freshman

Phoenix Rising High School: Offer a specialized program for reclassified 9th graders and other freshmen who fail to thrive at the comprehensive high schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

241,220

LCFF
1000

27,521

Supplemental/Concentration
2000

97,427

3000

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Support Services For English Learners:

Provide administrative and student/parent support services

a - Maintain Director of Instruction and EL Program position

b - Maintain EL Program Assistant positions

c - Maintain EL Program Testing Clerk positions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
88,001	Supplemental/Concentration District Wide
94,907	Title III District Wide
23,160	Supplemental/Concentration District Wide

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Program Improvement Support

Maintain new part-time release (Teacher on Special Assignment) position to support intervention and school improvement initiatives at DOHS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,368	LCFF 1000
5,428	Supplemental/Concentration 3000

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention and Support
Implement the Reteach/Retake/Replace (RRR) Strategy during summer intervention
Host targeted support for math
Provide late bus transportation as needed
Summer School Program
Check in/Check out supplies for intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,800

Source(s)

Title I
1000

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Data Driven Instruction and Decision making
provide schools with support and assistance in maintaining student data systems, analyzing data, and generating reports.
maintain data analyst position

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and services for Goal 1 were largely implemented as planned. There were no actions/services that did not occur at all. Overall effectiveness of the strategies/activities were found to be effective. Staff, parents, and students reported that tutoring, interventions, counseling/guidance programs positively impacted student performance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

the number of students identified as being in need of additional services continues to rise, as a result, individualized student intervention meetings and the increasing need to monitor implementation of classroom accommodations.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 1: Services; 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7 Course Access

LEA/LCAP Goal

LCAP Goal # 2- Promote the achievement of all students by preparing teachers to implement state standards by using instructional strategies that support all learners, but especially English Learners, students with exceptional needs, foster youth, and students who are homeless. In order to effectively implement state standards and engage students, instructional technology will be a tool for instruction.

Goal 2

SPSA Goal # 2 - Implement systematic school wide strategies and services to identify targets and success criteria, common formative assessments, technology in the classroom, and classroom interventions to support struggling students and support them in finding success in their coursework.

WASC Critical Area #2 – The school will investigate appropriate co-curricular activities to be implemented during the school day to assist students in connecting to the school community outside of academic courses.

Identified Need

7.3% of students were suspended at least once in the school year 2018-2019. This is a decrease of 6.6%

Academic Engagement as measured by the California Department of Education Dashboard: graduation rate increased by 35% with 92.9% of students graduated and received a high school diploma.

Academic Performance as measured by the California Department of Education Dashboard Mathematics: This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP - Decrease 30.4 points with 3.13% Standard Met, 6.25% Standard Nearly Met, and 90.6% Standard Not Met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA Dept. of Ed. Dashboard Mathematics	187.7 points below Standard	Increase in 5 points
CA dept. of Education Academic Engagement Dashboard	92.9% Graduation rate	Increase by 3% graduation rate
Ca dept. of Education Conditions and Climate/Suspension Dashboard	16 students suspended at least once	Decrease by 5 students in suspension.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Technology:

Increase student access to classroom technology

a - Expand and implement One to One devices (Chromebooks) to all students.

- Provide updated and innovative teacher and classroom technology for instructional purposes (expenditures to be determined by Monica M, Tech Team and School Principal)"

b - Provide updated and innovative teacher and classroom technology for instructional purposes

c - Utilize software and applications to support, manage, and improve student learning. Evaluate and purchase new and emerging technology innovations that show strong promise for enhancing classroom instruction.

Renew PearDeck, Padlet, Edpuzzle, Google Enterprise, Kami,
Renew Turn it in to support literacy with an emphasis in writing.

Renew NewsEla for schoolwide access

Reading Plus program to assess reading levels and provide instructional resources that support services to increase reading comprehension in all content areas to improve academics and close the achievement gap on rigorous state assessments.

d - Maintain technology supplies and equipment to support classroom instruction (printers, cartridges, projector bulbs, etc.)

e - In cooperation with ICOE and the BorderLink project, facilitate the provision of Internet services to low income students

f - IO Assessment

SPSA Focus:

Technology to enhance instruction (one to one) campus.

