

# Desert Oasis High School

**Single Plan for Student Achievement**

**2017-2018**



# The Single Plan for Student Achievement

School: **Desert Oasis High School**

District: Central Union High School District

County-District School (CDS) Code: 13 63115 1333558

Principal: **Fernando O'Campo**

Date of this revision: June 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Fernando O'Campo

Position: Principal

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The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.

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## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

### Goal #1 School-Wide Focus on Academic Literacy

<b>GOAL:</b> <b>SPSA Goal #1: Improve academic achievement for all students with a focus on English literacy across all content teams.</b>  <b>LCAP Goal #1 -Increase achievement for all students, narrowing the gap between high and low performing student subgroups, and increase the graduation rate.</b>  <b>WASC Critical Area #</b>		Related State and/or Local Priorities: 1 * 2__ 3__ 4 * 5__ 6_ _ 7__ 8_*_ COE only: 9__ 10__ Local: Specify - <u>3 Effective Strategies &amp; Resources</u>	
Identified Need:	<ul style="list-style-type: none"> <li>•Increase the number of EL students who achieve Level 3, 4, or 5 on the CELDT test</li> <li>•In 2015-2016 23% of students met or exceeded state standards in the CAASPP Test.</li> </ul>		
Goal Applies to:	Schools:	Desert Oasis High School	
	Applicable Pupil Subgroups:	All, EL, LI, FY, At-risk, R-FEP	
<b>Single Site Plan for Student Achievement (SPSA): 2017-2018</b>			
Expected Annual Measurable Outcomes:	Increase the percentage of students scoring Proficient or Advanced in ELA by 3%, and to reduce the proportion scoring Far Below Basic or Below Basic in ELA by at least 15% by June 2018 as measured by the CAASP Test. English Language Arts alignment; Ensure that all instruction in English/Language Arts is standards-based and includes analytic reading skills.		
<b>Actions/Services</b>		<b>Person Responsible</b>	<b>Pupils to be served within identified scope of service</b>
1.1	<b>Migrant Program</b>  a. Support all Migrant Students in core classrooms to ensure access to CCRS and core subject material. b. Provide Migrant Students with an opportunity to participate in the Work Study Program and receive Key Training and work towards employment certification.	Migrant Coord.	*ALL
			a. Migrant Coord. \$10,421 (Migrant) b. Migrant Work Study \$3168 (Migrant) c. Migrant MAPS \$21,723 (Migrant)

	<p>c. Offer students in the Migrant program an opportunity to make up credits using the MAPS program with a certificated staff member during the regular school day.</p> <p><b>Data Analysis</b></p> <p>The use of EADMS for data Collection by Administrators. Collaborating on Minimum Wednesday's with District Content teams to develop Common Assessments.</p>		
	<p><b>Instruction-Supplemental Instruction</b></p>		LI, EL, RFEP, Reclassified Habitual truant_
1.2	<p><b>Intervention Program provides tutoring for students struggling in core subject. As part of this school wide intervention plan.</b></p> <p>a. Provide 1 afterschool English Tutor to provide supplemental support. Teacher will target writing, reading comprehension, and support with regular school day assignments as needed. 1 hour 3 days a week @ \$40 per hour.</p> <p>b. Provide Materials and supplies for SES afterschool intervention program for both English and math, @ \$250 each.</p> <p>c. Support Students behind in credits by offering credit recovery sessions during the regular school day.</p> <p>d. Assign a Counselor as a COSA (counselor on a special assignment) to provide additional support for at risk students.</p>	SES Teacher and Principal	<p>a. SES Tutoring \$4619.49(Title I)</p> <p>b. SES Mat &amp; Sup. \$500 (Title I)</p> <p>c. Credit Recovery \$105,540 (LCFF)</p> <p>d. COSA \$54,900 (LCFF)</p>
	<p><b>English Language Learners</b></p>		LI, EL, RFEP,
1.3	<p><b>Increase the number of EL students who achieve Level 3, 4, or 5 on the CELDT test.</b></p> <p>a. ELD Instructor to improve language acquisition for English Language Learners.</p> <p>b. ELD Classroom Supplies</p> <p>c. Provide an English Support Instructor for instruction of Accelerated Language Program and Read 180 during the regular school day.</p> <p>d. Provide English learners with English support via Read 180 program during the regular school day renewal fees only.</p> <p>e. Provide classified tutors for ELD courses.</p>	EL Coord. and Principal	<p>a. ELD Instructor \$34,389 (LCFF)</p> <p>b. ELD Mat &amp; Sup \$2950 (Title I)</p> <p>c. English Support Inst. \$18,326 (LCFF)</p> <p>d. Read 180 \$2,180 (Title I)</p> <p>e. ELD Tutors \$5000 (LCFF)</p>

