

The Single Plan for Student Achievement 2018 – 2019

School: Summit High School (Continuation)

CDS Code: 33-67058-0114504

District: Desert Sands Unified School District

Principal: Oron Jackson

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.

Summit High School is an outlet for Desert Sands Unified School District comprehensive high schools. Summit High School is home to four programs. Our traditional continuation program supports nearly 300 credit deficient seniors, juniors and second semester sophomores. Using a blending learning curriculum, Summit's staff has extended the pedagogical opportunities for our students. They are able to work at their own pace, test out of curriculum where they are already proficient, and Summit has extended their access to curriculum via a web based learning management system that allows students to access their curriculum from anywhere. For students who do not have access to a computer/technology, Summit High School issues a Chromebook to that student. In 2018-2019, Desert Sands Unified School District will move to a one-to-one device allocation to support student access. The push to extend access has helped Summit address goals related to rigor, student achievement, enrollment, parent involvement and student attendance; these factors are interdependent. Summit's collective and focused effort from 2014-2015 to 2016-2017 realized an increased in state test scores, student enrollment, parent involvement, student attendance (8.5% growth) and graduation rate (26% growth). Summit's small staff has focused on building positive relationships with students and colleagues. These positive relationships have embraced a restorative approach that continues to reduce school wide discipline. The reduction in discipline has kept marginalized students in school where they have benefited from increases in achievement.

Additionally, Summit offers a virtual program where students have an opportunity to recover graduates and move toward graduation via an independent studies model. Our virtual program serves three distinct populations. First, there are students that need a different building, different instructional approach and quite simply an opportunity to progress on their own. For these students who do not fit into the round hole, we provide an alternative approach to achieving their goal. Second, we serve a large population of socially and economically disadvantaged families. Some of our students maintain jobs that are integral to their family's survival. The ability to work throughout the week, complete the educational process in the evening and meet with their teacher once a week for one hour is invaluable to their family and their ability to continue their education. Last the virtual program addresses students suffering from social anxiety and other health issues. Students are able to avoid large crowds, receive one-to-one attention and our school district does not have to incur an additional cost to address these critical needs.

Summit High School is also home to two additional programs addressing the needs of a small section of students suffering from Emotional Disturbance and an Adult Transitional Program addressing severely handicapped students whose focus is transitioning from a K-12 environment to becoming independent and successful citizens. These programs have served as a wonderful contrast to our traditional continuation program. Both parties have learned to co-exist; our special programs have the opportunity for unique mainstreaming opportunities providing the ultimate least restrictive environment. Our regular education students learn patience and appreciation, and for that, they are better citizens because of the experience.

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

- We want to provide field trip opportunities to increase the exposure for our students. Summit High School is prepared to educate our students as to the possibilities after high school. Having the opportunity to visit facilities that offer Career Technical Education opportunities, colleges and universities, our students may be able to secure middle class opportunities where they will become productive citizens and family-oriented adults.
- In an effort to increase student achievement, Summit has goals to expand school wide interventions. Summit wishes to continue to increase attendance and keep students with attendance issues in school by employing Saturday School opportunities. Second, Summit High School students have largely been unsuccessful in completing summer school opportunities in a traditional setting. Following the 18/19 school year, Summit will utilize two instructors to address nearly fifty students who are in need of additional credits. We will use our learning management system resources to address these students in multiple subject areas successfully increasing our success rate. Last, we are considering a zero period. The zero period will target specific students where they are strategically monitored, counseled and have an opportunity to receive additional elective credits.
- We will continue to embed school day interventions in the form of strategic pulling-out of our eleventh grade students. The intervention classes will continue to address struggling and EL learners. Two guest teachers will serve this population throughout the school day.
- Summit will invest monies to expand hands-on Career Technical Education opportunities. We have plans to start a photography class in 18/19. This class will work well with our existing Digital Arts curriculum. Summit also plans to partner with College of the Desert and offer a dual enrollment CTE opportunity, preferably targeting female students in the highly sought after field of medicine.
- Summit High School aims to continue to expand parent involvement opportunities. Outside of parent meetings, orientations and student recognition events, Summit will provide workshops

that include CTE and college resources. Additionally, we will provide workshops educating parents on how to access, utilize and monitor their learning journey via our learning management system.