Provide one to one devices for at-risk students, socioeconomically disadvantaged students, English language learners, special education students, and homeless and foster youth students (title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,900	LCFF 4000
625	Supplemental/Concentration 5000
40,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Effective Strategies Professional Development:

Provide PD for teachers on research-based effective instructional strategies.

Workshops & Training:

- a - Instructional Technology
- b - Effective Teaching Strategies PD
- c - Math Instructional Strategies
- d - Using Data to Drive/Inform Instruction/ Formative Assessment
- e - Reflective instructional rounds - provide materials for participants
- f -College/Career Readiness & Get Focused/Stay Focused
- g - Designated/Integrated ELD
- h- AVID
- i- Lesson Studies for content teams

Counselors to attend professional development that will better prepare them to improve stakeholder engagement and student progress related to college and career readiness

Provide culture building exercises/activities for staff (title I)

Provide professional development for teachers implementing Reading Plus. (title I)

SPSA Focus:

Professional Development and planning time to include IB's during Math support classes.

Professional Development in the areas of math and science related to technology used in the classroom for learning and assessment purposes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	Title II 1000
157	Title II 3000
1,980	LCFF 1000
416	LCFF 3000
250	LCFF 4000
5000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Instructional Coaching:

- a - Maintain three Instructional Coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology.
- b. Instructional coach to support the implementation of research based teaching strategies to increase the achievement gap with at risk student populations, English language learners, and student with exceptional needs. (Title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
462,884	LCFF District Wide

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

2.4 Differentiated Instruction for English Learners:

- a - Stipends for EL Program Teachers (SEI, Bilingual classes)
- b - Instructional materials, software, and applications (such as LAS Links, Newsela, Edge, ELLevation)
- c - Professional development: MOU with ICOE- Content/ELD Standards Focus Summer Program for EL Students- Alg 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 1000
210	Supplemental/Concentration 3000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.5 Instructional materials/manipulatives.

a -Provide more hands-on classroom resources and materials in designated subject areas

b - Provide instructional materials and equipment designed to enhance the quality of Career Technical Education programs - Graphic Design Animation 3D printer and instructional materials.

c - Maintain Science Lab Supplies (including cleaning)

d - Purchase Biology consumables

Purchase Algebra and Geometry consumables (Title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF
4000

7,000

CSI/Federal

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 has allowed for teacher and student technology access. Some teacher and student devices were updated. More updates need to occur on campus regarding teacher and student technology. Teachers were given Professional Development on technology use in the classroom. Focus was on using google classroom and GSuite.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

continue to focus on instructional technology and provided support for individuals and groups of teachers and staff. Innovative technology and interactive touch screen ViewSonic boards to use in the classroom. Teachers continue to be in need of technology instructional resources to support engaging instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 1: Basic Services; 2: Academic Standards; 4: Student Achievement; 5: Student Engagement; 7: Course Access

LEA/LCAP Goal

LCAP Goal #3 - Provide an alternative for parents who believe their student needs an alternative setting to the comprehensive, in-person setting at Central Union High School and Southwest High School by opening Central Union Virtual Academy in the Fall of 2021 with a beginning enrollment of 60 students.

Goal 3

SPSA Goal #3 - Establish professional development for teachers and counselors that support student achievement in all subjects.

Identified Need

Academic Performance as measured by the California Department of Education Dashboard English Language Arts: This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP - Increase of 22.7 points with 14.71% Standard Exceeded, 17.65% Standard Met and 35.29% Standard Nearly Met, and 32.35% Standard not met.

Academic Performance as measured by the California Department of Education Dashboard Mathematics: This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP - Decrease in 30.4 points with 3.13% Standard Met, 6.25% Standard Nearly Met, and 90.63% Standard Not Met.