	f. Provide after school EL tutors for additional Math/ English Support			f. After School Tutors \$2,578 (Title III)
1.4	<p><b>Professional Development</b></p> <p><b>Offer Professional Development to teachers and counselors</b></p> <p>a. Attend professional development opportunities offered by ICOE to support working with English Learners.</p> <p>b. Provide Common Core Training for teachers as needed.</p> <p>c. Beginning Teacher Support and Assessment (BTSA ICOE PD Contract)</p> <p>d. Beginning Teacher Support Provider stipend.</p> <p>e. Continue with an onsite academic coach to provide professional development opportunities for all staff.</p> <p>f. Provide Training for all teacher as needed via Academic Coach or ICOE</p> <p>g. Provide Professional for all EL Teachers in Math / English</p>	Principal  and  Acad. Coach	*ALL	<p>a. ELD PD \$3,093 (Title II)</p> <p>b. CCSS Training \$1,717(LCFF)</p> <p>c. BTSA Contract 20,000 (multi- funded)</p> <p>d. BTSA SP Stipend \$1,500( Title II)</p> <p>e. Academic Coach 9,000(Title I)</p> <p>f. Prof. Dev. 2,000 ( Title II)</p> <p>g.Prof.Dev. 1500.00 (Title III)</p>
1.5	<p><b>Technology</b></p> <p>Provide updated technology in classrooms for student and teacher use that supports implementation of CCS, NGSS, CAASPP test preparation, and new textbook adoptions.</p> <p>a.Purchase instructional technology for teacher classrooms.</p>	Principal	*ALL LI, FY	Teacher Technology \$3,500 (LCFF)

## Goal #2- Mathematics & Science

<b>GOAL:</b>	<b>SPSA Goal # 2 Improve instruction and learning in Mathematics and Science to support student learning</b>		Related State and/or Local Priorities: 1 * 2__ 3__ 4 * 5__ 6__ 7__ 8__ * COE only: 9__ 10__ Local: Specify - <u>3 Effective Strategies &amp; Resources</u>	
	<b>LCAP Goal # 2 - Effectively use instructional strategies and resources to improve student learning, including technology.</b> <b>WASC Critical Area #</b>			
Identified Need:	Identified areas of need based on the Aries Analytics, Stakeholder Surveys, and WASC Recommendations as follows: • In 2015-2016 , 21% of students met or exceeded state standards in the CAASPP Test. • There is a need to increase mathematics understanding for all student groups			
<b>Single Site Plan for Student Achievement (SPSA): 2017-2018</b>				
Expected Annual Measurable Outcomes:	Increase the percentage of students scoring Proficient or Advanced in Math by 3%, and to reduce the proportion scoring Far Below Basic or Below Basic in Math by at least 15% by June 2017 as measured by the CAASP Test. English Language Arts alignment; Ensure that all instruction in Math is standards-based.			
<b>Actions/Services</b>	Person Responsible	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures	
2.1 <b>Create a plan to implement effective teaching strategies in Math and Science</b> a. Provide Math and Science Teachers with an opportunity align common core standards to their curriculum. b. Math teacher will participate in district wide lesson studies in preparation for the implementation of the new adoption material. c. Analyze data from common assessments and state tests. d. Continue with 1 College Math course, to support 12 grade students with placement testing for colleges and universities. e. Continue with Math support class for 11th grade students on CAASPP Testing.	Dep. Chairs Counselors Admin.		<b>LCFF Expenditures Pending LCAP Approval</b>	
			a. CCSS Alignment \$1569 (LCFF 1.2)	
			b. Lesson Studies \$750 (Title II)	
			d. College Math Class \$7592 ( LCFF)	
2.2 <b>Support the implementation of NGSS Science Standards</b> a. Provide Science Teachers with an opportunity attend training to for the NGSS adoption. b. Purchase lab supplies to incorporate NGSS curriculum. c. Science Teachers will continue to share best practices, analyze data, and develop NGSS	Dep. Chair	ALL		
			a. NGSS Training	
			b. Lab Mat \$ Supp. \$2,500 (LCFF)	

