

**We are Advancing, Determined, Honorable Scholars. We are Advancing DHS.**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Desert Hot Springs High School
<b>Address</b>	65850 Pierson Blvd Desert Hot Springs, CA 92240
<b>County-District-School (CDS) Code</b>	33-67173-3330818
<b>Principal</b>	Omar Tinoco
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2024-6/30/2025
<b>Schoolsite Council (SSC) Approval Date</b>	September 25, 2024
<b>Local Board Approval Date</b>	November 12, 2024

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Purpose and Description..... 5
- Educational Partner Involvement ..... 6
- Resource Inequities ..... 8
  - Needs Assessment – Review of Performance ..... 9
  - Reflections: Success ..... 9
  - Reflections: Identified Need ..... 10
- School and Student Performance Data ..... 12
  - Student Enrollment..... 12
  - Student Population ..... 14
  - Overall Performance ..... 16
  - Academic Performance ..... 18
  - Conditions & Climate..... 27
- Annual Review and Update ..... 30
  - Goal 1 – Increased Academic Achievement ..... 30
  - Goal 2 – Parent Engagement..... 44
  - Goal 3 – Safe and Healthy Learning Environment..... 48
- Goals, Strategies, & Proposed Expenditures..... 53
  - Goal 1..... 53
  - Goal 2..... 66
  - Goal 3..... 71
- Centralized Services for Planned Improvements in Student Performance ..... 78
- Budget Summary and Consolidation ..... 80
  - Budget Summary ..... 80
  - Allocations by Funding Source..... 80
  - Other Federal, State, and Local Funds ..... 80
  - Expenditures by Funding Source ..... 81
  - Expenditures by Budget Reference ..... 82
  - Expenditures by Budget Reference and Funding Source ..... 83
- School Site Council Membership ..... 84
- Recommendations and Assurances ..... 85
- Title I and LCFF Funded Program Evaluation ..... 86
- Instructions..... 92

Instructions: Linked Table of Contents.....92  
Purpose and Description.....92  
Educational Partner Involvement .....93  
Resource Inequities .....93  
Goals, Strategies, Expenditures, & Annual Review .....93  
Annual Review .....95  
Budget Summary .....95  
Appendix A: Plan Requirements .....97  
Appendix B:.....99  
Appendix C: Select State and Federal Programs .....101

# School Vision and Mission

Vision: We are Advancing DHS.

Mission: We work together to inspire confident, compassionate, independent learners who are contributing members of the global community. Staff, students, families, supporting adults, and community partners take collective responsibility in motivating and mentoring students to challenge themselves and respond to setbacks to achieve their individual post-secondary education and career goals.

Schoolwide Learner Outcomes

We are Advancing, Determined, Honorable Scholars

- Advancing: Civically Engaged and Community-Minded
- Determined: Motivated, Persistent, and Resourceful
- Honorable: Empathetic, Growth-Minded, and Personally Responsible
- Scholars: Academically Well-Rounded, Career-Prepared, and College-Prepared!

Our Golden Eagles will leave DHSHS with a college or career plan!

## School Profile

Desert Hot Springs High School is one of four comprehensive high schools in the Palm Springs Unified School District. DHSHS opened its doors on September 7, 1999, with an initial enrollment of 642 students. Today it serves approximately 1,700 students from the communities of Desert Hot Springs, North Palm Springs, Sky Valley and the unincorporated areas of Painted Hills and Mission Lakes. These communities reflect a student population that is diverse. The City of Desert Hot Springs is located 10 miles north of Palm Springs and is known for its natural hot springs and beautiful views of the Coachella Valley.

Desert Hot Springs High School continuously reviews existing programs and provides new avenues to meet current student needs. Two linked California Partnership Academies (CPAs) provide students real-world experiences to help them connect class work to their future career or college work. The Renewable Energy Academy of Learning (REAL) prepares students for employment in the green energy field and/or to further their education at the university level. The Public Safety Academy (PSA) prepares students for careers in the law enforcement, fire and emergency medical services and for the next steps in their training at the college level. The Digital Media and Digital Arts pathways and an award-winning Marine Corps JROTC program provide additional options to meet students' interests. The school has also expanded its AVID program, Advanced Placement offerings, and dual and concurrent enrollment opportunities through a partnership with the College of the Desert to meet the growing student and parent demand for rigorous and academically-challenging options. Students have the opportunity to participate in a variety of clubs and other extracurricular activities. DHSHS also has a comprehensive athletic program.

DHSHS staff takes an individualized approach to supporting EACH student on their path to college and career, including those who need additional academic assistance. We welcome all learners to Desert Hot Springs High School and the Golden Eagle family.

Revisions to the School Plan for Student Achievement and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year. The School Plan for Student Achievement is updated annually by the Desert Hot Springs High School School Site Council.

## 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)

- Schoolwide Program
- Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals

outlined in the plan. Desert Hot Springs High School is a Title 1 funded school and was identified for Targeted Support and Improvement (TSI). ATSI student groups include: foster, homeless, and African American.

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 Hot Springs High School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Desert Hot Springs High School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Educational Partner 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

SSC Election Dates and Results:

There were no parent openings for the 23-24 school year, as all positions were filled. Each member was in their second year of serving. In August 2024, three positions will be available for nomination and election.

There were two openings for teaching staff on the council in August 2023. Staff members were encouraged to nominate themselves or other staff members using a Google nomination form. This was emailed on two occasions. Staff were given until September 22nd, 2023 to nominate someone. Two staff members were nominated. A ballot with the two names and a write-in option was emailed to staff. The election ran from 9/18-9/22/23. The two teachers with the most votes were elected to the council.

There were five openings for students on the council in August 2023. Students were encouraged to nominate themselves or other students using a Google nomination form. This was emailed on two occasions, shared in teachers' Google classrooms and advertised in the school news. Students were given from August 28-September 1, 2023 to nominate someone. Five students were nominated. A ballot with the five names and a write-in option was emailed to students and posted in teachers' Google classrooms. The election ran from 8/28-9/1/23. The three students with the most votes were elected to the council, and the fourth was made an alternate.

SSC Meeting Dates and Topics

September 27, 2023: Mandatory School Site Council Annual Training, Parent-School Compact discussion.

October 30, 2023: Approval of minutes, Data Review (attendance), approval of 23-24 revisions, Data Review (bylaws)

January 23, 2024: Approval of minutes, Data Review (suspensions/expulsions), SPSA/LCAP funding update, Prop 28 discussion, Senior Expectations, ELAC input shared and allowed SSC to review ELL components/supports in the proposed plan.

April 15, 2024: Approval of the minutes, ATSI input worksheet, review of SPSA and budget with preliminary vote (approved)

May 13th, 2024: Final SSC approval of the SPSA after district review.

Fall 2024 Meeting Dates and Topics

September 25, 2024: Initial School Site Council meeting and training; first meeting of the year where October revisions were reviewed and approved.

ELAC Meeting Dates and Topics:

Oct. 17, 4:30pm: Functions of ELAC, Training (overview of responsibilities of ELAC), ELAC elections.

March 19, 4:30pm: Family Survey: School Needs Assessment, Reclassification update

Jan. 23, 4:30pm: Reviewed ELPAC, reviewed Needs Assessment (review of data), School Programs overview.

April 16, 4:30pm: CSI information, Family Survey (Needs Assessment), Review SPSA/ATSI input (developing of plan)

#### Leadership Team Meetings:

Sept 12: Department presentation dates assigned, welcome new members, norms review and adjustments, CCKO, classroom expectations

Oct 3: ELA/Math department presentations, CCKO/College and Career Week, SPSA Action Review (CSI, Title 1), Attendance discussion

Nov 7: Fine Arts/History/Science department presentations, Winter School discussion, SPSA October revise update and approvals, ELD designated walk thru follow up, Classroom expectations

Dec 5: MJROTC/REAL/PSA/World Languages/ SpED department presentations, master event calendar review, tardy policy review, winter break, course interest forms.

Jan 16: Math/PE department presentation, master schedule discussion, FAFSA, EL reports, UDL class visit update

Feb 13: ELA/Social Science/Science department presentations, Parent Square, Counseling Update, Senior Timeline, Senior Spreadsheet, Panorama Survey update, FTE/Staffing update 24-25, 24-25 budget input

March 12: Spring School update, CAASP update, staff concerns

April 16: ATSI Worksheet input, SPSA expenditure approval (per district review), master schedule/course request review, CCI overview

September 17, 2024: First leadership meeting of the year to discuss classroom expectations. Review and approval of the October revision changes for SPSA also discussed and approved.

#### District Involvement in Supporting the ATSI Plan Development -

April 10, 2024: ATSI worksheet input shared with entire staff and staff meeting (preview)

April 12, 2024: ATSI worksheet input with administrative team

April 15, 2024: ATSI worksheet input with community via School Site Council

April 16, 2024: ATSI worksheet input with site leadership team

April 17, 2024: ATSI worksheet input with departments via 2-1-2 time

May 13, 2024: ATSI plan and final SPSA approval by SSC

Based on the evaluation and the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section), the review of the California School Dashboard, district benchmarks, and Panorama Survey Input, the results of the ATSI and WASC self-study processes, the SSC recommended the SPSA be rewritten completely to reflect the current needs of our students and parents, and the recommendations of WASC stakeholders.

Goal 1: Increase the percentage of students who are college and career prepared.

- Expand PLC training and implementation schoolwide.
- Review Year 3 of Instructional Leadership Team: determined no longer needed. Eliminated with losing of CSI funding.
- Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams, college applications, and financial aid forms.
- Extend learning opportunities beyond the school day/school week
- Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.
- Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.
- Expand real-world, pre-professional and artistic experiences and supports for low-SES students
- Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings

Goal 2: Improve connections between families and the school

- Continue our community member advisory council of parents and community members (PAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on

ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making.

- Expand support for parents and responsible adults to guide their children through high school and college and career preparation.
- Expand community cultural and celebratory events in which families, students, and staff engage in informal and social interaction.

Goal 3: Improve students' social-emotional skills and their connections to school.

- Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)
- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide.
- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.
- Provide additional security for student and staff safety, especially in the evening.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our needs assessment in 2023-24, we identified a resource inequity within our Goal 1 (Academic Achievement). Our African American students, English learners, and disabled students continue to perform below our All Students group in English, Math, and College and Career Preparation, and our Special Education students are performing below our All Students group in graduation rates. We also identified our three (3) groups that qualify under ATSI: foster, homeless, African American.