In order to better support our teachers and students, Common Core Standards professional development will be provided in the areas of NGSS, ELA, Social Studies, and Mathematics frameworks. CAASPP Blueprint professional development will be provided as well. In addition, data analysis professional development will be provided in order to continue to evaluate and refine CCSS aligned curricula.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA Dept. of Education Dashboard ELA	45.4 points below Standard	Increase by 5 points in CAASPP ELA
CAASPP CA Dept. of Ed. Dashboard Mathematics	187.7 points below Standard	Increase by 5 points in CAASPP Mathematics

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Common Core Standards Professional Development:

- a - Literacy (across all content areas)
- b - Next Generation Science Standards (And Argumentation)
- c - New Framework Alignment for Social Studies and Science teachers
- d - Common Core English Language Arts
- e- Common Core Math
- f - Mathematical Mindsets (Jo Boaler)
- g - CAASPP Blueprint, Question Types, DESMOS, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,270	LCFF 1000
267	LCFF 3000
500	LCFF 5000
3,000	CSI/Federal

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Curriculum Development

- a- Continue to evaluate and refine CCSS aligned curricula.
- b- Provide compensated time during summer for teacher teams to work on curriculum guides, assessments and instructional units (up to 10 hours (3-4 hrs/day) for content teams of 4 teachers in each Science Content Team (19-20), Algebra I ""Agile Mind"" (18-19), ERWC (19-20), 11th Gr. Summative Math (18-19), and Eng.11 Content Team (18-19)
- c - Establish professional and curriculum to support student achievement in all subjects (title II)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title II 1000
315	Title II 3000
500	Title II 5000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

3.3 EL Program Curriculum Development and Refinement:

a - EL materials: Purchase and implement supplemental and core materials to support ELD, SEI, and content-area bilingual courses.

b - Provide compensated time during summer and/or after-school for EL program teacher teams to work on curriculum guides, assessments and instructional units

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

400	LCFF 1000
84	Supplemental/Concentration 3000

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Some Actions/Services were generally implemented as planned. Teachers were provided opportunities to increase and improve instructional practices through attendance at workshops and conferences. Nearly all teachers participated in at least one training that focused on topics related to CCSS, NGSS, CAASPP, EL in Social Science and Mathematics Training, or the Social Studies Framework.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 3.3 - More EL materials to support ELD, and EL program teacher teams. Materials to support ELs in general ed classrooms.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A greater focus on professional development and curriculum development will be needed in the areas of science, social studies, and mathematics. With the adoption of new curriculum/textbooks in the science department, NGSS professional learning and planning opportunities will need to be provided. In addition, social studies, english, and mathematics will need to dig deeper into the CCSS framework. More support is needed for EL students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 3: Parent Involvement; 5: Student Engagement; 6: School Climate

LEA/LCAP Goal

LCAP Goal #4 - Create a community school atmosphere that offers wrap around services for both parents and student sand provides a place to come when resource referrals and support are needed both during school hours and after school hours. Services will be advertised and offered in a language the parent requests both on social media and the website, and in communication posted and sent home The community school concept will support students and parents and make them feel like they belong thereby decreasing absenteeism and drop out rates.

Goal 4

SPSA Goal #4 - Improve parent awareness and involvement to support student learning by:

- a. Clear communication with parents regarding student progress and achievement using multiple methods.
- b. Empower students and parents to monitor and support student progress.
- c. Offering professional development in motivation/engagement strategies as well as formative assessment strategies.
- e. Celebrating success improve parent awareness and involvement to support student college and career readiness.

WASC Critical Area # 1 – There is a need for the leadership team and counseling staff to increase opportunities for student exposure to vocational/career awareness, aptitude testing and preparation for future college and career success to help make student learning relevant to real world success.

WASC Critical Area #5 – The school should seek a systematic method for students to provide input and regular discussion on school issues and LCAP with the leadership team on a scheduled basis.

WASC Critical Area #6– Continue to work closely with the district to ensure resource allocation is equitable based on the site needs, student access, and staff workloads.

