

The Single Plan for Student Achievement 2018 – 2019

School: Amistad High (Continuation)
CDS Code: 33-67058-3331113
District: Desert Sands Unified School District
Principal: David Gustafson
Revision Date:

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

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

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

Table of Contents

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE	2
2018-19 Strategies to Improve the Academic Achievement of Students.....	5
Amistad High (Continuation) District Support 2018-19.....	10
Amistad High (Continuation): Funding Summary	11

THE STORY: Briefly describe the students and community and how the school serves them.

Located in Indio, Amistad serves the socioeconomically and ethnically diverse populations from the eastern Coachella Valley in grades ten through twelve. The school's Fall 2017 student enrollment was 221, of which 92.3% are of Hispanic descent, 4.1% are white, 1.4% are African American, and 1.4% other ethnicity/not reported. Designated as a Title 1 school wide school, Amistad High School has 67 English learners, 8 students classified as Initial Fluent English Proficient, and 59 students who are reclassified English Learners. Eight-seven Amistad students are classified as English only. The school's unduplicated pupil percentage during the Fall of 2017 was 85%. Over 75% of our students are from low-income families eligible for free or reduced-priced meals, 2 Foster Youth and 6 Homeless youth. Approximately 10% are students with Individual Education Plans (IEPs). During the 2017-18 school year, the school proudly celebrated its fifth year on the new Amistad campus. Amistad has programs focused on college and career readiness and credit attainment/recovery. There is a clear focus to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is a full time assistant principal and instructional coach. This demonstrates a clear commitment from our Board of Education to meet the high expectations and performance goals set by our certificated and classified staff. Professional development continues to focus on professional learning communities, MTSS, research-based instructional strategies, and best practices in alternative education. We are also a part of the first cohort of MTSS implementation in Desert Sands. Identified through the 2017-18 school climate survey, Amistad discovered that our students feel very safe on our campus. Survey results also indicated a need to improve our efforts on improving the fairness and equity of discipline at our school through the MTSS process.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-19 SPSA support grades 10-12 in efforts to increase close reading skills, evidence-based writing, and credit recovery while maintaining a high level of learner engagement. Strengthening the focus on these areas schoolwide will result in a college and career readiness for ALL Amistad students.

Professional development will be expanded to include the use of Professional Learning Communities and research-based instructional strategies. We will continue work with College of the Desert and other post-secondary options for our students to develop new and exciting opportunities for DSUSD students. Training to the Rigor/Relevance framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided by the instructional coach. Further, we have increased opportunities for parents to engage in their students' learning through a variety of parent and family outreach events throughout the year.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The greatest progress during the 2017-18 school year focuses on College and Career Readiness for ALL students. This past year, Amistad successfully partnered with College of the Desert to offer a co-enrollment HVAC course and successfully implemented an articulated course for our Auto program. With approximately 55 students submitting, the Amistad Class of 2018 boasts the highest number of FAFSA completers in the school's history.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The Dashboard for Alternative School Status (DASS) will be launching for the 2018-19 school year. This new accountability system, specifically designed for alternative schools in California, will be instrumental in guiding the future work of Amistad High School. Currently, Amistad's greatest area of need continues to be attendance. While the cumulative monthly attendance rate continues to climb, the chronic absenteeism rate also trends upward. This will remain a focus area for the school during the 2018-19 school year.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Since the new Dashboard for Alternative School Status (DASS) has not taken effect, Amistad discovered gap areas to target based on our WASC self-study. These areas include: improving student attendance, increasing the use of benchmark assessments in ELA and mathematics to assist in the implementation of standards-based instruction, and develop college and career-readiness skills across campus.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

Amistad High School unduplicated pupils include nearly 85% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental and Concentration and Title I funds may be designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the needs of low income students and English learners. This includes allowing staff the opportunity to attend trainings on Professional Learning Communities, CCEA, AVID, AP and Edgenuity. The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Training for proficiency in the Rigor/Relevance Framework began in 2017-18 and Amistad will continue to participate in instructional rounds to support this implementation. A variety of formative assessments in math and ELA will continue to be prioritized with the assistance of DSUSD and Educational Services. Students, including Long-Term English Learners, needing intervention are supported through before and after school tutoring and a bilingual para-educator. Site funds also provide for a full-time instructional coach and assistant principal. Through funds distributed for site-based parent engagement activities, Eagle Info Night, Eagle Express Breakfast, Cash for College, Open House and other opportunities for parent outreach were offered in Spanish and English during the day and/or in evenings.