	aligned material during collaboration Wednesdays and Department Meetings.			
2.3	<b>Instruction/ Supplemental Instruction</b>	Dep Chair/ COSA/ SAS Coordinator	ALL	
	<b>Continue the after-school program to support students who are at risk of not passing their classes.</b>			
	a. Support Students behind in credits by offering credit recovery sessions during the regular school day. Same as goal 1.2			a. Credit Rec. Teach \$105,540 (LCFF)
	a. Provide 1 afterschool Math Tutor to provide supplemental support. Teacher will target writing, reading comprehension, and support with regular school day assignments as needed. 1 hour 3 days a week @ \$40 per hour.			b. SES Tutor \$4,619.49(Title I)
2.4	<b>English Language Learners</b>		__ALL	
	<b>a. Identify EL students who have not passed Algebra 1. Continue after-school tutoring to provide students with additional support in their target language.</b>			
2.5	<b>Professional Development</b>		English	
	<b>Offer PD with a focus on teaching strategies to implement the CCSS for Mathematics and or Science in the classroom.</b>			
	a. Provide Science and Math teachers professional development opportunities to implement CCSS and NGSS aligned strategies via Academic Coach or ICOE (subs and reg)			a. PD Math&Sci \$1000



## Goal #3- Increase Parent Involvement and Improve Communication and Collaboration Between All Stakeholders

<b>GOAL:</b>	<p><b>SPSA Goal#3 Improve parent awareness and involvement to support student learning.</b></p> <p><b>LCAP Goal #4 - Improve communication among all stakeholders.</b></p> <p><b>WASC Critical Area #</b></p>	<p>Related State and/or Local Priorities:            1 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/>            COE only: 9__ 10__</p> <p>Local: Specify - _#2 Implement CCSS</p>		
<b>Identified Need:</b>	<p>Identified need based on the Aries Analytics, Stakeholder surveys and WASC recommendations as follows:</p> <ul style="list-style-type: none"> <li>•An identified area of improvement at Desert Oasis High School continues to be increasing opportunities for parent involvement and student understanding of college requirements</li> <li>•Increase parent communication, such as student attendance letters, enrollment packets, progress reports, newsletters.</li> </ul>			
<b>Single Site Plan for Student Achievement (SPSA): 2017-2018</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>•Increase communication between all stakeholders as reflected in meeting sign-in sheets and other participation records.</li> <li>•An identified area of improvement at Desert Oasis High School continues to be increasing opportunities for parent involvement and student understanding of college requirements</li> <li>•Increase parent communication, such as student attendance letters, enrollment packets, progress reports, newsletters.</li> </ul> <p>Metrics: Attendance Rate/Drop Out Rate * Suspension Rate * Tardy Calculator Reports * Parent and Student Surveys</p>			
<b>Actions/Services</b>	<b>Person Responsible</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<p><b>Improve communication between parents and staff via parent nights, recognition ceremonies.</b></p> <p>a. Hold multiple stakeholder meetings to gather input for development of LCAP and SPSA.</p> <p>3.1 b. Invite Parents to attend an Aries Training that will allow them to actively monitor the academic performance of their students in our system. Hire classified staff for 2 hours.</p> <p>c. Create a parent newsletter to in English and in Spanish, purchase subscription and mail it to all stakeholder.</p>	<p>SPRT- Admin-Counselors, SACHS Academy Coord.- ASB Director</p>	<p>X ALL</p>	<p style="background-color: yellow;">LCFF Expenditures Pending LCAP Approval</p> <p style="background-color: yellow;">a. Stakeholder Meetings. \$749 ( LCFF)</p> <p>b. Aries Training \$55.90 (Title I)</p> <p>c. Newsletter \$750 ( Title I)</p>	

	d. Materials and Supplies for all parent meetings.			d. Mat. & Sup \$315 (Title I)
3.2	<p><b>Counseling Department provides information to partents regarding academic requirments for higher education.</b></p> <p>a. COSA will support Parent Training sessions with a possible consultant if available.</p> <p>b. Purchase poster maker to support counseling services and other schoolwide events.</p>	Counselors	EL	<p>a. Parent Training</p> <p>b. Poster Maker</p>
3.3	<p><b>Improve Schoolwide student motivation to support student learning</b></p> <p>a. Increase student motivation by recognize perfect attendance, hosting an award ceremony, and awarding certificates.</p> <p>b. Increase student motivation by recognizing good citizenship and outstanding academics.</p>	District-wide	EL	a. Attendance Awards \$2000 ( District)