Identified Need

There is a need to continue to improve communication with all stakeholders. Guidance and support in the area of college and career readiness need to be provided to all stakeholders. Stakeholders need to have an understanding that our number one priority is the success of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LEA - wide parent survey (rating of overall school quality)	Fall 2018 parent survey: Average rating of overall school quality (on a 1-10 scale): 8.2	Increase average score to 8.7

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.1 - Communication:

Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.

a - Evaluate, refine, and continue campaign to promote open communication among stakeholders.

b - Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.)

c -Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP.

d - Regularly update district and school websites.

e - Continue the implementation of the use of a phone/text notification system (Aeries Communications) to improve school-to-home communication. Instructional coaches to offer professional development to teachers to better communicate with students and parents. (title II)

f- Purchase digital signage equipment for better communication of programs and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600	LCFF District Wide
300	LCFF 4000
732	LCFF 5000

5,000

Title II

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2 - Parent Involvement and Community Engagement:

a - Update and implement parent involvement plans which include strategies to seek parent input in making decisions for the school district or school site for all students including unduplicated students and students with exceptional needs

b- Hold a second semester schoolwide parent/student event (or Parent/Teacher/ Student Conference event) Possibly use a district site day. (Title I funded)

c- Offer additional parent workshops focused on a variety of topics including college and career readiness, school programs, and social/emotional/behavioral issues. (title II)

d - invite all stakeholders to informational events providing mailings, refreshments, and materials to increase student success (title I)

e- DELAC/ELAC Meetings

- Conduct meetings for parents in graduation requirements and IVC college admissions
- Students and parents workshops focused on College and career research
- Utilize Chromebooks for student/parent presentations, student access in counseling sessions, pre-and post-surveys about services and programs, application completion, etc.

*Selection and Purchase of software or digital platforms to better improve communication with all stakeholders.

Parent University - Fresno State Parent Education (\$10,000 Title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)
960

Source(s)
Title I
1000

202	Title I 3000
150	Title I 4000
960	Title I 1000
202	Title I 3000
360	Title I 4000
5,000	Title I 5000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.3 - Promote Positive Communication With and Between Students:

a - Publicly recognize student achievements (through on-campus displays, assemblies, incentives, and award celebrations)

b - Provide on-campus informational posters regarding important student topics (e.g. CTE pathways, grad/a-g requirements, etc.)

c. - Certificates to award student recognition in ESLR's DOHS PRIDE (title I)

d. - Awards for student of the month, attendance, best improved, citizenship, academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I
4000

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It is a continuous effort to increase communication with all stakeholders. Student of the month celebrations were held throughout the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

District and school administration worked closely with IVC staff throughout the year in the implementation of dual enrollment coursework.

Due to COVID-19 school closures, our second semester meet the teacher night was scheduled but did not happen.

Monthly student senate meetings were conducted during advisory where student input was discussed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School will provide parents with professional development in the areas of social and emotional, attendance, college and career readiness, and school programs. There needs to be an increase in parent communication such as attendance letters, enrollment packets, and progress reports. Plan a regularly scheduled parent meeting.
Student performance and recognition meetings.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 1: Basic Services; 4: Student Achievement; 5: Student Engagement; 6: School Climate; 7: Course Access; 8: College/Career Indicator

LEA/LCAP Goal

LCAP Goal #5- Maintain basic services for all students by actively recruiting, hiring, and retaining highly qualified teachers, providing standards-aligned instructional materials, and providing a safe and effective learning environment.

Goal 5

SPSA Goal #5 - Monitor and Improve school-wide student engagement and provide a series of courses and experiences to increase college and career readiness and create a vision for their future after high school. Monitor and improve school wide motivation and engagement as measured by attendance, graduation rates, and school culture.

WASC Goal #4- As district financial resources allow, continue to seek opportunities for curriculum electives through CTE courses that are not delivered via online curriculum to provide deeper enrichment to the academic program.

