

The Single Plan for Student Achievement 2018 – 2019

School: La Quinta High School
CDS Code: 33-67058-3330669
District: Desert Sands Unified School District
Principal: Dr. Rudy Wilson
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 .

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

La Quinta High School is located in the northern region of La Quinta and serves students in grades nine through twelve following a traditional calendar. LQHS opened in 1994. LQHS is the largest of four traditional high schools and three alternative high schools within the Desert Sands Unified School District. At the beginning of the 2016-17 school year, 2666 students were enrolled, including 8.6% in special education, 6.2% qualifying for English Language Learner support, 53.6% qualifying for free or reduced price lunch, and 0.30% Foster Youth. The school's demographics include 67% Hispanic, 24.2% Caucasian, 2.5% African American, 2.5% Asian, 1.60% Filipino, and 0.8% other. To better meet the needs of a diverse community, the school offers multiple academic programs which focus on Rigor, Relevance, and Learner Engagement. We address these areas through the lens of building positive relationships with students. These programs include an International Baccalaureate (IB) program, Advanced Placement (AP), Advancement Via Individual Determination (AVID), Culinary Arts, Medical Health Academy, Public Safety Academy, and an Information Technology Academy (ITA). School climate is a significant area of focus. The results of the 2017-18 school climate survey shows the average reporting of "Strongly Agree" under School Connectedness for Grade 9 and Grade 11 respectively were 18% and 16%. The school climate survey also shows the average reporting of "Very Much True" under Caring Adult Relationships for Grade 9 and Grade 11 respectively were 21% and 26%. As a result, LQHS will continue to focus on building meaningful relationships between school staff and students. LQHS will also continue to implement the Multi-Tiered System of Supports (MTSS) as we enter the second year of the program. The ultimate goal of MTSS is to provide all students with the opportunity to learn in a safe and supportive learning environment where students can better prepare to be college and career ready. The school is a recognized California Distinguished School. LQHS receives great support from the district office, booster clubs, PTO, School Site Council, community partners, the City of La Quinta, and dedicated families. In addition to the ongoing support, there are 113 certificated staff members and 76 classified staff members.

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 9 through 12 in efforts to increase graduation rates for English Learners and Students with Disabilities, to increase the percentage of students in both ELA and math who meet or exceed the standard, and to maintain a high level of rigor, relevance, and learner engagement. We will strengthen the focus on the PLC Four Essential Questions of a) What do we expect our students to learn; b) How will we know they are learning; c) How will we respond when they don't learn; and d) How will we respond if they already know it? The desired result will be an increase in overall student academic proficiency as seen through standardized assessments as well as the overall graduation rate. Professional development will be expanded to include more collaboration/PLC time for departments, grade level, and program cohorts. We will continue work in collecting and evaluating data through site and district assessments. Increased and varied instructional strategies will be encouraged through PLCs and academic conferences (e.g., AVID, IB, CTE, etc.) for all students including high need students, English Learners, and Students with Disabilities. Another significant change from our prior year SPSA is a focus on other means of intervention regarding suspensions and expulsions through the resources and guidelines within MTSS. Further, we have increased opportunities for parents to engage in their students' learning through scheduled community forums and school safety, LCAP, academic supports, and college and career readiness.

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

With the release of the fall of 2017 CA Dashboard, the graduation rate of the class of 2014 at 96.4%, the class of 2015 at 97.4%, and the class of 2016 at 97.5%, La Quinta High has shown steady growth over the past three years. The group with the most significant growth with an increase of +4.5% was Students with Disabilities. An initial benchmark for the College/Career Indicator established total of 81.1% of all students were prepared or approaching preparedness with 58.1% of the total being prepared and 23% of total approaching prepared. To increase the number of students who meet or exceed the standard in both ELA and mathematics and to ensure full implementation of content standards, professional development on rigor, relevance, learner engagement will continue to be supported in our TRAC and SPSA goals.