We have identified the following subgroups to have performance gaps:

Graduation Rate: White (declined 21%- 67.6%); Homeless (increased 2.9%, 61.9%)

College and Career Indicator: Students with disabilities (2.7% prepared/very low)

Resource inequities under ATSI are as follows:

African American: Suspension Rate (increased by 9.2%)

Foster: Suspension Rate (increased by 12.4%)

Homeless: Suspension Rate (increased by 2.9%; Grad Rate only increased by 2.9%)

In Goal 1 of our 24-25 plan, we have addressed these inequities through these specific actions:

- Continue Accountability Team (led by UDL Coach) to monitor D/F rates, study grading practices, common assessments, and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.
- Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams, college applications, and financial aid forms. This includes a CCGI site-wide model that will begin this upcoming school year.
- Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.
- Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.
- Expand real-world, pre-professional and artistic experiences and supports for low-SES students

In 2023, we identified a resource inequity within Goal 3 (Safe Learning Environment):

African American and disabled students had a higher rate of chronic absenteeism than the All Students group.

African American, Foster, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged students had higher suspension rates than the All Students group.

At year end we expect for these numbers to go down due to a more restorative approach when dealing with discipline.

This included use of our Wellness Center to provide counseling and therapy sessions as part of our program.

In Goal 3 of our 2024-25 plan, we have addressed these inequities through the following actions:

- Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)



- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide.
- Addition of Wellness Specialist to help support all students, with focus on three ATSI subgroups (Foster/Homeless/African American)
- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included 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 student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

## Reflections: Success

- According to the Panorama Survey, in our Winter 2024 Student SEL Survey there was a percentage increase in the following areas: Knowledge and Fairness of Discipline, Rules, and Norms, Safety, Sense of Belonging. Actions that played a significant factor in these areas include our FACE Specialist being here full time to support parents and their students on a walk-in basis, assemblies and classroom visits sharing the site expectations, and activities throughout the year provided for students, including workshops offered via The Nest. With the Think Together grant continuing, we will be able to continue these supports.
- According to the Panorama Survey, in Winter Staff 2024, there was an increase in Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules, and Norms, and Safety, School Leadership. There was a 7% gain in safety, which was a Goal 3 focus for the year. Actions that played a significant factor in these areas include more restorative pieces added with our Deans as well as being willing to suspend when necessary. We understand that restorative and other means provide education to the students, but punitive consequences are still needed in certain circumstances. Staff and students agreed due to their responses on the Panorama Survey.
- During the 2023-24 school year, we implemented additional messaging about A-G completion, increased supports for AP testing, and planned college trips for every grade level to encourage students to complete A-G during the 2023-24 school year. This exposed more students to colleges throughout the year than the previous year. This was possible via our grant with Think Together. Actions that played a significant factor in these areas include having a full time SEL Counselor to provide extra support with A-G delivery, the five counselors to help support our large student population, and the COSA that helped our ELLs primarily. As long as these are provided by the district we will continue to be able to support our students in these areas and continue to see growth.

\*Progress in student groups (low-income, ELL, foster youth, and homeless) are listed below in areas that need attention.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

From the Fall 2023 Dashboard Data, we have identified the following student groups to have performance gaps:

Math CAASPP: All groups (139.8 points below); English learners (196.5 points below standard) and Students with Disabilities (221.4 points below standard); Socio Disadvantage (141.7 below); Hispanic (139.4 below)

English Language Arts CAASPP: All groups (35.5 points below); English learners (104.9 points below standard), Students with Disabilities (162.7 points below standard).

Suspension: All groups (10.5%); African Americans (29.4%), Students with Disabilities (18.8%), Homeless (15.3%), Foster (32.4%)

Chronic Absenteeism 2023-2024: 45.48%

English Language Learners: 104.9 points below standard

ATSI Identified Groups:

African American (suspension rate- increased 9.2%)

Foster (suspension rate- increased 12.4%)

Homeless (suspension rate- increased 2.9%; grad rate- increased 2.9%)

\*Homeless and White identified as "red" in the area of graduation rate on the dashboard. This will be monitored for the 24-25 school year.

22-23 data: A-G: 37.7% all groups; AA 25%, Hispanic 39%; White 32%; EL 25%

We plan to address these performance gaps with our action items under goals 1 and 3.

Goal 1: Increase the percentage of students who are college and career prepared.

- Expand PLC training and implementation schoolwide.
- Continue a model of the Instructional Leadership Team to plan instruction of schoolwide learner outcomes and support implementation of instructional strategies, and onboard, support, and retain new teachers.
- Accountability Team will continue to monitor D/F rates, study grading practices, common assessments, and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades. (ATSI)
- Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams, college applications, and financial aid forms.
- Extend learning opportunities beyond the school day/school week
- Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.
- Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.
- Expand real-world, pre-professional and artistic experiences and supports for low-SES students
- Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings (ATSI)
- Provide intervention support in mathematics and language arts for struggling students. (ATSI)
- Provide mentors for AA/Homeless/Foster to monitor A-G and graduation credit monitoring (ATSI)

Goal 2: Improve connections between families and the school.

- Continue our Student of the Month program to invite families on campus to celebrate their students.
- Provide a parent workshop once every other month, driven by the parents and what they need.
- Continue to use social media to reach families that may not receive our calls and/or emails.
- Four times a year provide times that families can come in and meet with the principal to voice any concerns they may have.

## Reflections: Identified Need

- Hold a Freshman orientation for parents that consists of a campus tour and meeting with the principal.

Goal 3: Improve students' social-emotional skills and their connections to school.

- Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)
- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide.
- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension. (ATSI)
- Provide additional security for student and staff safety, especially in the evening.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0.46%	0.41%	7	8	7
African American	6.31%	7%	6.05%	114	122	104
Asian	0.33%	0.29%	0.47%	6	5	8
Filipino	0.50%	0.34%	0.41%	9	6	7
Hispanic/Latino	81.18%	81.17%	80.91%	1467	1414	1390
Pacific Islander	0.11%	0.06%	0.06%	2	1	1
White	9.13%	8.09%	8.56%	165	141	147
Multiple/No Response	2.05%	2.58%	3.14%	37	45	54
	<b>Total Enrollment</b>			1807	1742	1718

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	473	449	450
Grade 10	492	461	439
Grade 11	457	458	426
Grade 12	385	374	403
<b>Total Enrollment</b>	1,807	1,742	1,718

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	474	452	440	24.70%	26.2%	25.6%
Fluent English Proficient (FEP)	599	563	541	34.50%	33.1%	31.5%
Reclassified Fluent English Proficient (RFEP)				8.3%		

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1742	98.5	25.9	1.3
Total Number of Students enrolled in Desert Hot Springs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	452	25.9
Foster Youth	22	1.3
Homeless	145	8.3
Socioeconomically Disadvantaged	1716	98.5
Students with Disabilities	304	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	122	7
American Indian	8	0.5
Asian	5	0.3
Filipino	6	0.3
Hispanic	1414	81.2
Two or More Races	45	2.6
Pacific Islander	1	0.1
White	141	8.1

### Conclusions based on this data:

1.



# School and Student Performance Data

## Overall Performance







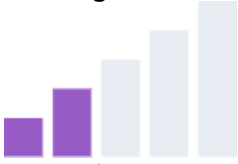
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b>  Low		



**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Language Arts

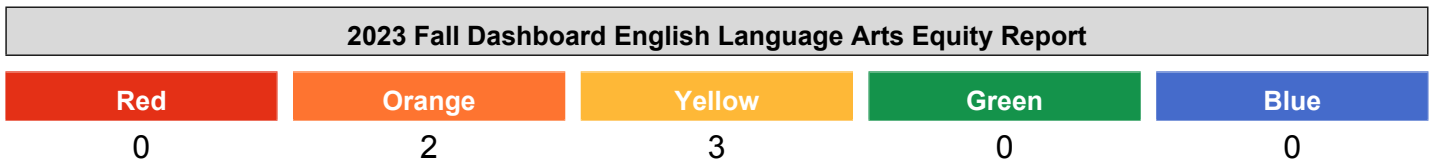
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 35.5 points below standard Increased Significantly +24.7 points 356 Students	<b>English Learners</b>  Orange 104.9 points below standard Increased Significantly +19.2 points 108 Students	<b>Foster Youth</b> Less than 11 Students 6 Students
<b>Homeless</b> 127.5 points below standard Decreased Significantly -23.8 points 28 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 35.7 points below standard Increased Significantly +25.3 points 351 Students	<b>Students with Disabilities</b>  Orange 162.7 points below standard Increased Significantly +24.8 points 62 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>111.2 points below standard</p> <p>Decreased Significantly - 25.8 points</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>35 points below standard</p> <p>Increased Significantly +23.4 points</p> <p>295 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>38.2 points below standard</p> <p>Increased Significantly +65.7 points</p> <p>31 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>132.9 points below standard</p> <p>Increased Significantly +22.8 points</p> <p>83 Students</p>	<p>12 points below standard</p> <p>Increased Significantly +21 points</p> <p>25 Students</p>	<p>37.3 points below standard</p> <p>Increased Significantly +53.7 points</p> <p>142 Students</p>

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance Mathematics

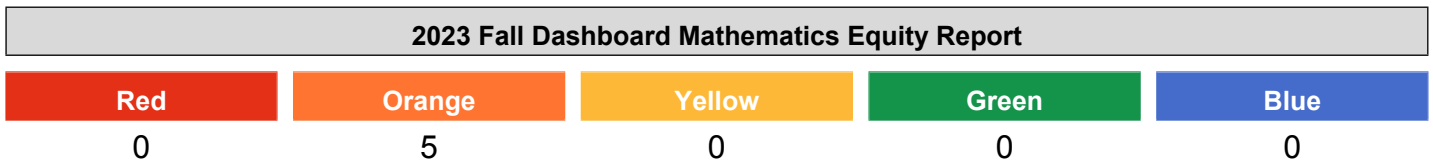
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 139.8 points below standard Increased Significantly +19.2 points 354 Students	 Orange 196.5 points below standard Increased +9.7 points 108 Students	Less than 11 Students 6 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
209.1 points below standard Maintained -2.5 points 29 Students	 Orange 141.7 points below standard Increased Significantly +16.7 points 350 Students	 Orange 221.4 points below standard Increased Significantly +39.3 points 62 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>179 points below standard</p> <p>Increased Significantly +33.9 points</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>139.4 points below standard</p> <p>Increased +13.9 points</p> <p>291 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>123.6 points below standard</p> <p>Increased Significantly +60.9 points</p> <p>31 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>220.2 points below standard</p> <p>Increased +4.7 points</p> <p>84 Students</p>	<p>123.1 points below standard</p> <p>Increased Significantly +35 points</p> <p>25 Students</p>	<p>143.1 points below standard</p> <p>Increased Significantly +41.3 points</p> <p>142 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

