

School Year: 2020-2021

# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Desert Oasis High School	13 63115 1333558	May 29, 2020	[Add Local Board Approval date here]

## 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...

**Persistence**

**Responsibility**

**Integrity**

**Determination**

**Earn 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.

## 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 2019-2020:

Carolina Calderon/Secretary SSC Secretary, Fernando O'Campo/Principal, Adrian Hernandez/Counselor, Norma Lara/Teacher SSC President, Carolina Flores/Teacher SSC Vice President, Filemon Luevano/Student, Jude Montanez/Student, Sandra Pineda/Student, Jennifer Rodriguez/Parent, Sean Arviso/Parent.

#### SSC Meeting Dates and Topics:

November 14, 2019 - LCAP 2019-2020 Budget Review. Review of DOHS CSI program. Borderlink Project.  
February 18, 2020 - LCAP. Review of School Goals and Needs of the school.

#### TOSA and Principal Meeting Dates and Topics:

Fernando O'Campo - Principal, Carolina Flores - TOSA  
August 14, 2019 - Monitor School Calendar/Staff training days

August 20, 2019 - Scheduling of PD for teachers.

February 24, 2020 - LCAP

February 25, 2020 - LCAP

May 21, 2020 - SPSA and LCAP funding

May 28, 2020 - SPSA and LCAP funding

#### Leadership Teams Meeting Dates and Topics:

October 8, 2019 - PBIS leadership team meeting - Review process of Tier 1 / Plan for Tier 2 of PBIS

November 5, 2019 PBIS leadership team meeting - Review data. Select students to begin CICO.

December 3, 2019 PBIS leadership team meeting - Select Students to begin CICO. Create a plan for the CICO process.

January 24, 2020 PBIS leadership team meeting.

February 4, 2020 PBIS leadership team meeting.

February 4, 2020 Safety Team Meeting - Work on School Safety Plan.

February 12, 2020 Site Leadership Meeting

#### Student Senate Meeting Dates

November 4, 2019 - Student Needs

December 10, 2019 - Student Needs.

January 13, 2020 - Student Needs.

February 3, 2020 - Student Needs.

March 3, 2020 - Student Needs.

## 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.

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.

## Goals, Strategies, Expenditures, & Annual Review

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

### Annual Review

**SPSA Year Reviewed: 2019-2020**

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 1

**SPSA Goal #1** - Improve academic achievement for all students with a focus on Assessment Literacy across all content areas.

**LCAP Goal #1** - Increase achievement for all students, narrowing the gap between high and low performing student subgroups, and increase the graduation rate.

**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 2019 shows that 92.9% of students graduated and received a high school diploma. Graduation rate increased by 35%.

Academic Performance as measured by the Dashboard from the California Department of Education English Language Arts 2018 - 2019: This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP - Increase 22.7 points with 32.36% Standard Met or Exceeded and 67.64% Standard Nearly Met or 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 2018-2019 - Declined 30.4 points with 3.13% Standard Met, 6.25% Standard Nearly Met, and 90.63% Standard Not Met.

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 2019 data - 41.4% making progress towards English language proficiency

Number of EL Students: 58

Performance Level - low

20% EL decreased at least by one ELPI level. 37.9% EL maintained ELPI levels. 3.4% EL maintained ELPI level 4. 37.9% progressed at least one ELPI level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA Dept. of Education Dashboard ELA	45.4 points below Standard	Increase by 10 points in CAASPP ELA
CAASPP CA Dept. of Ed. Dashboard Mathematics	187.7 points below Standard	Increase by 10 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
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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 1.2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

LCAP focus

1.2 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) -
- 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.*

### 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)

1000: \$ 1,960

LCFF

3000: \$ 412

Supplemental/Concentration

4000: \$ 250

5000: \$ 400

Title I

CSI: \$10,000	CSI/Federal
CSI: \$5,000	CSI/Federal - novels/supplemental reading materials