Identified Need

Based on the California Department of Education Dashboard College and Career Readiness 0% of students met the standard for college and career readiness. There is a need to provide CTE course pathways on our campus. The school needs to ensure that we continue to support our students in rigorous course offerings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca Dept. of Ed. Dashboard College and Career Readiness (CCI)	0% of students met the college and career readiness indicator.	Increase the number of students by 1.
CAASPP CA Dept. of Education Dashboard ELA	45.4 points below Standard	Increase by 5 points in CAASPP ELA
Course Access (master schedules all courses necessary to fulfill graduation).	100%	100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.1 Course Access (Increased Options):

Expand elective and academic course offerings

- .4 FTE CTE (DOHS)
- SAIL (See Goal 5.6)

b - IVROP Career Readiness (all sites)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,000	LCFF 1000
18,563	LCFF 3000
4,000	Supplemental/Concentration 4000
11,400	Supplemental/Concentration 5000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Dual Enrollment:

Under a CCAP Agreement with IVC offer Dual Enrollment course at SHS, CUHS, and DOHS. Particular focus on students who historically may not have chosen to pursue college level coursework while in high school (such as English learners and low income students)

Offer new or additional courses based on annual program evaluation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCFF District Wide

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.4 - Course Access (Base Program):

a - Continue to offer all required courses necessary for graduation, college preparedness, and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,860,000	LCFF District Wide

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Exceptional Needs.

Strategy/Activity

Program of Study for Students with Exceptional Needs:

Provide specialized coursework and supports for students with special need

a - Provide TIPs classes to support students who are mainstreamed

b - Provide needed related services such as speech therapy and counseling

c - In cooperation with Imperial County Behavioral Health, provide the Adolescent Habilitative Learning Program (AHLP) for students with emotional/behavioral disturbances

- d - Provide special education bus transportation
- e - Provide specially trained and/or certified instructional, administrative, and support staff
- 1 - Director of Special Education
- 2 - School Psychologists (New position reflected in 1.8)
- 3 - Special Education Teachers
- 4 - Instructional Aides (1)
- 5 - Provide Mental Health Specialist to support students mental health well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,854,500

Source(s)

LCFF

District Wide

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Program of Study for English Learners:

Offer designated ELD, SEI, primary language, and support classes..

- Implement Supporting Academic Instruction and Language (SAIL) classes in 2017-18 for Level 1-2 students who have been in U.S. Schools 3+ yrs).
- Continuously evaluate program effectiveness, provided professional development, acquire supplemental resources, revise curriculum, and/or update course offerings for English learners to best meet student needs. Propose for an ELD course at DOHS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,547,301	LCFF District Wide

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID:

Offer the AVID Program to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

- Offer an AVID Program at DOHS
- Support costs of AVID membership
- Provide ongoing AVID PD (See Goal 2)
- AVID Professional Development (See Goal 2)

SPSA based:

Provide Summer institute, coordinating training, and site training (Title I).

Provide AVID tutors (Title I).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,604	LCFF 1000
30,970	Supplemental/Concentration 3000
6,559	Supplemental/Concentration 5000

20,400	Title I 2000
20,060	Title I 3000
15,000	Title II 5000

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.8 College & Career Readiness:

Implement with fidelity Stay Focused curriculum during advisory period for Grades 10-12

a - Provide Career Choices Instructional Materials

b - Provide time for curriculum planning

c - GFSF Professional development

d - Provide student planner/agenda (Title I)

SPSA Based:

College field trips for DOHS Students (Title I) Educational field trips for DOHS Students (Title I).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000
105	Title I 3000
5,000	Title I

	4000
29	Title I 5000
5,000	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.9 Promote Attendance and Monitor Absences:

a- Maintain Community Liaison positions to monitor student absences, make parent contacts, conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselors on Special Assignment.

b - Utilize the tardy monitoring system included in Aeries-Communications (See Goal 4)

c - Conduct an Attendance Campaign

d - Provide Student Incentives for Good/Improved Attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,495	LCFF 2000
21,884	LCFF 3000
1,000	Supplemental/Concentration 5000

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Transportation Routes to High Needs Areas:

Maintain increased bus services in order to improve attendance by students residing in designated district areas of attendance currently not served

a - Maintain the two additional bus driving positions (added in 2016-17 and 2017-18) in order to accommodate added routes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

116,932

LCFF

District Wide

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Foster Youth and Homeless Students

Strategy/Activity

Targeted Foster Youth and Homeless Student Services:

- Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students.
- Offer supplemental counseling services provided by Counselors on Special Assignment (COSAs) designed to specifically address the unique needs of Foster Youth. (Budgeted in Action 1.9)
- Provide opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and postsecondary campus tours (such as IVC, SDSU, etc.)
- Provide targeted Homeless student and family services provided by the district's Homeless Liaison

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCFF
5000

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.12 Pregnant & Parenting Teens:

- a - Provide specially designed instruction and support for pregnant and parenting teens.
- b - Provide an infant and toddler care program for children of parenting teens.
 - Maintain Coordinator, teachers, and clerical support positions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

424,309

LCFF

District Wide

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students

Strategy/Activity

- Supplemental Health & Support Services For Low Income Pupils a - Supplement operational costs of the Family Resource Center
- b - Hire a support staff person to provide clerical assistance for the FRC and Special Education Department (6 hr Classified)
- c - Maintain School Nurse position
- d - Provide health related services (e.g. eye glasses)
- e - Provide needed Medical Supplies (e.g. Epi Pens, bandages, antiseptic, etc.)

f - Purchase hygiene kits for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
159,681	LCFF District Wide
500	Supplemental/Concentration 4000

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

California Continuation Education Association Plus

Attend a yearly conference that focuses solely on the needs of continuation education. Topics of the conference include curriculum, school climate, and building hope with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers, administrators, parents, and students were provided opportunities to give input about additional electives and new and or modified courses to be offered in 2020-2021.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers, support staff, and students have communicated a need for students to have more experiential learning opportunities through visits to various community agencies and post secondary educational institutions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 1: Basic Services; 4: Student Achievement; 5: Student Engagement; 6: School Climate; 7: Course Access; 8: College/Career Indicator

LEA/LCAP Goal

LCAP Goal #5 - Maintain basic services for all students by actively recruiting, hiring, and retaining highly qualified teachers, providing standards-aligned instructional materials, and providing a safe and effective learning environment.

Goal 6

#6a - Actively recruit, hire and retain highly qualified and fully certified teachers.

#6b - Provide standards aligned instructional materials for all students.

#6c - Provide a safe and effective learning environment.

Identified Need

7.3% of students were suspended at least once in the school year 2018-2019. This is a decline of 6.6%.

Academic Engagement as measured by the California Department of Education Dashboard: graduation rate increased by 35% with 92.9% students graduated and received a high school diploma.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dept. of Education Dashboard Suspension Rate	7.3% Students suspended. 16 students were suspended at least once.	Decrease suspension by 5 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.1 Qualified Teachers:

a - Strive to fill all new openings with fully credentialed teachers.

- b - Provide support to teachers who are not fully certified in their subject areas.
- c- Employ advertising and recruiting practices that attract highly qualified applicants.
- d - Provide Induction Training and Support for new teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title II 1000
630	Title II 3000
5,000	LCFF 5000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.2 Standards Aligned Materials:

Ensure there are sufficient adopted instructional materials in all core content areas. Purchase materials as needed based on student numbers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Lottery: Instructional Materials 4000
15,000	LCFF

4000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.3 Facilities:

Conduct annual evaluations of campuses to identify and address areas of need and establish priorities.

Facilities Improvement & Capital Renewal Plan:

b - Complete annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance, and roofing projects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000,000

Source(s)

District Wide Fund 210

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.4 Equitable Facilities:

- Repurpose and remodel an existing classroom to create a parent/student center at Desert Oasis High School. Purchase technology and furnishings that provide a functional, yet welcoming environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF
4000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.5 Campus Safety and Positive Disciplinary Supports:

a - Conduct annual security guard training at the beginning of each school year that meets SB 1626 and Education Code 38001.5 requirements.

b - Review and follow-up on the Threat Assessment that was conducted in 2015-16 at all school sites to assess critical information and continue to reduce the level of campus risks and increase campus safety and security.

c - Maintain 8.0 FTE Security Guards

d - SRO contract with the EL Centro PD

e - Provide upgraded Radio system (Repeaters?) to improve campus communications

f - Maintain the Catapult Emergency Management System in order to enhance communication with all staff during emergency situations

h- Implement the Positive Behavior and Intervention Support Program (PBIS) as a proactive approach to reducing disciplinary actions and establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Provide professional development and planning time for PBIS team members. Provide staff training for other behavioral and SEL topics.