## Goal #4- Opportunities for College and Career Readiness

	<b>GOAL:</b>	<p><b>SPSA Goal # 4 Monitor and improve school wide student engagement, provide courses and experiences that increase college and career readiness.</b></p> <p>LCAP Goal #5 - Provide a more diverse selection of curricular offerings in order to increase student engagement and school connectedness through expanded access to rigorous and high interest coursework; targeted support for struggling students; and specialized curricula designed to accelerate EL student’s acquisition of English.</p> <p>WASC Critical Area #</p>	<p>Related State and/or Local Priorities:            1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__            6 <input checked="" type="checkbox"/> 7__            COE only: 9__ 10__            Local: Specify - <u>#4 Communication</u></p>	
	Identified Need:	Increase student engagement, provide college and career pathways for students.		
<b>Single Site Plan for Student Achievement (SPSA): 2017-2018</b>				
	Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Percentage of student suspensions will drop by 3%. The percentage of students that meet A-G requirements will increase by 3%.</li> <li>At least two articulation meetings with each feeder school and IVC and Central and Southwest will be held to discuss further additions to career pathways.</li> <li>Parent satisfaction with school-to-home communication as measured by parent surveys will be increased.</li> </ul> <p>Metrics: *Meeting Records *Surveys *Master Schedule * Attendance Rate * UC Course Completion Rate *Cohort Dropout Rate"</p>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
4.1	<b>Curriculum</b>	District-wide	__ALL	<b>LCFF Expenditures Pending LCAP Approval</b>
	<p><b>Get focused Stay Focused Curriculum: Begin the 10 year plan at 9th grade level and finalize it with a post-secondary goals.</b></p> <p>a. Continue with Get focused Stay focused curriculum for Grade 9</p> <p>b. Begin implementation for get focused stay focused workbooks in grade 10.</p> <p>c. Utilize AVID Strategies in core classrooms to prepare students for higher education. Pullout day for 5 Teachers for training with Academic Coach.</p>			<p>a. GF/SF materials &amp; Supplies \$ TBA (LCFF)</p> <p>b. GF/SF materials &amp; Supplies \$TBA (LCFF)</p> <p>c. AVID Pullouts \$625 (Title II)</p>

4.2	<p><b>Increase school wide rigor and develop College and Career pathways</b></p> <p>a. Offer _____ IVROP Course, to prepare students for a college and career pathways.</p> <p>b. Offer Professional Development for IVROP course.</p> <p>c. Purchase materials and supplies for IVROP course.</p>	School-wide CUHS	<p><u>_X_ ALL</u></p>	<p>a. IVROP Course \$ _____ (LCFF)</p> <p>b. IVROP Course Training \$ _____ (LCFF)</p> <p>c. IVROP Course Mat&amp;Sup. \$ _____ (LCFF)</p>
4.3	<p><b>Instruction-Supplemental Instruction</b></p> <p><b>Improve student engagement and academic achievement across all subjects</b></p> <p>a. Summer Supplemental Instruction for at risk students.</p> <p>b. Field Trip for qualified 11<sup>th</sup> and 12<sup>th</sup> grade students to San Diego College area colleges one in the fall and one in the spring.</p> <p>c. Introduce 12<sup>th</sup> grade students to Imperial Valley Campus and the programs they offer by attending their college and career fair. One bus for 12<sup>th</sup> and 11<sup>th</sup> graders.</p>	District-wide	<p>ALL</p>	<p>a. Summer Supp. Inst \$4464 (Title I)</p> <p>b. Student Trip \$6,200 (Title I)</p> <p>C . IVC Trip \$300 (Title 1)</p>
4.4	<p><b>English Learners</b></p> <p><b>Provide English Language Learners with appropriate materials for classroom instruction to increase student engagement and academic support.</b></p>		<p><u>EL</u></p>	

## Form B: Centralized Services for Planned Improvements in Student Performance

To provide direct assistance to schools in implementing categorical programs which enhance the base instructional program and are in compliance with state and federal regulations. The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Centralized Program	Based on Preliminary BUDGET 2017-2018
Title I	\$3640.00
Title II Teacher	\$383.68
Title III	\$6675.39
LCFF	\$396,623.35

- **Summer Connections Program** – This summer bridge program targets incoming freshmen who struggled in middle school/junior high and need additional support in Math and English language arts before starting high school in the fall.