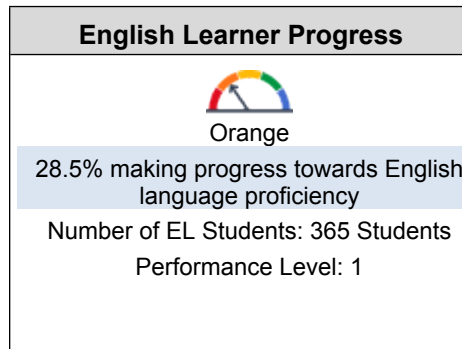
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
114	146	1	99

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

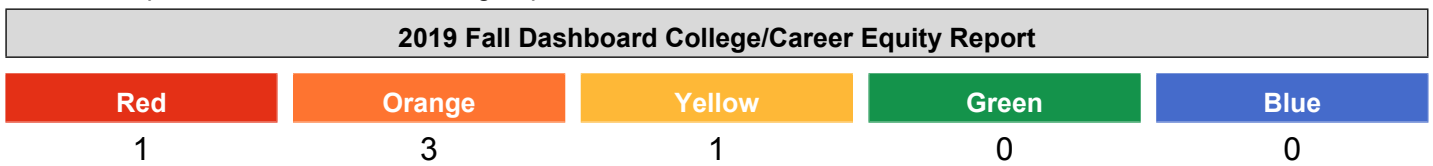
## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> Orange 34.6 Maintained -1.8 379	<p><b>English Learners</b></p> Orange 15.6 Maintained -0.4 96	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 24.2 Declined Significantly -9.1 33	<p><b>Socioeconomically Disadvantaged</b></p> Orange 34 Declined -3.1 362	<p><b>Students with Disabilities</b></p> Red 4.3 Maintained +1.5 47

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 28.6 Increased Significantly +14.3 21	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37 Maintained -0.8 305	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Orange 22.5 Declined -10.8 40

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
Prepared	36.4 Prepared	34.6 Prepared
Approaching Prepared	27.8 Approaching Prepared	24.8 Approaching Prepared
Not Prepared	35.8 Not Prepared	40.6 Not Prepared

**Conclusions based on this data:**

- 1.



# School and Student Performance Data

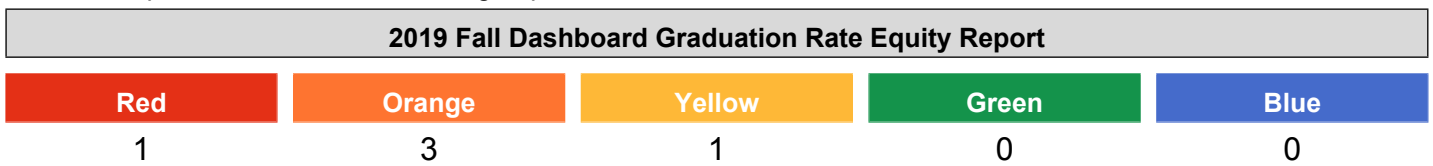
## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> Orange 90.3 Declined -3.2 381	<p><b>English Learners</b></p> Orange 81.6 Declined -11.8 98	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 84.9 Declined -5.6 33	<p><b>Socioeconomically Disadvantaged</b></p> Orange 90.4 Declined -3.4 364	<p><b>Students with Disabilities</b></p> Red 64.6 Declined -8.4 48

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 95.2 Increased +4.3 21	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.2 Declined -3 307	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Orange 85 Declined -5.5 40

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
93.4	90.3

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

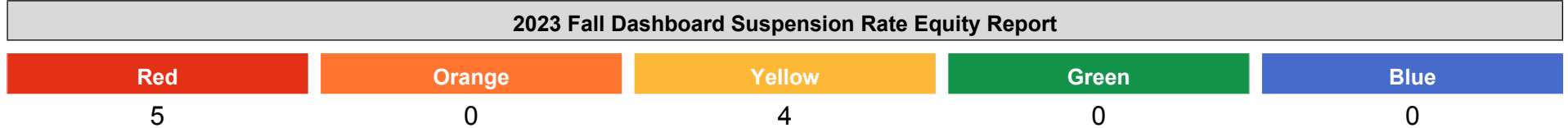
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Red

10.5% suspended at least one day

Maintained 0.2  
 1886 Students


**English Learners**

  
 Yellow

10.4% suspended at least one day

Declined Significantly -3.9  
 489 Students


**Foster Youth**

  
 Red

32.4% suspended at least one day

Increased 12.4  
 34 Students


**Homeless**

  
 Red

15.3% suspended at least one day

Increased 2.9  
 157 Students


**Socioeconomically Disadvantaged**

  
 Red

10.6% suspended at least one day

Maintained 0.1  
 1847 Students





**Students with Disabilities**

  
 Red

18.8% suspended at least one day

Increased 0.5  
 330 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 29.4% suspended at least one day Increased 9.2 143 Students	Less than 11 Students 9 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.1% suspended at least one day Declined -0.4 1513 Students	 Yellow 6.1% suspended at least one day Declined -4.5 49 Students	Less than 11 Students 2 Students	 Yellow 9.5% suspended at least one day Declined -1.4 158 Students

**Conclusions based on this data:**

- 1.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### Goal 1 – Increased Academic Achievement

WASC/ Site Goal: Increase the percentage of students who are college and career prepared.

School-identified Critical Academic Needs:

Increase the percentage of students who are college and career prepared,

Student Outcome Data used to identify this need: CCI, Graduation Rate, D/F Rate, CTE Completion, A-G Completion, CAASPP Results

Related school wide areas for growth:

1.Improve academic progress of students in all subject areas and in all student groups to grow student academic achievement.

2.Increase variety, access, and completion of elective classes, real-world experiences, and pre-career offerings and skills beyond CTE academies to grow student achievement.

3.Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

### Annual Measurable Outcomes







#### Metric/Indicator

#### Expected Outcomes

#### Actual Outcomes

California School Dashboard -  
Academic Indicator for English  
Language Arts  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hispanic)  
African American (AA)  
Socioeconomically Disadvantaged  
(SED)  
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Orange	-55.7	Increase +10
EL	Orange	-115.1	Increase +9
Hispanic	Orange	-49.4	Increase +9
AA	Orange	-78.5	Increase +7
SED	Orange	-52.2	Increase +8
SWD	Orange	-173.3	Increase +10

St. Group	Color	DFS/Percentage	Change
All	 Yellow	35.5 points below standard	Increased Significantly +24.7 points
EL	 Orange	104.9 points below standard	Increased Significantly +19.2 points
Hispanic	 Yellow	35 points below standard	Increased Significantly +23.4 points
AA		111.2 points below standard	Decreased Significantly - 25.8 points
SED	 Yellow	35.7 points below standard	Increased Significantly +25.3 points
SWD	 Orange	162.7 points below standard	Increased Significantly +24.8 points







**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

California School Dashboard - Academic Indicator for Mathematics  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Orange	-136.5	Increase +20
EL	Orange	-190.3	Increase +15
Hisp	Orange	-132.9	Increase +20
AA	Orange	-202.9	Increase +10
SED	Orange	-141.2	Increase +15
SWD	Orange	-238	Increase +15

St. Group	Color	DFS/Percentage	Change
All	 Orange	139.8 points below standard	Increased Significantly +19.2 points
EL	 Orange	196.5 points below standard	Increased +9.7 points
Hisp	 Orange	139.4 points below standard	Increased +13.9 points
AA	 Orange	179 points below standard	Increased Significantly +33.9 points
SED	 Orange	141.7 points below standard	Increased Significantly +16.7 points
SWD	 Orange	221.4 points below standard	Increased Significantly +39.3 points


California Science Test - Percent of Students Who Meet or Exceed Standard  
High School

California Science Test - Percent of Students Who Meet or Exceed Standard  
High School -17.44% Met or Exceeded Standard

California Science Test - Percent of Students Who Meet or Exceed Standard  
High School -10.57% Met or Exceeded Standard

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	28.5%	


English Learner Redesignated Fluent English Proficient (RFEP)  
Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP)  
Reclassification Rate: 15% or higher

English Learner Redesignated Fluent English Proficient (RFEP)  
Reclassification Rate: 7%

California School Dashboard - Graduation Rate Indicator  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)

St. Group	Color	DFS/Percentage	Change
All	Green	95%	Increase 14.7%
EL	Green	95%	Increase 29.3%

St. Group	Color	DFS/Percentage	Change
All	 Green	83.2% graduated	Increased 3






**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

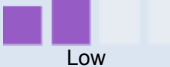


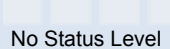
Hisp	Green	95%	Increase 16.4%
AA	Green	95%	Increase 6.1%
SED	Green	95%	Increase 14.9%
SWD	Green	95%	Increase 39.1%

EL	 Yellow	76% graduated	Increased Significantly 10.3
Hisp	 Green	85.5% graduated	Increased Significantly 6.9
AA		76.9% graduated	Decreased Significantly - 12
SED	 Green	83.5% graduated	Increased 3.4
SWD	 Yellow	70.3% graduated	Increased Significantly 14.3

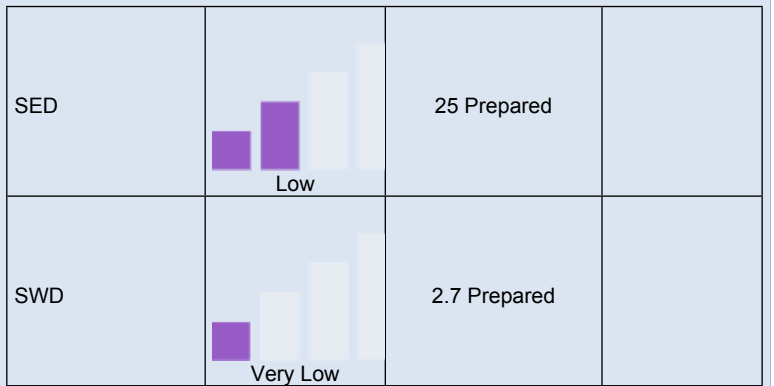
College and Career Indicator (CCI)  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

\*CCI results were not published for the Fall 2022 Dashboard and will return for the Fall 2023 Dashboard.