SPSA Based:

ICOE will provide PBIS professional development to all staff to help build capacity to increase implementation. In addition coaching and support will be provided to assist in and monitor effective outcomes.

Training for SEL topics will be provided
female security guard at DOHS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,572	LCFF 2000
9,689	Supplemental/Concentration 3000
2000	Title II 5000

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Nearly all planned actions and services for this goal were implemented. PBIS is in its early stages of implementation. PBIS leadership team has been planning and implementing PBIS. The parent/student center on campus has been a great addition.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In an effort to continue to support teachers, instructional coaches in joint efforts with support providers/mentor teachers for induction, provide continuous support to our new teachers. PBIS is in its early stages of implementation. More time for professional development and planning for PBIS is needed in order to implement PBIS effectively. PBIS will better assist in creating a positive school culture.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Positives Behaviors and Interventions and Supports (PBIS) is a prevention, not punishment framework. The purpose is to promote positive behaviors in the classroom and improve school culture based on data driven information.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$48,593.94
Total Federal Funds Provided to the School from the LEA for CSI	\$127,312
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,641,383.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$142,858.00
Title II	\$28,852.00
Title III	\$94,907.00

Subtotal of additional federal funds included for this school: \$266,617.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$10,099,626.00
CSI/Federal	\$10,000.00
LCFF	\$25,789,264.00
Lottery: Instructional Materials	\$6,000.00
Supplemental/Concentration	\$469,876.00

Subtotal of state or local funds included for this school: \$36,374,766.00

Total of federal, state, and/or local funds for this school: \$36,641,383.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
-----------------------	---------------	----------------

Expenditures by Funding Source

Funding Source	Amount
	10,099,626.00
CSI/Federal	10,000.00
LCFF	25,789,264.00
Lottery: Instructional Materials	6,000.00
Supplemental/Concentration	469,876.00
Title I	142,858.00
Title II	28,852.00
Title III	94,907.00

Expenditures by Budget Reference

Budget Reference	Amount
1000	620,328.00
2000	107,828.00
3000	276,497.00
4000	67,710.00
5000	49,745.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		10,000,000.00
3000		99,376.00

4000		250.00
	CSI/Federal	10,000.00
	LCFF	25,039,207.00
1000	LCFF	599,178.00
2000	LCFF	56,067.00
3000	LCFF	41,130.00
4000	LCFF	46,450.00
5000	LCFF	7,232.00
4000	Lottery: Instructional Materials	6,000.00
	Supplemental/Concentration	301,161.00
2000	Supplemental/Concentration	31,361.00
3000	Supplemental/Concentration	113,270.00
4000	Supplemental/Concentration	4,500.00
5000	Supplemental/Concentration	19,584.00
	Title I	69,000.00
1000	Title I	15,900.00
2000	Title I	20,400.00
3000	Title I	21,619.00
4000	Title I	10,510.00
5000	Title I	5,429.00
	Title II	5,000.00
1000	Title II	5,250.00
3000	Title II	1,102.00
5000	Title II	17,500.00
	Title III	94,907.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,681,226.00

Goal 2	546,172.00
Goal 3	7,836.00
Goal 4	22,466.00
Goal 5	24,320,792.00
Goal 6	10,062,891.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- Fernando O'Campo School Principal
- Norma Lara Classroom Teachers
- Adrian Hernandez Other School Staff
- Greta Lancaster Parent or Community Members
- Vicente Contreras Secondary Students

Name of Members	Role
Carolina Salgado	Classroom Teacher
Carolina Calderon	Other School Staff
Melanie Murillo	Secondary Student
Diego Arroyo	Secondary Student
Yolanda Negrete	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA 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.

This SPSA was adopted by the SSC at a public meeting on May 21, 2022.

Attested:

Principal, Fernando O'Campo on

SSC Chairperson, Norma Lara on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019