### Strategy/Activity 1.3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

1.3 Tutoring:

- a - After-school tutoring - Certificated tutors
- b - In-class tutoring to provide support in selected English and Math classes.
- c - Cross-age tutoring
- d - AVID Program tutoring (budgeted in Action 5.7)

#### 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)
1000: \$ 5,000	Title I
3000: \$ 1,050	

### Strategy/Activity 1.4

#### Students to be Served by this Strategy/Activity

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

English Language Learners

#### Strategy/Activity

1.4 English Learner Tutoring:

- a - After-school tutoring - Certificated
- 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)
1000: \$ 3,600 2000: \$ 3,840 3000: \$ 756	LCFF Supplemental/Concentration

**Strategy/Activity 1.5**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

**1.5 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)
1000: \$ 115,964 3000: \$ 35, 354	LCFF Supplemental/Concentration
1000: \$ 5,680 3000: \$ 1,193	Title I

**Strategy/Activity 1.7**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

**1.7 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)
District Wide \$ 580, 000	LCFF District Wide
District Wide \$ 190, 000	Supplemental/Concentration

**Strategy/Activity 1.9**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

**1.9 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)
1000: \$ 95,812	LCFF
3000: \$ 31,123	Supplemental/Concentration

## Strategy/Activity 1.10

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

1.10 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)

1000: \$ 241,220

2000: \$ 27,521

3000: \$ 97,427

LCFF

Supplemental/Concentration

## Strategy/Activity 1.11

### Students to be Served by this Strategy/Activity

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

English Language Learners

### Strategy/Activity

1.11 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)
District Wide \$ 88,001	LCFF Supplemental/Concentration
District Wide \$ 94,907	Title III
District Wide \$23,160	Supplemental & Concentration contribution to Title III

## Strategy/Activity 1.12

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

#### 1.12 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)
1000: \$ 15,368	LCFF Supplemental/Concentration
3000: \$ 5,428	

## Annual Review

### SPSA Year Reviewed: 2019-2020

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, and EL program services 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.

Due to the COVID-19 school closures, teachers and staff were not able to continue with the planned professional development and coaching for 2019-2020. Delivery of lessons were moved to distance/online learning.

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 school will focus on strategies to improve CAASPP scores and graduation rate. English Language Learner students will need more individualized student intervention.

## Goal 2

**SPSA Goal # 2** Improve instruction and learning in Mathematics and Science with focus in technology to support student learning

**LCAP Goal # 2** - Effectively use instructional strategies and resources to improve student learning, including technology.

**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 10 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 2.1

#### 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 that will also serve the purpose for distance learning and a blended learning model.

renew “Turnit-in” to support literacy with an emphasis in writing.

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

*SPSA Focus:*

*Technology to enhance instruction (one to one) campus.*

*Chromebooks (One to One)*

*Provide Distance Learning/innovative teacher technology for instructional 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)
4000: \$23,900 5000: \$625	LCFF Supplemental/Concentration
CSI:\$40,000	CSI/Federal

### **Strategy/Activity 2.2**

#### **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 - Learning Walks/Reflective Instructional Rounds
- f -College/Career Readiness & Get Focused/Stay Focused
- g - Designated/Integrated ELD (Project Voice) PQ
- h- AVID
- i- Lesson Studies for SCIENCE TEAM
- j-MTSS PD to staff

*SPSA Focus:*

*Professional Development and planning time to include IAB'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. PD will include in-class coaching/support training and backwards planning. PD in the area of distance learning/blended learning models to address the needs of the 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)
1000: \$750 3000: \$157	Title II
1000: \$1,980 3000: \$416 4000: \$250	LCFF Supplemental/Concentration
CSI:\$30,312.81	CSI/Federal

**Strategy/Activity 2.3**

**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.) ADD a fourth Instructional Coach."

#### **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)

District Wide \$462,884

LCFF Supplemental/Concentration

### **Strategy/Activity 2.5**

#### **Students to be Served by this Strategy/Activity**

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

English Language Learners

#### Strategy/Activity

### 2.5 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

d - Summer Bridge for L3 students 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)

1000: \$1,000

3000: \$210

LCFF Supplemental/Concentration

### **Strategy/Activity 2.6**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.6 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
- c - Maintain Science Lab Supplies (including cleaning)

**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)
4000: \$2000 CSI: \$7,000	LCFF Supplemental/Concentration CSI/Federal

## Annual Review

**SPSA Year Reviewed: 2019-2020**

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.