St. Group	Color	DFS/Percentage	Change
All	no data to report	no data to report	no data to report
EL	no data to report	no data to report	no data to report
Hisp	no data to report	no data to report	no data to report
AA	no data to report	no data to report	no data to report
SED	no data to report	no data to report	no data to report
SWD	no data to report	no data to report	no data to report

St. Group	Color	DFS/Percentage	Change
All	 Low	24.9 Prepared	
EL	 Low	13.6 Prepared	
Hisp	 Low	27.4 Prepared	
AA	 No Status Level	7.7 Prepared	



Metric/Indicator	Expected Outcomes	Actual Outcomes						
		 <table border="1" data-bbox="1230 162 1999 545"> <tr> <td>SED</td> <td>Low</td> <td>25 Prepared</td> </tr> <tr> <td>SWD</td> <td>Very Low</td> <td>2.7 Prepared</td> </tr> </table>	SED	Low	25 Prepared	SWD	Very Low	2.7 Prepared
SED	Low	25 Prepared						
SWD	Very Low	2.7 Prepared						
<p>UC and/or CSU Entrance Requirement Completion Rate</p> <p>All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p> <p>Students with Disabilities (SWD)</p>	<p>UC and/or CSU Entrance Requirement Completion Rate</p> <p>All Students (ALL) - 39.8%</p> <p>English Learners (EL) - 17.5%</p> <p>Hispanic (Hisp) - 41.7%</p> <p>African American (AA) - 41.5%</p> <p>Socioeconomically Disadvantaged (SED) - 39.6%</p> <p>Students with Disabilities (SWD) - 9.8%</p>	<p>UC and/or CSU Entrance Requirement Completion Rate</p> <p>All Students (ALL) - 37.7%</p> <p>English Learners (EL) - 11.4%</p> <p>Hispanic (Hisp) - 11.4%</p> <p>African American (AA) - 25%</p> <p>Socioeconomically Disadvantaged (SED) - 37.7%</p> <p>Students with Disabilities (SWD) - 7.5%</p>						
<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>Career Technical Education (CTE) Program Completion Rate</p> <p>Reports completion of all CTE program required coursework with a C+ or better grade in each course -</p> <p>REAL: 65</p> <p>PSA: 58</p>	<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course -</p> <p>*Coming Soon</p>						
<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher.</p> <p>All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher.</p> <p>All Students (ALL) - 63.2%%</p> <p>English Learners (EL) - 98%%</p> <p>Hispanic (Hisp) - 66.4%</p> <p>African American (AA) - 69.7%</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher.</p> <p>All Students (ALL) - 54%</p> <p>English Learners (EL) - 5.9%</p> <p>Hispanic (Hisp) - 95%</p> <p>African American (AA) - 0</p>						

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance
D/F Grades (Added as a measure for strategies implemented through the CSI process) D/F grades are	<p>Spring 2022 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)</p> <p>Spring 2022 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade)</p> <p>9th: 48%</p> <p>10: 50%</p> <p>11th: 43%</p> <p>12th: 23%</p>	<p>Spring 2023 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)</p> <p>Spring 2023 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade)</p> <p>9th: 61%</p> <p>10th: 63%</p> <p>11th: 48%</p> <p>12th: 36%</p>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue PLC training and implementation schoolwide.	Departments/PLCs met throughout the year and collaborated to analyze data, plan, and monitor student learning.	Extension of 4 release/collaboration days during the 2023-24 school year for English, Math, Science and Social Science (including Special Education teachers and teachers of ELL newcomers) to collaborate on identifying essential standards, developing common assessments, and developing strategies to reteach and/or extend student learning. This year we are offering the flexibility	Ongoing 1000-1999: Certificated Personnel Salaries CSI Funding 29626.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		of collaboration days before school and release days during the year to allow monitoring of effectiveness. 1000-1999: Certificated Personnel Salaries CSI Funding 50646	
Develop an Instructional Leadership Team (ILT) of experienced and effective teachers to lead implementation of Schoolwide Learner Outcome instruction and support, continuous improvement and implementation of professional development in instructional strategies, and new teacher onboarding and support program.	New ILT team was created and they provided support, when needed, to the rest of the staff, focusing on new (1-2 years) teachers on campus.	Summer 2022 PLC Institute for Science Team since they were not able to attend this last year. This is our last department needing the training. 5000-5999: Services And Other Operating Expenditures CSI Funding 31000	Completed 5000-5999: Services And Other Operating Expenditures Title IV 0
		14 days for lesson study and planning for our math department (14 days at \$190 a sub) 1000-1999: Certificated Personnel Salaries CSI Funding 2660	Completed 1000-1999: Certificated Personnel Salaries CSI Funding 2660
		4 collaboration days for ILT members during school breaks to now build capacity with veteran staff. 1000-1999: Certificated Personnel Salaries CSI Funding 3946	In process 1000-1999: Certificated Personnel Salaries CSI Funding 2210.00
		Supplies for New Teacher support meetings and ILT Team 4000-4999: Books And Supplies LCFF	Completed 4000-4999: Books And Supplies LCFF 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2,000	
		Professional Development and education books and materials for ILT (Kagan/Station Rotation) 5000-5999: Services And Other Operating Expenditures CSI Funding 5000	Completed 5000-5999: Services And Other Operating Expenditures CSI Funding 3452.00
		Period coverage to facilitate classroom visits for ILT members and supported teachers 1000-1999: Certificated Personnel Salaries CSI Funding 3000	In process 1000-1999: Certificated Personnel Salaries CSI Funding 1710
		Timecards for Schoolwide Learner Outcome Lesson Design after school hours and on school holidays, with a focus on our English Language Learners for the 2023-2024 school year. 1000-1999: Certificated Personnel Salaries CSI Funding 5000	Completed 0001-0999: Unrestricted: Locally Defined CSI Funding 1000
Develop an Accountability Team of lead teachers and administrators to monitor D/F rates, study grading practices, common assessments and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.	MTSS Coach came in and began to pull reports and share data with departments. Summer planning was done for site plans.	3-day summer planning for administrators and lead teachers 5000-5999: Services And Other Operating Expenditures LCFF 3,500	Completed 5000-5999: Services And Other Operating Expenditures LCFF 3408
		One day a month (Aug-May) to work on ILT planning/support for all three ILT members. Scaling	Completed 1000-1999: Certificated Personnel Salaries CSI Funding

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		back from one prep buy out to once a month. 1000-1999: Certificated Personnel Salaries CSI Funding 5,700	0
		Additional Accountability Team Teacher Time Cards for 8 after school meetings and attendance at professional development 1000-1999: Certificated Personnel Salaries CSI Funding 2,520	Completed 0001-0999: Unrestricted: Locally Defined CSI Funding 2210
		One (1) ELA or ELD prep buy out to support with intervention/credit recovery/or AG elective 5000-5999: Services And Other Operating Expenditures CSI Funding 16,504	In process 5000-5999: Services And Other Operating Expenditures CSI Funding 5000
Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT, PSAT, ACT) college applications, and financial aid forms.	College and career exploration trips to museums, colleges for visits, and band to performance.	Expanded Learning/Enrichment Opportutnies (before/after school and during; \$10,000 for Holiday Bowl, art, career exploration, VAPA enrichment, college visits, etc.) 5000-5999: Services And Other Operating Expenditures LCFF 31,192.00	On going 5000-5999: Services And Other Operating Expenditures LCFF 8748.00
Extend learning opportunities beyond the school day/ school week.	AG boot camps were held, as well as Saturday School held once a month.	Provide supplemental summer, winter and spring school offerings for A-G completion and college preparation 4000-4999: Books And Supplies	On going 4000-4999: Books And Supplies LCFF 3764

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 5,000	
		Timecards for Saturday School/Tutoring 1000-1999: Certificated Personnel Salaries LCFF 5,000	On going 0001-0999: Unrestricted: Locally Defined Title I 3161
Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.	EL Coordinator buy outs were done to help support staff and students with newcomers and ELLs. Para bilingual support staff pushed in to help students in classrooms.	EL Coordinator 2 prep buy-out 1000-1999: Certificated Personnel Salaries Title I 78,001.00	Completed 1000-1999: Certificated Personnel Salaries Title I 82363.00
		Full Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 74,447.00	Completed 2000-2999: Classified Personnel Salaries Title I 79423.00
		Part Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 32,842.00	Completed 2000-2999: Classified Personnel Salaries Title I 34298.00
		Part Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 39,563.00	Part Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 41869.00
		Timecards for support with ELPAC Assessment 2000-2999: Classified Personnel Salaries	Ongoing 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 13,500	9923
Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.	Teachers attended conferences/PDs specific to their departments. Classified support when needed on after school and weekend events.	Professional development for co-teachers, including certificated and classified conferences 5000-5999: Services And Other Operating Expenditures LCFF 6288	Completed 5000-5999: Services And Other Operating Expenditures LCFF 4339
		Timecards for additional classified or certificated support 2000-2999: Classified Personnel Salaries LCFF 3,000	In process 2000-2999: Classified Personnel Salaries LCFF 1862
Expand real-world, pre-professional and artistic experiences and supports for low-SED students.	Library tech assisted with one on one support and small group to help raise student achievement. Also worked with seniors on A-G requirements.	Provide additional support in the library to support students in accessing materials and providing additional 1:1 and small group support. During this Title 1 time individualized instruction will be provided with students in the area of ELA and Math to help increase student achievement. 2000-2999: Classified Personnel Salaries Title I 22,217.00	Completed 4000-4999: Books And Supplies LCFF 14264
Supplemental Materials, supplies, and technology licenses for all departments	Materials were provided to departments for every day use to help support student learning.	Supplemental Materials, supplies, and technology licenses for all departments (math, ELA, history, science, PE, ELD, World Lang) 4000-4999: Books And Supplies LCFF 36,212	Completed 4000-4999: Books And Supplies LCFF 30460