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.
LCAP Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
LCAP Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Amistad High (Continuation)
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 5: Pupil Engagement	Chronic Absence Rate Amistad will increase the 2018-19 Month-8 Cumulative Actual Attendance Percentage from to 88.11% to 90%.	District Monthly Attendance Reports	88.11	90
2	Priority 4: Pupil Achievement	Local Indicator Seventy-five percent or more of Amistad High School students will demonstrate participation in modified English 1, English 2, English 3 and Math 1A and Math 1B, and Math 1 district benchmark assessments for the 2018-19 school year.	Benchmark indicators	40%	75%
3	Priority 4: Pupil Achievement	Academic Indicator English Language Arts During the 2018-19 school year, Amistad will implement three schoolwide learning activities focused on ELA standards that include close reading strategies and evidence-based writing.	Student work samples, school calendar	2	3
4	Priority 4: Pupil Achievement	College/Career Indicator Amistad will increase the percent of graduates in all student groups meeting the criteria for College and/or Career "Prepared."	DASS	N/A	30

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I	0
A.2	1	1	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Title I	0
B.1	1	1	Classified and certificated staff will use Synergy to analyze and monitor student progress.		Title I Supplemental/Concentration	0 0
B.2	1	1	Provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.		Title I Supplemental/Concentration	0 0
B.3	1	1	Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, and mathematics subject areas.		Title I Supplemental/Concentration	0 0
B.4	1	1	Continued support of benchmark assessments and other common assessments to monitor achievement		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			throughout the year.		Supplemental/Concentration	0
B.5	1	1	Site leadership team will participate in District Team Response for Achievement through Collaboration (TRAC) process to analyze student data and to focus on improving student achievement through effective instructional strategies and Learning Rounds. Extra duty and/or substitute coverage will be provided for certificated staff above DSUSD's allocations (Title I, II, III).		Title I	0
					Supplemental/Concentration	0
B.6	1	1	Provide extra duty for members of the Language Appraisal Team (LAT) to monitor EL students' progress, evaluate students for reclassification, monitor LTELs, and monitor the reclassification follow-ups of reclassified EL students.		Title I	600
					Supplemental/Concentration	0
C.1	1	1	District funds will be provided for a full-time Instructional Coach to increase academic achievement of at risk students not meeting standard and English learners through professional development support to PLCs, planning/modeling lessons (.5 District S/C, .5 District Title I, II, III).		Title I	0
					Supplemental/Concentration	0
C.2	1	1	Provide substitute teacher coverage, training, and professional books/materials to raise student achievement for students not meeting standards in ELA, Math, Science and Social Science. This includes, but is not limited to, coverage for collaboration for development of standards-based curriculum.	X	Title I	1,800
					Supplemental/Concentration	500
C.3	3	1	Funds will be allocated for staff to attend the California Continuation Education Association (CCEA) Conference, CABE or similar trainings to focus on strategies to improve instruction to support EL and at-risk students.	X	Title I	3500
					Supplemental/Concentration	650
C.4	3	1	Provide professional development opportunities and materials/supplies in the area of instructional technology to enhance instruction for at-risk youth in ELA, mathematics, and science.	X	Title I	0
					Supplemental/Concentration	1775
C.5	1	1	Provide staff opportunities to visit other Model Continuation Schools or other exemplary programs to enhance instructional practices/programs, examine	X	Title I	0
					Supplemental/Concentration	750