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

Reviewing the Dashboard’s Five-by-Five Placement reports does highlight an area of high need in the Suspension Rate. All student groups with the exception of English Learners (Green) and Filipino (Blue) have a performance category at Orange. Actions and strategies supporting state priority School Climate through professional development, intervention, and the support of a MTSS will be ongoing. There is also continuing need to reduce suspension rates with effective alternatives to suspension through counseling and restorative justice. The dashboard reports a school wide performance category for suspension at a Medium rate of 3.4%, with student groups Students with Disabilities at a High rate of 8%, African Americans at a Medium rate of 5.6%, SED at a Medium rate of 4.2%. Moving forward, our MTSS team will continue to find viable alternatives to suspension.

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

La Quinta High School strives to ensure equity for all students by closing achievement gaps between student groups and all students at a Very High within the category of Graduation Rate of 97.5%. The California Dashboard with performance categories two below the “all” are illustrated in the Graduation Rate. The student groups are English Learners at 88.7% (gap of -8.8%), Students with Disabilities at 94.4% (gap of -3.1%), and Homeless at 80.0% (gap of -17.5%). To reduce the three student group gaps, La Quinta High School will continue to identify the students who are either credit deficient or need additional access to courses to meet the graduation requirements. In addition La Quinta High School will increase opportunities for teacher-student tutoring, peer-to-peer tutoring, and outside resources (e.g. online).

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.

La Quinta High School's unduplicated pupils include English Learners at 6.2%, Foster Youth at 0.30%, and Socioeconomically Disadvantaged students at 53.6%. Therefore, actions and services detailed in the SPSA and supported through Supplemental and Concentration 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. Such services include conferences for Professional Learning Communities (Four Essential PLC Questions) and effective instructional strategies (AVID, AP and IB). The use of the data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Strategic, focused professional development in English Language Development is provided to all teachers. Training for proficiency in the implementation of Rigor, Relevance, and Learner Engagement will be ongoing with all staff during the 2018-19 school-year. In addition, there will be a heavy concentration on the Four PLC Essential Questions to ensure students are learning the content for their respective courses. Students including Long-Term English Learners, needing intervention are supported through teacher-student tutoring, peer-to-peer tutoring, varied instructional strategies, and opportunities to access support resources (e.g. online). Site funds for an English learner support staff member are earmarked to provide assistance for the students, families and teachers of English learners. Through funds distributed for site-based parent engagement activities, La Quinta High School will host community workshops to help families better understand school safety, college and career readiness, academic supports, and school climate issues. These workshops will be offered outside the school day in both English and Spanish. Additional parent engagement programs included School Site Council, PTO, Booster Clubs, and School Safety Committees. The goal is to target parent representatives from all groups of students.

**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.

**La Quinta High School
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator Mathematics Increase the percentage of students who meet and/or exceed the standard by 5 percentage points	combined percentage based on CAASPP results	34.31%	39.31%
2	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Increase the percentage of students who meet and/or exceed the standard by 5 percentage points	combined percentage based on CAASPP results	74.78%	79.78%
3	Priority 6: School Climate	Suspension Rate Indicator Decrease the overall suspension rate by .4% percentage points	Based on CA Dashboard	3.4%	3.0%
4	Priority 5: Pupil Engagement	English Learner Progress Indicator Increase the graduation rate by .3% and the college/career readiness rate by 3.5%	Based on CA Dashboard	88.7% 26.5%	90% 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.			
A.2	1	4	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.			
B.1	1	1	Site leadership team will participate in District TRAC process to analyze student data. (district funded).			
B.2	1	1	Teachers and administrators will use IO Education to analyze and monitor student progress. (district funded)			
B.3	1	1	District will provide timely data to teachers and principal to make decisions that will improve instruction and student achievement.			
B.4	1	4	Provide counselors/teachers/clerical staff and subs extra duty hours and release time to analyze EL student data and determine reclassifications. Provide extra duty to place students in appropriately rigorous		Supplemental/Concentration	2156.93