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reading Intervention licenses and supplies.	This was not done this year, but quote is in for next year.	AR licenses 5000-5999: Services And Other Operating Expenditures Title I 1000.00  Reading Intervention (AR) Program (materials and supplies) 5000-5999: Services And Other Operating Expenditures Title I 3,000.00	AR licenses 5000-5999: Services And Other Operating Expenditures Title I 0  Reading Intervention (AR) Program (materials and supplies) 5000-5999: Services And Other Operating Expenditures Title I 0
Creation of an additional arts elective section	This allowed us to bring down numbers in our art classes to provide more individualized support.	Year two of an additional elective section - Creates an additional elective section in order to increase access to A-G courses in the visual and performing arts and/or core classes, which improves college and career readiness for students. 1000-1999: Certificated Personnel Salaries CSI Funding 23,260	Completed 1000-1999: Certificated Personnel Salaries CSI Funding 23,260
Monitoring of English Language Learners in four core departments	This was done via MTSS Coach and two ELA teachers.	Pay for 1 staff per department (math, science, history, ELA) to monitor selected ELL students. Provide them one day a month to work on monitoring. (40 days total- \$190 per sub) 5000-5999: Services And Other Operating Expenditures CSI Funding 7,600	Staff observing other staff members or meeting with departments to do common planning. 1000-1999: Certificated Personnel Salaries Title I 3800



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tutoring at Title 1 Schools (including before and after school)	Tutoring was offered after school in core subjects.	Timecards for before and after school tutoring; tutoring within the day, schedule permitting. 1000-1999: Certificated Personnel Salaries Title I 10,000	On going 1000-1999: Certificated Personnel Salaries Title I 1000
Kagan Strategies Conference and Supplies for Student Engagement	Team was trained in Kagan to help engage student learning.	Budget for student engagement conferences, workshops, professional development. (i.e. Kagan) 5800: Professional/Consulting Services And Operating Expenditures Title I 25000.00	Budget for student engagement conferences, workshops, professional development. (i.e. Kagan) 5800: Professional/Consulting Services And Operating Expenditures Title I 7000
		Reading Intervention (i.e Kagan) strategy supplies 5800: Professional/Consulting Services And Operating Expenditures Title I 5,000.00	Reading Intervention (i.e Kagan) strategy supplies 5800: Professional/Consulting Services And Operating Expenditures Title I 0
Academic A/G Bootcamps for ELLs, core content, AP, and state test prep	AG Bootcamps were held.	Bootcamps for English Language Learners, Core Content Areas (i.e. math, science, history, language arts), Advancement Placement, and state test prep. 5000-5999: Services And Other Operating Expenditures Title I 18671	Bootcamps for English Language Learners, Core Content Areas (i.e. math, science, history, language arts), Advancement Placement, and state test prep. 5000-5999: Services And Other Operating Expenditures Title I 9000
Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion,	Incentives and supplies were purchased to help motivate and recognize students. End of year activities are scheduled.	Supplies and incentives for attendance, participation, and completion of stated measures	Supplies and incentives for attendance, participation, and completion of stated measures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings		4000-4999: Books And Supplies LCFF 15000	4000-4999: Books And Supplies LCFF 3000
		Honors Desert /AG and Recognition 4000-4999: Books And Supplies LCFF 3,500	Honors Desert /AG and Recognition 4000-4999: Books And Supplies LCFF 0
		End of Year Student Athlete awards and certificates (all sports, Seniors and above a 3..0) 4000-4999: Books And Supplies LCFF 4000	Completed 4000-4999: Books And Supplies LCFF 0

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall the strategies/activities were effective, with some different funding sources being used in order to support student learning. The largest discrepancy was with: 14 days for lesson study and planning for our math department (14 days at \$190 a sub). This was expanded for more core departments to allow teachers and departments to do common planning, analyzing of assessments, and looking at lesson plans and units with a UDL lens. Departments felt this was the best use of time instead of having ILT members take teachers into classrooms for observations. Money was saved in other areas in order to accommodate for this shift in budget. (Effective)

\*Overall effectiveness described below in major differences.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget for student engagement conferences, workshops, professional development. (i.e. Kagan)- this expenditure did not occur this year. Leadership and SSC opted to begin with it in the beginning of the year next year to provide a full year of data. (not effective because not completed)

Reading Intervention (i.e Kagan) strategy supplies: this expenditure did not occur this year. Leadership and SSC opted to begin with it in the beginning of the year next year to provide a full year of data. (not effective because will begin in 24-25)

14 days for lesson study and planning for our math department (14 days at \$190 a sub): This was expanded to all departments, not just math with a focus on lesson design, planning via UDL lens, and analyzation of data. (effective because used and utilized by all departments)

Timecards for Schoolwide Learner Outcome Lesson Design after school hours and on school holidays, with a focus on our English Language Learners for the 2023-2024 school year.: monies moved to above line item. (effective because allowed more support to our ELLs)

One day a month (Aug-May) to work on ILT planning/support for all three ILT members and Additional Accountability Team Teacher Time Cards for 8 after school meetings and attendance at professional development moved to above line item. (not effective and discontinued for next year)

Expanded Learning/Enrichment Opportunities (before/after school and during; \$10,000 for Holiday Bowl, art, career exploration, VAPA enrichment, college visits, etc.): money not all used because we were able to get donated opportunities. (effective because exposed students to expanded learning)  
Timecards for Saturday School/Tutoring: more money allocated here in an attempt to improve attendance and see growth in district and CAASP testing. (not effective because did not really help attendance)  
EL Coordinator and bilingual paraprofessionals were adjusted due to new CBA; pay raises. (effective because provide support to our increasing number of newcomers we are receiving- 30 this new ones for next year).

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.

Due to budget cuts and decision to move money more to allow for staff collaboration to better support all students, especially Foster, Homeless, and African American, the following actions are being deleted for 24-25:

- Honors Desert /AG and Recognition
- End of Year Student Athlete awards and certificates (all sports, Seniors and above a 3..0)
- Incoming Freshmen Camps
- Consultant Speaker Fees (absorbed somewhere else)

Due to change in CSI status to ATSI, the following actions will be eliminated for 24-25:

- Extension of 4 release/collaboration days during the 2023-24 school year for English, Math, Science and Social Science (including Special Education teachers and teachers of ELL newcomers) to collaborate on identifying essential standards, developing common assessments, and developing strategies to reteach and/or extend student learning. This year we are offering the flexibility of collaboration days before school and release days during the year to allow monitoring of effectiveness.
- Summer 2022 PLC Institute for Science Team since they were not able to attend this last year. This is our last department needing the training.
- 14 days for lesson study and planning for our math department (14 days at \$190 a sub).
- 4 collaboration days for ILT members during school breaks to now build capacity with veteran staff.
- Professional Development and education books and materials for ILT (Kagan/Station Rotation)
- Period coverage to facilitate classroom visits for ILT members and supported teachers
- One (1) ELA or ELD prep buy out to support with intervention/credit recovery/or AG elective
- Year two of an additional elective section - Creates an additional elective section in order to increase access to A-G courses in the visual and performing arts and/or core classes, which improves college and career readiness for students.

\*Unfortunately due to lack of funding areas that are lacking progress will be impacted. We will need to come up with a plan with our staff that will not require funds in order to provide student support (i.e. staff mentors (suspensions/homeless/foster/ELL), grants (attendance/expanded learning), working with community groups (attendance/A-G support), etc).

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### Goal 2 – Parent Engagement

WASC Goal: Improve connections between families and the school.

Related school wide areas for growth:

Emphasize improving communication and continue to investigate different ways to engage parents to ensure ALL parents are fully involved in their child’s progress, plans for college and career, school initiatives and activities, and district and site decision-making.

Metrics:

Family Member Panorama Survey Results

Attendance at School Events

Participation in parent groups and committees (ELPAC, AAPAC, PTSA)

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150 surveys	Parent Participation in Stakeholder Input Processes- 57 responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 95% African American (AA) - 83%	Family School Connectedness via Panorama Family Climate Survey: 91% Knowledge and Fairness of Discipline, Rules, and Norms: 82% LCAP: 90% Safety: 76%
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 95% African American (AA) - 92%	Climate of Support for Student Learning Survey 88% (down 6%)
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -5%	Number of Attendees attending 1 or more site/parent center sponsored events- TBD

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Create a community member advisory council of parents and community members (CPAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making.</p>	<p>PAC committee was created and in year 2 of implementation.</p>	<p>AA and Latino Mentor Programs- includes materials, supplies, and transportation costs for field trips) 5000-5999: Services And Other Operating Expenditures LCFF 2000</p>	<p>Completed 5000-5999: Services And Other Operating Expenditures LCFF 2000</p>
<p>Incoming freshmen and community camps for all DHS youth</p>	<p>Basketball, football, soccer, and cheer held camps for the youth in DHS.</p>	<p>Incoming Freshman camps materials and supplies including shirts (baseball/football/soccer/basketball all) 4000-4999: Books And Supplies LCFF 5,000</p>	<p>Completed 4000-4999: Books And Supplies LCFF 5000</p>
		<p>Incoming Freshmen timecards 5000-5999: Services And Other Operating Expenditures LCFF 656.78</p>	<p>Completed 5000-5999: Services And Other Operating Expenditures LCFF 656.78</p>
		<p>Middle School Campus Visits (middle school mentor groups, band/extra curricular students) 5000-5999: Services And Other Operating Expenditures LCFF 3,000</p>	<p>Middle School Campus Visits (middle school mentor groups, band/extra curricular students) 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide childcare for parent events.	When needed, childcare was provided for events (ie. FAFSA night)	Childcare at parent events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,415	Completed 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0
Purchase instructional materials and contract with guest speakers for parent events.	A guest speaker was brought in this year to speak to the entire student population.	Materials 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2,000	In Process 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2913.00
		Speakers, facilitators, and conferences. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 4,442	Completed 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 4212

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

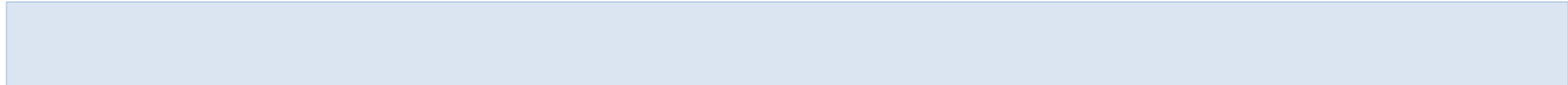
For Goal 2 most expenditures were completed and effective. We were able to provide child care at events, bring in motivational speakers, materials for mentor programs and continue with year 2 of our PAC (Parent and Community) Committee meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Middle School Campus Visits (middle school mentor groups, band/extra curricular students): This action was not completed because schools have started to come to our campus this year, so the need was not there.  
Childcare at parent events: Childcare was not needed for our events because elementary aged children did not come with parents.