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.

Summit made major gains in state test scores from 2014-2015 to 2015-2016. Scores increased at every level in ELA. Students who exceeded standards increased 4% in one year. Students who met standards increased 2% in one year. Students nearly meeting standards increased 2%. Students who did not meet standards decreased 8%. In Math, students who met standards increased 4% in one year. Students who did not meet standards decreased by 4%.

In 2016-2017, test scores fared better than the 2014-2015 school year, but slightly decline when compared to the 2015-2016 school year in both English Language Arts and Math. As a staff, we recognized that despite our efforts to embed interventions and the preliminary growth consistent with those efforts, Summit students gave less than an honest effort on the 2016-2017 CAASPP test given previous testing data and time spend on the CAASPP exam.

In 2018-2019, we have changed who and how we proctor the exams. We opted to select proctors that had the greatest investment and knowledge of the students testing in the area of ELA, Math and Science. In 2018-2019, we scheduled each student to test with their respective ELA, Math, Science and intervention teachers.

Looking at our Summit English Language Learners, there seems to have been a increase in student achievement among this subgroup. In 2015-2016, there was only one student reclassified representing 1.8% of the EL population. In one year (2016-2017), we reclassified 19 EL students, representing 38.8% of the population.

Last, Summit realized increases in students who were College and Career Ready. From 2015-2016 to 2016-2017, there was a 2% growth in ELA and a 4% growth in math. Among our Hispanic and Disadvantaged subgroups, the increase in ELA College and Career Ready students was 5% and 1% respectively. In math, there were gains among our Hispanic, White and Disadvantaged populations revealing growths of 4%, 4%, 4% and 1% respectively.

GREATEST PROGRESS

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?

Restructuring our Math curriculum to better align with the CAASPP expectations. Explain how!

GREATEST NEEDS

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?

Coming

PERFORMANCE GAPS

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.

Among Latino and African American populations, there has been significant conversation as to schools contributing to what is known as the School to Prison Pipeline. Contributing factors are school attendance, graduation rates and reductions in discipline. These factors combined are major contributors to student achievement. We have shown growth in all three areas, as well as increasing enrollment at Summit High School. We have addressed the school population but have not honed in on specific subgroups such as EL learners and foster youth. As far as Disadvantaged students, roughly 70% of our population falls in that student group. For the 2018-2019 school year, we will seek these students out, monitor their attendance and academic progress, and if necessary provide additional services such as Tier 3 counseling, tutoring, Saturday School, etc.

**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.

**Summit High School (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	Reduce Chronic Attendance- Increase Attendance		
2	Priority 3: Parental Involvement	Parent Engagement	Use structured to time to make positive/negative phone calls each week-Add to Google Sheet as a staff		
3	Priority 8: Other Pupil Outcomes	Local Indicator	Monitor student progress-Zero period		
4	Priority 4: Pupil Achievement	Local Indicator	Targeted Incentives		