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			classes including IB and to identify students needing intervention, to collaborate throughout the year, to monitor student academic progress, to serve on the Language Appraisal Team, and to support site ELAC (to include subs to release teachers).			
B.5	1	4	Provide extra duty and release time for TRAC team and other teachers, counselors, paraeducators and clerical staff to collaborate with administration, coaches, consultants and staff for the purpose of attaining students' proficiency in ELA, Math, Science and Social Science for attainment of TRAC goals of increased critical thinking, increased student use of academic language, increasing the college eligibility rate for graduating seniors and preparation to instruct and assess the Common Core State Standards.	X		
B.6	1	1	Continued support of benchmark formative assessments to monitor student achievement throughout the year (district funded).			
C.1	1	4	Instructional staff will receive additional support from the Ed Services Division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the RCOE consultants, to include expansion of instructional rounds as a form of professional development. (District Title III Funds)			
C.2	1	1	All core classroom teachers are appropriately assigned and fully credentialed.			
C.3	5	4	Provide counselor and teacher training to raise college awareness and preparedness for EL, SED, at risk and non-proficient students (including college eligibility and financial aid, CCGI, and CSU/UC Conferences)		Supplemental/Concentration	0
C.4	1	4	Consultants/content experts provide research-based instructional assistance, data analysis and support to teachers of EL students and non-proficient students in all content areas for the purpose of course completion, growth in assessments, on time graduation and		Supplemental/Concentration	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			attainment of college eligibility.			
C.5	1	4	Teacher/admin. training and professional development at CAFE conference and other trainings in effective strategies designed to assist EL students in accessing core curriculum (to include subs to release teachers).		Supplemental/Concentration	3300.00
C.6	1	4	Teacher training and professional development including conferences and instructional rounds to raise student achievement for EL, SED, at-risk and non-proficient students, through schoolwide instructional strategies, new teacher training and support. Training to support the TRAC goal: teachers will facilitate rigorous activities/lessons through collaboration, speaking, & writing in each classroom on a regular basis. This may include money for guest teachers during trainings.	X	Supplemental/Concentration	39,000.00
C.7	1	2	Collaborative teams may meet 2 times a month for instructional planning to include annotation, close reads, evidenced based reading and writing and school wide instructional strategies. Provide extra duty and release days for teacher collaboration for the purpose of vertical and horizontal curriculum articulation to improve instruction, to develop Common Core lessons and to examine student work to include substitute teacher pay.	X	Supplemental/Concentration	965.42
C.8	1	1	Provide 14% for Math Support teacher, in conjunction with the Ed Services provision for math support classes.		Supplemental/Concentration	11430.0
C.9	1	2	Instructional Coach. District office supported \$54,000.00. Site to support the remaining funding of the teacher to provide classroom instruction when not functioning as instructional coach (2 periods).		Supplemental/Concentration	56,000.00
D.1	1	4	Provide funding for teachers to staff an extended day/summer/during school day/ intervention and/or remedial courses and/or tutoring to assist EL, SED, non-proficient and at-risk students in passing courses to increase student academic success, on time	X	Supplemental/Concentration	13,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			graduation, and college eligibility.			
D.2	1	4	Provide funding for teachers to staff an extended day/summer/during school day/ intervention and/or remedial courses and/or tutoring to assist EL, SED, non-proficient and at-risk students in passing courses to increase student academic success, on time graduation, and college eligibility.		Supplemental/Concentration	0
D.3	1	4	Provide a bilingual para-educator to work with non-proficient students to offer support in core curriculum courses in order for students demonstrate growth in state, federal and district assessments.		Supplemental/Concentration	30,000.00
D.4	1	2	Purchase materials including but not limited to chromebooks, document cameras, tablets, supplies, software and equipment that support EL, SED, at-risk and non-proficient students in reaching proficiency on the ELPAC, to increase proficiency in courses, to support transition to high school, and to support on-time graduation and college eligibility.	X	Supplemental/Concentration	11,837.65
D.5	1	2	Provide on-site academic coaching in SDAIE instructional techniques for teachers of SI students in core academic courses and to coordinate data analysis to target instruction for improved ELPAC scores.		Supplemental/Concentration	0
D.6	1	4	Provide bus transportation to students who participate in the after-school tutoring intervention program.		Supplemental/Concentration	0
D.7	1	1	Fund additional 1/7ths to reduce class size in impacted content areas.		Supplemental/Concentration	71,000.00
D.8	1	1	Provide supplemental equipment, supplies, instructional materials and reference materials for staff and students to raise student achievement of EL students and at-risk in ELA, Math, Science, Social Science state, federal and district assessments and in A-G approved electives to achieve college readiness		Supplemental/Concentration	1621.00
E.1	3	4	Provide a babysitter and light refreshments for parents at ELAC site meetings. The goal of the ELAC meetings is to collaborate with parents regarding helping their children succeed in college and career readiness.		Supplemental/Concentration	800
E.2	3	4	Communicate regularly with parents and community regarding GATE program.			