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 only major change for Goal 2 will be the middle school visits. We are going to reduce, or eliminate, this action item due to them coming to us now and most funding falling under College and Career budget.  
Metrics in the Parent/Home Panorama survey went down this year. In order to address this we will have our FACE Specialist reach out to families, along with admin sending out items via Parent Square, to educate parents on items that went down. Since we did not see similar trends in the student and staff survey, most likely an opportunity to educate parents.



# Annual Review and Update

**SPSA Year Reviewed: 2023-24**

## Goal 3 – Safe and Healthy Learning Environment

WASC Goal: Improve students’ social-emotional skills and their connections to school.

Related school wide areas for growth:

Organize existing structures into a multi-tiered system of support so that all staff, parents, students, and community members understand and know the process and its purpose to increase student success.

Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

Identified Critical Learner Needs:

Decrease the percentage of students who are suspended one or more days

Metric: Suspension Rate, Referral Data

Improve students’ social-emotional skills and connections to school

Metrics: Panorama Survey Results (Student Connectedness, Social Emotional Skills, and School Safety),



















Attendance and Chronic Absenteeism Rates

Participation in School Events

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95%	Student Attendance Rates All Students (ALL)- 86.78%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) 27% English Learner (EL) 28.% Hispanic (Hisp) 24.9% African American (AA) 35.9% Socioeconomically Disadvantaged (SED) 26.8% Students with Disabilities (SWD) 42.4%	Chronic Absenteeism Rates All Students (ALL) 44.81% Hispanic (Hisp) 32.62% African American (AA) 43.30% Socioeconomically Disadvantaged (SED) 26.8% Students with Disabilities (SWD) 49.82%



Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 6.6% English Learner (EL) - 9.3% Hispanic (Hisp) - 5.4% African American (AA) -0% Socioeconomically Disadvantaged (SED) - 6.3% White - 15.1% Students with Disabilities (SWD) - 20%	High School 4-Year Dropout Rate 22-23 All Students (ALL) - 12% English Learner (EL) - 14.6% Hispanic (Hisp) - 10.1% African American (AA) -19.2% Socioeconomically Disadvantaged (SED) - 11.8% White - 24.3% Students with Disabilities (SWD) - 17.6%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>7.1%</td> <td>Decreased 4%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>7.7%</td> <td>Decreased 5%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>5.3%</td> <td>Decreased 4%</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>20.9%</td> <td>Decreased 5%</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>5.9%</td> <td>Decreased 5%</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>10%</td> <td>Decreased 7%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	7.1%	Decreased 4%	EL	Yellow	7.7%	Decreased 5%	Hisp	Yellow	5.3%	Decreased 4%	AA	Yellow	20.9%	Decreased 5%	SED	Yellow	5.9%	Decreased 5%	SWD	Yellow	10%	Decreased 7%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>10.5% suspended at least one day</td> <td>Maintained 0.2</td> </tr> <tr> <td>EL</td> <td> Yellow</td> <td>10.4% suspended at least one day</td> <td>Declined Significantly - 3.9</td> </tr> <tr> <td>Hisp</td> <td> Yellow</td> <td>9.1% suspended at least one day</td> <td>Declined -0.4</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>29.4% suspended at least one day</td> <td>Increased 9.2</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>10.6% suspended at least one day</td> <td>Maintained 0.1</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>18.8% suspended at least one day</td> <td>Increased 0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	10.5% suspended at least one day	Maintained 0.2	EL	 Yellow	10.4% suspended at least one day	Declined Significantly - 3.9	Hisp	 Yellow	9.1% suspended at least one day	Declined -0.4	AA	 Red	29.4% suspended at least one day	Increased 9.2	SED	 Red	10.6% suspended at least one day	Maintained 0.1	SWD	 Red	18.8% suspended at least one day	Increased 0.5
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	7.1%	Decreased 4%																																																							
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SED	 Red	10.6% suspended at least one day	Maintained 0.1																																																							
SWD	 Red	18.8% suspended at least one day	Increased 0.5																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - Under .5% English Learner (EL) - Under .5% Hispanic (Hisp) - Under .5% African American (AA) - .62% Socioeconomically Disadvantaged (SED): Under .5% Students with Disabilities (SWD): Under .5%	Expulsion Rates All Students (ALL) - 0.3% English Learner (EL) - 0.0% Hispanic (Hisp) - 0.2% African American (AA) - 0.0% Socioeconomically Disadvantaged (SED): 0.3% Students with Disabilities (SWD): 0.6%																																																								
Panorama Survey – School Connectedness All Students (ALL) -	Panorama Survey – School Connectedness All Students (ALL) - 52% English Learner (EL) - 53%	Panorama Survey – School Connectedness All Students (ALL) - 91% (up 1%)																																																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Hispanic (Hisp) - 53% African American (AA) - 52%	
Panorama Survey – School Safety All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Panorama Survey – School Safety All Students (ALL) - 67% English Learner (EL) - 64% Hispanic (Hisp) - 69% African American (AA) - 63%	Panorama Survey – School Safety All Students (ALL) - 76% (down 5%)
Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)	Speaker was brought in for student population.	Consultant/ speaker fees 5000-5999: Services And Other Operating Expenditures LCFF 1,623.22	Consultant/ Speaker fees 5000-5999: Services And Other Operating Expenditures LCFF 3000.00
5.75 Supervision Aide for expanded lunch program	Supervision aide was hired and supervised all students, with focus on student athletes.	This Supervision Aide will help supervise students during passing periods, as well as help run our expanded lunch program for all grades.	Completed 2000-2999: Classified Personnel Salaries LCFF 28474.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries LCFF 27,052.00	
Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.	Wellness Center expanded and personnel were used to help support student SEL.	Bilingual Community Liaison to work with chronically truant and academically-struggling students and their families. 2000-2999: Classified Personnel Salaries Title I 64,502.00	Completed 2000-2999: Classified Personnel Salaries Title I 70880
		Bilingual Office Specialist to communicate with families and provide access to resources specifically focused on English Learners, SWD, and students struggling to meet grade level expectations and their families 2000-2999: Classified Personnel Salaries LCFF 81,866.00	Completed 2000-2999: Classified Personnel Salaries LCFF 91144
		2 Days per week Mental Health Therapist to provide workshops, small group and individual counseling to students (other 3 days covered by Ed Services) 2000-2999: Classified Personnel Salaries Title I 66,991.00	Completed 2000-2999: Classified Personnel Salaries Title I 70439
		Supplies for Wellness Center 4000-4999: Books And Supplies LCFF 1,500	Completed 4000-4999: Books And Supplies LCFF 1500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional security for student and staff safety, especially in the evening.	A PM security officer was hired for the hours of 12pm-8pm.	Additional Safety officer 12 - 8 PM 2000-2999: Classified Personnel Salaries LCFF 77,711.00	Completed 2000-2999: Classified Personnel Salaries LCFF 84998

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall Implementation of actions in Goal 3 were completed and effective. A motivational speaker was brought in to speak to the entire student body, supervision aides assisted during the day, Wellness Staff provided support to all students, and security provided supervision at our evening events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major discrepancies noted for this Goal. Only discrepancies noted are due to the staff raises provided which increased staff salaries.

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.

At this point, no changes will occur in Goal 3. Staff and student Panorama Surveys showed that both groups felt that campus safety increased this year, so the extra personnel will remain.  
To address the decline in attendance, we will continue to reach out to our families to provide them support. We will also continue to have our Community Liaison set up SART meetings to invite families in to the school to provide them support. We will recognize students that improve throughout the year.  
To address suspensions, we will continue to monitor this piece. Expulsions have gone down, so an increase in suspensions will be our next phase to address.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Academic Achievement: All students will graduate high school prepared with the academic and technical skills necessary for college and career success.

### Goal Statement

WASC/ Site Goal: Increase the percentage of students who are college and career prepared.

School-identified Critical Academic Needs:

Increase the percentage of students who are college and career prepared,

Student Outcome Data used to identify this need: CCI, Graduation Rate, D/F Rate, CTE Completion, A-G Completion, CAASPP Results

Related school wide areas for growth:

1.Improve academic progress of students in all subject areas and in all student groups to grow student academic achievement.

2.Increase variety, access, and completion of elective classes, real-world experiences, and pre-career offerings and skills beyond CTE academies to grow student achievement.

3.Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

### LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

### Identified Need

Increase student performance on ELA Star ELA Proficiency Rate to 30%

Increase student performance on Math Star Math Proficiency Rate to 30%.

Increase student performance on California Science Test to 17.44% Met or Exceeded Standard

Increase percentage of English Learner students Star Math Proficiency Rate to 30%

Maintain the RFEP Reclassification Rate above the county and state average.

Increase the graduation rate for all students by 1% and increase the graduation rate for students with disabilities by 3%.

Increase UC and/or CSU Entrance Requirement Completion Rate by 3.4% for all students and 5% for English Learner students.

Maintain percentage of students completing a CTE pathway and earning a high school diploma.

Increase the percentage of students passing one or more AP exam with a score of 3 or higher by 2% for all student groups.













Increase the percentage of students who are prepared on the College and Career Index by 3% for all student groups and by 5% for English learners and Students with Disabilities.

ATSI subgroups:

African American: Decrease AA suspension by 3%.

Homeless: Decrease foster suspension rate by 3%. Increase graduation rate by 3%.  
 Foster: Decrease foster suspension rate by 3%.

## Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome				
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change	
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Yellow	35.5 points below standard	Increased Significantly +24.7 points	All	Green	15.5 points below standard	Increase +20 points	
	EL	 Orange	104.9 points below standard	Increased Significantly +19.2 points	EL	Yellow	84.9 points below standard	Increase +20 points	
	Hisp	 Yellow	35 points below standard	Increased Significantly +23.4 points	Hisp	Green	15 points below standard	Increase +20 points	
	AA	 Grey	111.2 points below standard	Decreased Significantly -25.8 points	AA	NA	91.2 points below standard	Increase +20 points	
	SED	 Yellow	35.7 points below standard	Increased Significantly +25.3 points	SED	Green	15.7 points below standard	Increase +20 points	
	SWD	 Orange	162.7 points below standard	Increased Significantly +24.8 points	SWD	Yellow	142.7 points below standard	Increase +20 points	
	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Orange	139.8 points below standard	Increased Significantly +19.2 points	All	Yellow	119.8 points below standard	Increased Significantly +20 points
		EL	 Orange	196.5 points below standard	Increased +9.7 points	EL	Yellow	186.5 points below standard	Increased +10 points
Hisp		 Orange	139.4 points below standard	Increased +13.9 points	Hisp	Yellow	129.4 points below standard	Increased +10 points	
AA		 Grey	179 points below standard	Increased Significantly +33.9 points	AA	Yellow	159 points below standard	Increased Significantly +20 points	
SED		 Orange	141.7 points below standard	Increased Significantly +16.7 points	SED	Yellow	121.7 points below standard	Increased Significantly +20 points	
SWD		 Orange	221.4 points below standard	Increased Significantly +39.3 points	SWD	Yellow	201.4 points below standard	Increased Significantly +20 points	

**Metric/Indicator**

**Baseline**


**Expected Outcome**

California Science Test - Percent of Students Who Meet or Exceed Standard High School

California Science Test - Percent of Students Who Meet or Exceed Standard High School- 17.44% Met or Exceeded Standard  
No 2021-22 data source is available.