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.		Supplemental/Concentration	0
A.2	2	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.		Supplemental/Concentration	0
B.1	1	1	Teachers will use Edgenuity tools/data to analyze and monitor student progress	X	Supplemental/Concentration	0
B.2	1	1	Continued support of benchmark assessments and other common assessments to monitor student achievement throughout the year. Site Department Coordinators will attend TRAC meetings and report back to the site during PLC and/or Department meetings. Teachers will begin administering district benchmark/common assessments. Funds may be used to allow teachers time to create appropriate benchmarks for ELA and Math.	X	Title I	3,680
B.3	1	1	Target effective instructional strategies and interventions for English Learners and other		Title I	15,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			underperforming subgroups in order to raise achievement levels in all testing areas. Utilize a zero period to target underperforming subgroups and monitor to improve attendance and academic achievement.			
B.4	2	2	Extra time for counseling staff to compile data on targeted at-risk students and plan for appropriate interventions.	X	Supplemental/Concentration	3,200
B.5	1	1	Site Leadership team will participate in district TRAC meetings to help fully implement state standards and respond adequately to students data.		Supplemental/Concentration	0
B.6	1	1	Provide additional academic interventions for students who are not performing at a proficient level in core content areas.	X	Supplemental/Concentration	8,263
C.1	1	1	Incorporate incentive based field trips.		Supplemental/Concentration	4,000
C.2	1	1	Provide staff development on research-based teaching strategies for English Language learners.		Supplemental/Concentration	0
C.3	3	3	Provide opportunities for administration, teaching staff, and parents to participate in professional development, trainings, and site visits of exemplary schools with similar goals and challenges which will improve the academic programs and general effectiveness of Summit High School. Professional development to include project based learning, CCEA, etc.		Title I	13,160
C.4	1	1	All core classroom teachers are appropriately assigned and fully credentialed. A focus of building academic vocabulary and increasing student engagement of English learners and all learners will be administered during the year.		Supplemental/Concentration	0
C.5	1	1	Instructional staff will receive additional support from the Ed Services division to enhance academic success of all students including students not proficient, students with disabilities, and English learners through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the RCOE consultants. TRAC goals include a focus on		Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			structured student collaboration and close reading techniques (District Title III Funds).			
C.6	1	1	Extra duty/release time for staff to analyze data, collaborate, develop curriculum maps/pacing guides, units of study, assessment and tools for parent communication.	X	Supplemental/Concentration	0
C.7	1	1	Instructional Coach (.5 FTE) provided to increase academic achievement with a focus on non-proficient students and English Learners. The Instructional Coach will provide professional development, coaching and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress (LCAP/LCFF funded).	X	Supplemental/Concentration	0
D.1	1	1	Provide extra duty and/or substitute coverage for an English Learner (EL) coach and EL lead whose responsibilities include assisting teachers through coaching and modeling instruction that includes full implementation of EL strategies in the core classes and ELD. In addition, the EL coach will oversee the collection, analysis, and use of data to improve teaching and learning.		Supplemental/Concentration	0
D.2	2	2	Provide support for research-based supplemental instructional materials for pathways, CTE, online teaching and learning blended learning and other alternative education learning tools. Expand CTE programs through course articulation with COD and offering hands-on CTE course to mesh with Digital Arts/Computer Science offerings.		Supplemental/Concentration	10,000
D.3	2	2	Provide funding and supplemental materials such as phonics, Rosetta Stone, Edgenuity to be used as supplemental instructional tools to assist with development and differentiated academic support for both math and ELA.		Title I	7,000
D.4	2	2	Expand outreach efforts by providing opportunities for staff to interact and collaborate with parents to improve academic success, attendance, and social success of all students.	X	Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.5	2	2	Provide staff training, consultation, professional books, and professional development to raise student achievement for students not proficient in ELA, Math, Science, and Social Science. Costs will include substitute teacher coverage, extra duty, consultants, and cost of training. Training may include AVID strategies, PLC, and other notable research based professional development.		Title I	5,000
D.6	3	1	Provide interventions/tutoring in ELA and Math.		Supplemental/Concentration	0
E.1	3	3	ELAC, SSC, and School Advisory Committee will met at least quarterly to discuss school policy, funding, and assess academic and non-academic programs for EL students. Funds will be allocated to cover the cost of refreshments, supplies, oral translation, and extra duty for coordinating staff.		Supplemental/Concentration	1,000
E.2	1	1	Extra duty to provide oral translation for conferences, WASC, committee meetings, and parent education opportunities.		Supplemental/Concentration	0
G.1	1	1	Funding will be provided for replenishing or growing the books and reference material to the library. This shall also include software, hardware, and supplies.		Supplemental/Concentration	4,000
G.2	1	1	Purchase computer equipment, research-based quality software, technology repairs for student and staff computers, software and material needs which are geared toward increasing student achievement and project based learning opportunities.		Supplemental/Concentration	15,000
G.3	2	2	Effectively implement research-based strategies to improve on-line learning opportunities at an alternative education site.		Supplemental/Concentration	0
G.4	3	3	Funding for the purpose of updating the schools website and informing the community of the various programs.	X	Supplemental/Concentration	725

Summit High School (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.

Summit High School (Continuation): Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	46,188.00	0.00
Title I	43,840.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	46,188.00
Title I	43,840.00