Due to COVID-19 school closures, delivery of instruction was moved to distance learning. Chromebooks were available for students to use at home. However, teachers lacked some equipment to deliver instruction at home.

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.

With the cooperation with ICOE and the BorderLink project, our campus will be implementing a one to one instructional strategy involving technology. Goal 2.2 Teachers need technology to deliver instruction to students.

### Goal 3

**SPSA Goal #3** - Implement the Common Core State Standards (CCSS) across all content areas and align instruction to the targets.

**LCAP Goal #3** - Implement the Common Core State Standards (CCSS) across all content areas

#### 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 10 points in CAASPP ELA
CAASPP CA Dept. of Ed. Dashboard Mathematics	187.7 points below Standard	Increase by 10 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 3.1

#### 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.

#### SPSA Focus:

*Teachers and support staff will be given planning time to create plan, do, study, act (PDSA) cycles to implement Common Core strategies.*

#### 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)
1000: \$1,270 3000: \$ 267 5000: \$ 500	LCFF
CSI: \$3,000	CSI/Federal

### Strategy/Activity 3.2

#### 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)

### 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)

1000: \$1,500

3000: \$ 315

LCFF Supplemental/Concentration

### Strategy/Activity 3.3

#### 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)

1000: \$400

LCFF

## Annual Review

### SPSA Year Reviewed: 2019-2020

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.

## Goal 4

**SPSA Goal #4** - Improve parent awareness and involvement to support student learning.

**LCAP Goal #4** - Improve communication among all stakeholders.

**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 4.1

#### 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
- f- Purchase banners and other informational materials for PBIS to support implementation and encourage/promote positive behavior
- g - Purchase digital signage equipment for better communication of programs and services
- h - Purchase of software or digital platforms to enhance the school communication with all stake holders.

**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)
District Wide - \$ 3,600	LCFF Supplemental/Concentration
4000: \$ 300	
5000: \$732	
CSI:\$5,000	CSI/Federal

**Strategy/Activity 4.2**

**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). (Title I funded)
- c- SPSA Focus - Offer additional parent workshops focused on a variety of topics including college and career readiness, school programs, and social/emotional/behavioral issues. CSI Funded*
- d- 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.

**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)
1000: \$960 3000: \$202 4000: \$150	LCFF Supplemental/Concentration
1000: \$960 3000: \$202 4000: \$360	Title I
CSI: \$5,000	CSI/Federal

**Strategy/Activity 4.3**

**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.)

**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)
4000: \$5,000	Title I

# Annual Review

## SPSA Year Reviewed: 2019-2020

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.

## Goal 5

**SPSA Goal #5** - Monitor and Improve school-wide student engagement, provide courses and experiences that increase college and career readiness.

**LCAP Goal #5** - Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL student's acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

**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 10 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 5.1**

**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

a - Courses to be added in 2019-20:

- .4 FTE CTE (DOHS)

a - Courses to be added in 2017-18 include:

- 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)
1000: \$36,000 3000: \$18,563 4000: \$4,000 5000: \$11,400	LCFF Supplemental/Concentration

### Strategy/Activity 5.3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

5.3 - 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)
District Wide: \$30,000	LCFF Supplemental/Concentration

### Strategy/Activity 5.4

#### 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)

District Wide : \$18,860,000

LCFF  
Supplemental/Concentration

### Strategy/Activity 5.5

#### 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

5.5 - 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)

### 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)
District Wide: \$2,854,500	LCFF Supplemental/Concentration

### Strategy/Activity 5.6

#### Students to be Served by this Strategy/Activity

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

English Language Learners

#### Strategy/Activity

5.6 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.