California Science Test - Percent of Students Who Meet or Exceed Standard High School -17.44% Met or Exceeded Standard

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	28.5%	







	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	34.4%	Increase 10 percent

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 30.8%  
Reclassification Rate: 15% or higher

English Learner Redesignated Fluent English Proficient (RFEP) CDE had not yet released 21-22 RFEP rates at the time of plan writing.

California School Dashboard - Graduation Rate Indicator  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Green	83.2% graduated	Increased 3
EL	 Yellow	76% graduated	Increased Significantly 10.3
Hisp	 Green	85.5% graduated	Increased Significantly 6.9
AA	 Grey	76.9% graduated	Decreased Significantly -12
SED	 Green	83.5% graduated	Increased 3.4
SWD	 Yellow	70.3% graduated	Increased Significantly 14.3

St. Group	Color	DFS/Percentage	Change
All	Blue	93.2%	Increase 10 percent
EL	Green	86%	Increase 10 percent
Hisp	Blue	95.5%	Increase 10 percent
AA	NA	86.9%	Increase 10 percent
SED	Blue	93.5%	Increase 10 percent
SWD	Green	80.3%	Increase 10 percent

College and Career Indicator (CCI)  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)

St. Group	Color	DFS/Percentage	Change
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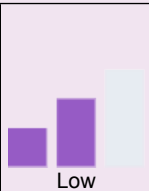

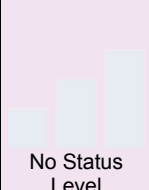
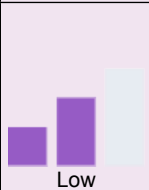
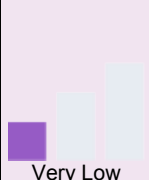
St. Group	Color	DFS/Percentage	Change
All	Medium	34.9%	Increase 10%
EL	Medium	33.6%	Increase 20%

**Metric/Indicator**

**Baseline**

**Expected Outcome**

African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

All		24.9 Prepared	
EL		13.6 Prepared	
Hisp		27.4 Prepared	
AA		7.7 Prepared	
SED		25 Prepared	
SWD		2.7 Prepared	

Hisp	Medium	37.4%	Increase 10%
AA	NA	27.7%	Increase 20%
SED	Medium	35%	Increase 10%
SWD	Low	10.7%	Increase 8%

UC and/or CSU Entrance Requirement Completion Rate  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)

UC and/or CSU Entrance Requirement Completion Rate  
All Students (ALL) 44.6%  
English Learners (EL) 9.5%  
Hispanic (Hisp) 45.4%  
African American (AA) 50%

UC and/or CSU Entrance Requirement Completion Rate  
All Students (ALL) - 39.8%  
English Learners (EL) - 17.5%  
Hispanic (Hisp) - 41.7%  
African American (AA) - 41.5%  
Socioeconomically Disadvantaged (SED) - 39.6%



Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) 42% Students with Disabilities (SWD) 9%	Students with Disabilities (SWD) - 9.8%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - REAL Academy: 92% or above PSA Academy: 95% or above	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - Coming Soon
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 56.8% English Learners (EL) - 57.1% Hispanic (Hisp) - 60% African American (AA) -0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 65% English Learners (EL) - 60% Hispanic (Hisp) - 65% African American (AA) - 10%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance maintain 100% compliance
D/F Grades (Added as a measure for strategies implemented through the CSI process) D/F grades are	Spring 2021 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)  Spring 2021 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade)  9th: 157 (D), 66 (D-), 86 (D+), 823 (Fs) 10: 150 (D), 87 (D-), 83 (D+), 836 (Fs) 11th: 125 (D), 69 (D-), 71 (D+), 591 (Fs) 12th: 92 (D), 41 (D-), 53 (D+), 428 (Fs)	Spring 2024 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade) <ul style="list-style-type: none"> <li>• 9th: 61% or 281 students are critical or have D/F in at least one subject area in S2(current)</li> <li>• 10: 63% or 272</li> <li>• 11th: 48% or 179</li> <li>• 12th: 36% or 137</li> </ul>

Metric/Indicator	Baseline	Expected Outcome
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**Planned Strategies/Activities**

**Strategy/Activity 1**

DHSHS will develop an Accountability Team of lead teachers and administrators to monitor D/F rates, A-G/Credit Recovery, study grading practices, common assessments and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades. This will help support all students, as well as allow us to target our ATSI groups: homeless, foster youth, and African American student populations. This will be monitored by our accountability team using Synergy D/F reports, as well as reports pulled for the administrative leadership summer retreat. Accountability team will specifically monitor ATSI focus groups as part of their work.

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

All

**Timeline**

SY 2024-2025

**Person(s) Responsible**

Administration, Teachers, MTSS Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3500
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Summer planning for administrators and site leadership to review plans and intervention models, including grading practices.
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>Description</b>	Period coverage to facilitate classroom visits for UDL rounds and support current teachers in instruction to model best practices.
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Timecards for A-G/Credit Recovery for Certificated Staff overseeing student progress.

## Strategy/Activity 2

DHSHS will extend learning opportunities beyond the school day/ school week as well as expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT, PSAT, ACT) college applications, and financial aid forms. This will be monitored by the increase of A-G offerings, college exposure, student attendance at bootcamps, and increased student attendance to expanded learning field trips outside of the school day.

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

All

### Timeline

SY 2024-2025

### Person(s) Responsible

Administration, Teachers, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide supplemental summer, winter, and spring school offerings for A-G completion and college preparation.
<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

<b>Description</b>	Expanded learning/enrichment opportunities (before/after/during school; band and art enrichment, career exploration, VAPA enrichment, college visits, etc).
<b>Amount</b>	12413
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Academic A/G Bootcamps for ELLs, core content areas, AP, and state test prep.

### Strategy/Activity 3

DHSHS will expand real-world, pre-professional and artistic experiences and supports for all students, with a focus on low-SED students , homeless, African American, and foster youth, via library personnel to provide the experiences. This will be monitored by the increase of students supported throughout the day that receive services in the library.

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

All

#### Timeline

SY 2024-2025

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24175
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide additional support in the library to support students in accessing materials and providing additional 1:1 and small group support. During this time individualized instruction will be provided with students in the area of ELA and Math to help increase student achievement.

### Strategy/Activity 4

DHSHS will provide supplemental Materials, supplies, and technology licenses for all departments, in order to help support student learning. Priority will be given to focus target groups to help raise academic achievement. This will be monitored by the groups that benefit from the purchase of these items, as well as

reviewed at the end of the year to see if expenditures were used. This also includes items used to recognize students that improve in the focus areas of attendance, behavior, and academic growth.

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

All

### Timeline

SY2024-2025

### Person(s) Responsible

Administration, Admin Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	52129
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials, supplies (including security), and technology licenses for all departments.
<b>Amount</b>	12500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and student recognition for attendance, participation, and completion of stated measures.
<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Student engagement/academic support materials/supplies.

### Strategy/Activity 5

DHSHS will provide core content intervention and remedial support to help raise student achievement, which also include African American, Foster, Homeless, and English Language Learners. This will be monitored by short cycle assessments in math and ELA, as well as reading intervention reports used for intervention. Community Liaison will also help monitor for attendance for ATSI focus groups.

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

All

**Timeline**

SY 2024-2025

**Person(s) Responsible**

Administration, Teachers, Staff, Community Liaison

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Timecards for support with ELPAC assessment
<b>Amount</b>	4474
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Timecards for additional classified and certificated support for intervention, remedial support, and credit recovery.
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Reading Intervention program licenses (i.e. Accelerated Reader)
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Reading Intervention program materials/supplies
<b>Amount</b>	8143
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Tutoring at Title 1 Schools (including before and after school)

### Strategy/Activity 6

DHSHS will provide professional development opportunities and conferences, as well as staff collaboration time, for lesson design, data analysis, and common planning. These will be monitored via department and PLC meeting minutes and department lead share outs during leadership once a month.

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

All

### Timeline

SY 2024-2025

### Person(s) Responsible

Administration, Lead Teachers, MTSS Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional development for co-teachers, including certificated and classified conferences (i.e. students with disabilities)
<b>Amount</b>	58000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Certificated/classified timecards for collaboration for data analysis and lesson design (before, after, during school, as well as breaks).

<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Student engagement/academic achievement conferences for staff or targeted subgroups (ATSI, ELLs, Students with Disabilities)

<b>Amount</b>	8000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Timecards for Schoolwide Learner Outcome Lesson Design after school hours and school holidays with focus on ELLs and ATSI subgroups (foster, homeless, African American).

### Strategy/Activity 7

DHSHS will provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness. This will be done by staff that will work directly with students in their core classes, as well as before and after school.

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

<input checked="" type="checkbox"/> English Learner
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### Timeline

SY 2024-2025
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### Person(s) Responsible

Administration, Teachers, Staff
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### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	31000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	EL Coordinator prep buy out



<b>Amount</b>	80000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Full time bilingual paraprofessional
<b>Amount</b>	80000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Two (2) part time bilingual paraprofessionals.
<b>Amount</b>	65000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary and benefits for one ELA teacher to provide instructional support to students through lower class sizes and remediation opportunities (0.6)

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships and Student Connection to School

### Goal Statement

WASC Goal: Improve connections between families and the school.

Related school wide areas for growth:

Emphasize improving communication and continue to investigate different ways to engage parents to ensure ALL parents are fully involved in their child's progress, plans for college and career, school initiatives and activities, and district and site decision-making.

Metrics:

Family Member Panorama Survey Results

Attendance at School Events

Participation in parent groups and committees (ELPAC, AAPAC, PTSA)

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

### Identified Need

Increase family school connectedness results by 3% for all subgroups.