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			best practices in attendance and/or credit recovery programs for at-risk students. Includes WASC visits.			
C.7	2	2	Provide opportunities for professional development for counselors to gain insight into best practices, CSU and college and career trainings.		Title I Supplemental/Concentration	650 0
D.1	2	2	Provide funds for extra duty hours and materials/supplies to increase college and career readiness for at-risk students through developing support systems, exploring scholarship/financial aid opportunities, and by visiting various available programs. Includes bussing.		Title I Supplemental/Concentration	500 0
D.2	1	1	Bilingual paraeducator will be funded to assist in assessment and instruction of EL students in core curriculum classes.		Title I Supplemental/Concentration	10,375 41,500
D.3	1	1	EL Lead will be funded to coordinate, support and monitor EL students, communicating with teachers and parents, and conduct CELDT testing for EL students.		Title I Supplemental/Concentration	4,500 0
D.4	1	1	Provide funds for intervention licenses, materials and supplies to improve student reading level and support student learning.		Title I Supplemental/Concentration	1000 250
D.5	1	1	Provide funds for extra duty hours to develop and enhance blended learning opportunities in the areas of social studies, ELA, and virtual AP classes.	X	Title I Supplemental/Concentration	5,250 3,250
D.6	1	1	Funding to purchase/replace technology and instructional supplies and equipment to increase access to learning for at-risk students through the use of research –based reading intervention programs (Read 180, AR and/or similar program). Computers, responders, tablets, headphones, etc. will be purchased to supplement content curriculum.	X	Title I Supplemental/Concentration	6112 2500
D.7	3	3	Provide materials/supplies to enhance instruction and increase engagement for at-risk youth in art and science.		Title I Supplemental/Concentration	0 1,000
D.8	1	1	Provide funds for classified and certificated staff extra duty to review student data, develop, modify, and/or create programming opportunities in the master schedule for at-risk students.	X	Title I Supplemental/Concentration	0 250

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.9	1	1	Funding to purchase innovative and flexible classroom, other furniture, and equipment to increase access to learning and engage at-risk students.	X	Title I Supplemental/Concentration	10286 430
D.10	3	3	Provide funds to enhance the connection to school and support the overall well-being of students through participation in sports and other related activities.		Title I Supplemental/Concentration	0 675
E.1	4	1	School Site Council and other parent/guardian workshops will meet regularly to discuss school policies, funding sources and options, and assess effectiveness of school-wide programs for EL students and low-performing students. Funds will be allocated for light refreshments, translating needs, and extra duty for staff to coordinate meetings.	X	Title I Supplemental/Concentration	0 500
E.2	4	3	Funds for classified staff for extra duty, filing, translation, copying, and mailing quarterly parent newsletter which provides parents of English language learners with updates on school events, policies, and parent involvement opportunities.		Title I Supplemental/Concentration	0 750
E.3	1	3	Allocate extra duty and materials/supplies to provide parent education and engagement opportunities to support academic achievement (Eagle Express, Eagle Info Night).		Title I Supplemental/Concentration	500 343
E.4	1	3	Funding for extra duty and light refreshments for after school counseling services for parents to support students interested in post-secondary options.		Title I Supplemental/Concentration	750 0
F.1	3	3	Funded by District S/C funds and site S/C (8%), Assistant Principal to oversee CTE program and Attendance.		Supplemental/Concentration	14,401
G.1			Funds will be allocated for incentives to improve student attendance and testing participation for at-risk students to support achievement of grade level proficiencies.		Title I Supplemental/Concentration	0 1,000
G.2	1	1	Provide instructional and assessment materials and supplies for ELA, Math, Science, and Social Science to support "close" reading activities and other instructional strategies as well as support ELPAC, CAASPP and other assessment preparation. Materials and supplies include, but are not limited to student		Title I Supplemental/Concentration	0 500

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			subscriptions, paper and ink cartridges.			
G.3	1	1	Provide funding for acknowledgement and promoting student achievement including rewards, but not limited to books, pencils, games, food, certificates, T-shirts, guest speakers, etc.		Title I Supplemental/Concentration	0 2,207

Amistad High (Continuation) District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Amistad High (Continuation): Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	73,231.00	0.00
Title I	45,823.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	73,231.00
Title I	45,823.00