### 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)
District Wide: \$1,547,301	LCFF Supplemental/Concentration

### Strategy/Activity 5.7

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

### 5.7 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 (CSI, 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)
1000: \$84,604 3000: \$30,970 5000: \$6,559	LCFF Supplemental/Concentration
2000: \$20,400 3000: \$20,060	Title I
CSI: \$15,000	CSI/Federal

### Strategy/Activity 5.8

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.8 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

*SPSA Based:*

*College field trips for DOHS Students (Title I/CSI)*

*Educational field trips for DOHS Students (Title I/CSI).*

### **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)
1000: \$500	Title I
3000: \$105	
4000: \$5,000	
5000: \$29	
CSI: \$5,000	CSI/Federal Funds

### **Strategy/Activity 5.9**

#### **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)
2000: \$39,495 3000: \$21,884 5000: \$1,000	LCFF Supplemental/concentration

**Strategy/Activity 5.10**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

5.10 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.

b - Purchase a bus to replace a 32 year old vehicle that lacks seatbelts and appropriate safety features

**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)
District Wide - \$116,932	LCFF Supplemental/Concentration

**Strategy/Activity 5.11**

**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

#### 5.11 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)

5000: \$1,000

LCFF  
Supplemental/Concentration

### **Strategy/Activity 5.12**

#### **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)

District Wide : \$424,309

LCFF  
Supplemental/Concentration

### Strategy/Activity 5.13

#### Students to be Served by this Strategy/Activity

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

Low Income Students

Strategy/Activity

5.13 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)

District Wide - \$159,681  
4000: \$500

LCFF  
Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2019-2020

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.

Due to COVID-19 school closures, no student field trips were conducted.

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.

## Goal 6

### SPSA Goal #6 & LCAP Goal -

**#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
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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 6.1

#### 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)
1000: \$3,000 3000: \$630	Title II
5000: \$5,000	LCFF Supplemental/Concentration

### Strategy/Activity 6.2

#### 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.

a - Evaluate and adopt NGSS aligned Science materials.

### 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)
4000: \$ 6,000	Lottery
4000: \$15,000	LCFF Supplemental/Concentration

## Strategy/Activity 6.3

### 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)	Source(s)
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### Strategy/Activity 6.4

#### 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)

Source(s)

4000: \$5,000

LCFF  
Supplemental/Concentration

### Strategy/Activity 6.5

#### 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 to staff.*

**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- \$16,572 3000 - \$9,689	LCFF Supplemental/Concentration
CSI:\$2000	CSI/Federal

**Annual Review**

**SPSA Year Reviewed: 2019-2020**

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	\$ 1,257,999

## 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 (At Risk student support)	\$43,231.16
Title II (Professional Development)	\$10,936.30
Title III (English Learner Program)	\$22,868.74
Title IV (GFSF)	\$5,130.89
Migrant (District Wide)	\$63,800 / \$447,916

Subtotal of additional federal funds included for this school: \$ 145,967

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

State Programs	Allocation (\$)
Lottery District Wide	\$22,200
Learning Communities School Success Program (PBIS District Wide)	\$1,800
Low Performing Students Block Grant	\$8,490
Comprehensive Support and Improvement Program	\$57,481
Classified School Employees Professional Development (Safety District Wide)	\$2840

Local Programs	Allocation (\$)
Pregnant and Teen Program	\$39,000
AVID (Sections, Coordinator, Tutors)	\$39,000
Dual Enrollment IVC	\$500
Career Technical Education (formerly ROP, LCFF-S/C)	\$11,155
Attendance Incentives	\$2,000

Subtotal of state and local funds included for this school: \$ 184,466

Total of federal, state, and/or local funds for this school: \$330,430.09

# 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: 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](mailto: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](mailto: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](mailto: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**easurable, **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](mailto: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