**Note: Centralized services may include the following direct services:**

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

<b>State Programs</b>	<b>Allocation</b>
<input checked="" type="checkbox"/> <b>California School Age Families Education (Cal-SAFE)</b> Purpose: Assist expectant and parenting students to succeed in school.	\$37,948
<input checked="" type="checkbox"/> <b>Educator Effectiveness Grant (District-wide)</b> Purpose: Attract, train, and retain personnel to improve student performance in core curriculum areas (Academic coach and ICOE MOU).	\$98,773
<input checked="" type="checkbox"/> <b>Career Technical Education Incentive Grant</b> Purpose: To provide courses and pathways for students to learn practical skills, related to a particular career.	\$19,349
<b>Total amount of state categorical funds allocated to this school</b>	<b>\$ 156,070</b>

<b>Federal Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 36,824.49
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$360.00
<input checked="" type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$10,885.28
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 6,442.00
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 5,814.00
<input checked="" type="checkbox"/>	<b>Title III, Immigrant</b>	\$1,500.00
<input checked="" type="checkbox"/>	<b>Migrant Education</b> Purpose: Support the unique needs of migrant students	\$59,105.00
<input checked="" type="checkbox"/>	<b>Career Technical Education</b> Purpose: Support vocational classes in education	\$0
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$ 108,741</b>
<b>Total amt. of state and federal categorical funds allocated to this school</b>		<b>\$ 447,468</b>

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: 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.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Fernando O'Campo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Calderon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guadalupe Ruvalcaba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norma Lara	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Williams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rose Locher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Blanca Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monica Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting members in each category	1	3	1	2	3

<sup>1</sup> EC Section 52852  
DOHS SPSA 2017-2018



## Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Advisory Committee \_\_\_\_\_ Signature

Special Education Advisory Committee \_\_\_\_\_ Signature

District Advisory Committee \_\_\_\_\_ Signature

Migrant Parent Advisory Committee \_\_\_\_\_ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 08, 2017

Attested:  
  
Fernando O'Campo  
  
Signature of School Principal  
  
Date

  
Linda Williams  
  
Signature of SSC Chairperson  
  
Date

### SPSA ANNUAL EVALUATION

<b>Which activities funded by Title 1, Part A were successful at closing the achievement gap for our lowest-performing students?</b>	
<b>Activities</b>	<b>Results</b>
<i>WRAP Course-Read180</i>	The majority of the students had significant gains in their reading Comp at the end of the school year.
<i>E2020 Training</i>	Teachers using the E2020 were better prepare to help students during the process of completing courses.
<i>Offer more E2020 sections</i>	More sections of E2020 were offer to give students the flexibility to take other courses.
<i>CAASPP Professional Development</i>	Helped the teachers better understand CAASPP. It also helped teachers better prepare their students for this modality of assessment.

<b>Which activities funded by Title 1, Part A were not successful at closing the achievement gap for our lowest-performing students?</b>	
<b>Activities</b>	<b>Results</b>
<i>EL Tutors</i>	Tutors were never hired. Will continue to try to hire tutors for 2017-2018
<i>Avid Trained Tutors</i>	Tutors were never hired. Will continue to try to hire tutors for 2017-2018

**Form F: Budget Planning**

SPSA Form F: Budget Planning  
 Desert Oasis High School  
 Central Union High School District  
 CDS Code: 13 63115 1333558  
 Fernando O'Campo, Principal  
 Revised: 5/25/2017

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source			
	LCFF		\$			
\$36,824.49	Title 1, Part A: Allocation	\$36,824.49				
\$360	Title 1, Part A: Parent Involvement	\$360	\$			
\$	PI Schools: Title 1, Part A: Professional development	\$10,885.28	\$			
\$6442.00	Title 2, Part A: Improving Teacher Quality	\$6,442.00	\$			
\$5,814.00	Title 3, Part A: Language Instruction for LEP Students	\$5,814.00	\$			
\$0	Career Technical Support		\$			
\$	Unrestricted		\$			