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.1	1		Fund field trips for EL students, AVID students, and at-risk students for educational college visits.	X	Supplemental/Concentration	3,800

La Quinta High School 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.

La Quinta High School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	244,911.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	244,911.00

La Quinta High School

School Site Council Minutes

May 2, 2018

Regular Meeting Special Meeting

Reason for special meeting: To approve a budget proposal

DAC Representative: N/A

DELAC Representative: Jonathan Delgado/Michael Magnera

Chairperson: Daniel Alvarez

Vice-Chairperson: N/A

Secretary: Renaissance Alexandre

Members:

Rudy Wilson

Kelly Becker

Susan Finch

Suzi Thornbury

Daniel Alvarez*

Lorenzo Delgado*

Christian Rodriguez*

Michael Magnera

Renaissance Alexandre

Christina Gamez*

Mario Gamez*

Susan Chandi*

Rudy Wilson - Principal

*ABSENT

Call to Order: The meeting was called to order at by Renaissance Alexandre at 5:11 p.m.

Agenda: any additions / deletions?

Addition- N/A

Deletion- N/A

Susan Finch moves to approve the Minutes as read.

Suzy Thornbury seconds the motion.

Motion (X) Passed () Failed

Minutes: The minutes of April 11, 2018 were approved as (X) Read () Corrected

Correction-

Susan Finch moves to approve the Minutes as read.

Suzy Thornbury seconds the motion.

Motion (X) Passed () Failed

Discussions

1. DELAC:
 - a. N/A
2. DAC:
 - a. N/A
3. Principal Report: This portion was delegated to Mrs. Wadlund for the preliminary LCAP budget
 - a. She is able to make adjustments to the budgets based on oncampus trends. Some of the ideas from Dr. Cook were implemented in this school year and there have been some adjustments for the tutoring and classified budgets. School-trips have been taken out for this budget. There are has been a lot money allocated to sending teachers to conferences and AVID trainings. There are multiple one-sevenths. Most of the money still goes to conferences and tutoring.
 - b. There will be money involved in Parent Involvement now that it can be identified as LCAP. There is \$7,000 for AVID's professional development and trainings.
 - c. Teacher and classified and development sections of the budget are the main sections of the budget.
 - d. When totalled we meet the same total amount of money as last year including the sections that zero-out. Under Bilingual and classified salaries, can cover any aid that is provided outside of services.
 - e. There are have been provisions so that Mr. Brown can tutor throughout May.
 - f. We got hit hard in the IB data came back to LQHS. The number of students taking the IB exams and passing is dramatically down. The IB teachers have not

been asked about this this trend. School Board members do not understand the program and therefore are struggling to see its value. There are now an additional IB schools in the valley and that has weakened the draw. The middle schools has turned kids off of the IB program which limits the number of kids in the program at the highschool level. This directly affects the social studies department.

- i. Motion to Approve LCAP: Suzy Thornbury
 - ii. Second Motion to Approve: Susan Finch
4. Discretionary Budget:
 - a. The two departments that were under budget are the Foreign Language and the Mathematics department. The money is used for supplies for the classroom.
 - b. No move was moved from the science and history department.
 5. WASC Budget:
 - a. This money is used for hotels for the away teacher conferences and custodial department.
 - b. Sheryll Fuller helps LQHS with the WASC budget and report
 - c. Things that cannot be covered in the department can be picked up in other budgets.
 6. Public Comments
 - a.
 7. Unfinished Business
 - a. N/A
 8. New Business
 - a. The next meeting date will be September 2, 2018 at 5:00 p.m.

ADJOURN:

Susan Finch moves to adjourn this meeting at 5:50 p.m

Kelly Becker seconds the motion.

Motion (X) Passed () Failed

MINUTES RECORDED BY: Renaissance Alexandre