Increase family participation in stakeholder input: by 10% from 88 responses to 200 or more responses.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 88 surveys	Parent Participation in Stakeholder Input Processes - 150 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 85% Hispanic (Hisp) - 85%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 95%

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	African American (AA) - NA	African American (AA) - 83%
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>• All Students (ALL)</li> <li>• Hispanic (Hisp)</li> <li>• African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 84% Hispanic (Hisp) - 86% African American (AA) - NA	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 95% African American (AA) - 92%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - new metric baseline set in 20-21 school year	Number of Parent Attendees attending 1 or more site/parent center sponsored events -5% Baseline: 150

## Planned Strategies/Activities

### Strategy/Activity 1

DHSHS will create a community member advisory council of parents and community members (CPAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making. This will be monitored by the principal as new community members are added and their input recorded on specific discussion items.

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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
Mentor programs

### Timeline

SY 2024-2025

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount** 1345

**Source** LCFF

**Budget Reference** 4000-4999: Books And Supplies

**Description** Mentor Programs (materials, supplies).

**Amount** 2500

**Source** LCFF

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** Mentor programs (transportation)

**Strategy/Activity 2**

DHSHS will increase community relations with feeder schools and other community organizations to better support student connectivity and parent involvement. This will be evident via parent attendance to school events as well as increase of feeder school student visits to the high school. This will also allow us to target ATSI focus groups (African American, Foster, Homeless, and English Language Learners) and create a connection to the high school before they start their freshman year.

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

All

**Timeline**

SY 2024-2025

**Person(s) Responsible**

Administration, Teachers, Staff, Parents

**Proposed Expenditures for this Strategy/Activity**

**Amount** 2000

<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Middle School Campus visits (middle school mentor groups, band/extra curricular, etc).
<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incoming Freshman Sport camps materials and supplies including shirts (baseball/football/soccer/basketball)
<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Incoming Freshman Camps timecards

### Strategy/Activity 3

DHSHS will increase parent involvement opportunities through campus events, conferences, and speakers. This will be monitored by our FACE Specialist via communication logs and parent participation in conferences, such as CAFE.

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

All

### Timeline

SY 2024-2025

### Person(s) Responsible

Administration, Teachers, Staff, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4900
<b>Source</b>	Title I Part A: Parent Involvement

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Speakers/facilitators and conferences for all parents.
<b>Amount</b>	2374
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for parent and community events.
<b>Amount</b>	1415
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Childcare for parent events on campus.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

WASC Goal: Improve students' social-emotional skills and their connections to school.

Related school wide areas for growth:

Organize existing structures into a multi-tiered system of support so that all staff, parents, students, and community members understand and know the process and its purpose to increase student success.

Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

Identified Critical Learner Needs:

Decrease the percentage of students who are suspended one or more days

Metric: Suspension Rate, Referral Data

Improve students' social-emotional skills and connections to school

Metrics: Panorama Survey Results (Student Connectedness, Social Emotional Skills, and School Safety),

Attendance and Chronic Absenteeism Rates

Participation in School Events

ATSI subgroups:

African American- Decrease suspension rates for African American students.

Foster- Decrease suspension rates for Foster students.

Homeless- Increase graduation rate and decrease suspension rate for Homeless students.

### LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

### Identified Need

Increase student attendance rates for all students by 2 percent.

Decrease chronic absenteeism by 2% for all subgroups and by 5% for African American students and students with disabilities compared to 2023.

Decrease 4-year dropout rate by .5% for all subgroups and by 2% for students with disabilities, English learners, and White students.

Decrease suspension rates by 0.5% for all students (currently 10.5%) and by 3% for African American students (currently at 29.4%) and students with disabilities (currently at 18.8%) on November 2023 dashboard.




Decrease suspension rates by 3% for Foster Youth and Homeless students.

Maintain expulsion rates under 0.5% for all students.






Increase School Connectedness student survey results by 5% for all student subgroups and by 7% for African American students compared to previous year.

Increase School Safety student survey results by 5% for all student subgroups compared to previous year.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 86.4%	Student Attendance Rates All Students (ALL) - 95%																				
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates Not reported on Dashboard for High School (No color or status available) (Level) Chronic Absenteeism Rates All Students (ALL) - 46.1% English Learner (EL) 44.2% Hispanic (Hisp) 44.4% African American (AA) 55.3% Socioeconomically Disadvantaged (SED) 52% Students with Disabilities (SWD) 55%	Chronic Absenteeism Rates All Students (ALL) 27% English Learner (EL) 28.% Hispanic (Hisp) 24.9% African American (AA) 35.9% Socioeconomically Disadvantaged (SED) 26.8% Students with Disabilities (SWD) 42.4%																				
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 6.4% English Learner (EL) - 11.3% Hispanic (Hisp) - 4.9% African American (AA) - 18.5% Socioeconomically Disadvantaged (SED) - 6.8% White - 12.9% Students with Disabilities - 22%	High School 4-Year Dropout Rate All Students (ALL) - 6.6% English Learner (EL) - 9.3% Hispanic (Hisp) - 5.4% African American (AA) -0% Socioeconomically Disadvantaged (SED) - 6.3% White - 15.1% Students with Disabilities (SWD) - 20%																				
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>10.5% suspended at least one day</td> <td>Maintained 0.2</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	10.5% suspended at least one day	Maintained 0.2	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>10%</td> <td>Decline 0.5%</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>9.9%</td> <td>Decline 0.5%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	10%	Decline 0.5%	EL	Green	9.9%	Decline 0.5%
St. Group	Color	DFS/Percentage	Change																			
All	 Red	10.5% suspended at least one day	Maintained 0.2																			
St. Group	Color	DFS/Percentage	Change																			
All	Orange	10%	Decline 0.5%																			
EL	Green	9.9%	Decline 0.5%																			



Metric/Indicator	Baseline				Expected Outcome			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL  Yellow	10.4% suspended at least one day	Declined Significantly -3.9	Hisp Green	8.6%	Decline 0.5%		
	Hisp  Yellow	9.1% suspended at least one day	Declined - 0.4	AA Orange	28.9%	Decline 0.5%		
	AA  Red	29.4% suspended at least one day	Increased 9.2	SED Orange	10.1%	Decline 0.5%		
	SED  Red	10.6% suspended at least one day	Maintained 0.1	SWD Orange	18.3%	Decline 0.5%		
	SWD  Red	18.8% suspended at least one day	Increased 0.5					
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL): 0.4% English Learner (EL): 0.5% Hispanic (Hisp): 0.2% African American (AA): 2.9% Socioeconomically Disadvantaged (SED): 0.4% Students with Disabilities (SWD): 0%				Expulsion Rates All Students (ALL) - Under .5% English Learner (EL) - Under .5% Hispanic (Hisp) - Under .5% African American (AA) - .62% Socioeconomically Disadvantaged (SED): Under .5% Students with Disabilities (SWD): Under .5%			
Panorama Survey – School Connectedness All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Panorama Survey - School Connectedness- All Students (ALL) - 42% English Learner (EL) - 46% Hispanic (Hisp) - 43% African American (AA) - 33%				Panorama Survey – School Connectedness All Students (ALL) - 52% English Learner (EL) - 53% Hispanic (Hisp) - 53% African American (AA) - 52%			
Panorama Survey – School Safety All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Panorama Survey - School Safety All Students (ALL) - 65% English Learner (EL) - 61% Hispanic (Hisp) - 66% African American (AA) - 67%				Panorama Survey – School Safety All Students (ALL) - 67% English Learner (EL) - 64% Hispanic (Hisp) - 69% African American (AA) - 63%			

Metric/Indicator	Baseline	Expected Outcome
Williams Facilities Inspection Results remain at 100%	DHSHS received a positive report during the Williams Facilities Inspection in Fall 2020	Williams Facilities Inspection Results remain at 100%

**Planned Strategies/Activities**

**Strategy/Activity 1**

DHSHS will provide a mentor service for our ATSI focus groups (foster youth, homeless, and African American). They will check in quarterly with the students and help monitor grades and attendance. This will be monitored by tracking their progress in attendance, completion of senior expectations, and discipline reports. Goal is to better connect them to school.

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

X Specific Student Groups:  
 ATSI: foster youth, homeless, African American

**Timeline**

SY 2024-2025

**Person(s) Responsible**

Administration/Mentors/Wellness COSA Team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Consultant/motivational speaker fees for ATSI groups, as well as whole student population if topic benefits all students.

**Strategy/Activity 2**

DHSHS will provide a Wellness Program to meet the social emotional needs of students and families with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension. This will be monitored with our new tracking system that is shared with district personnel.

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

All

### Timeline

SY 2024-2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	91144
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Office Specialist to communicate with families and provide access to resources specifically focused on English Learners, SWD, and students struggling to meet grade level expectations and their families.
<b>Amount</b>	1500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for the Wellness Center.
<b>Amount</b>	74000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison to work with chronically truant and academically-struggling students and their families to provide resources and support.
<b>Amount</b>	12000

<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Stipend: Family Engagement and Community Outreach (home visits, weekend events, community partner visits, grief visits) that fall outside of the normal work hours. Due to being the largest high school in the district, servicing the neediest population, this is in addition to the normal duties that fall upon the site FACE Specialist.

### Strategy/Activity 3

DHSHS will provide additional staff for student and staff safety and supervision, as well as materials and supplies for campus safety. This will be done with the continued positions supervision aides and monitored by safety results in Panorama Survey, discipline reports, and staff and student feedback.

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

All

#### Timeline

SY 2024-2025

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchasing/replacing of security radios/headsets/etc.
<b>Amount</b>	28474
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	5.75 Supervision Aide to help supervise students before and after school, as well as during passing periods. Also run expanded lunch program with credit monitoring.

### Strategy/Activity 4

DHSHS will purchase and implement a system/program that recognizes positive student behavior (such as the 5 Star Students Program). The program will provide frequency reports that can be used to monitor its effectiveness.

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

All

### Timeline

SY 2024-2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Student positive behavior incentives and/or rewards to help recognize positive student behavior, monitor passing periods, and mass communication to students for SEL purposes. (similar to PBIS program)
<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	End of Year Student Athlete Awards and Certificates (all sports, Seniors and above a 3.0- Mission Lakes CC)- stud recognition (materials)

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2024 - June 30, 2025	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials.	2,962	Title IV

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

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

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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	\$451,245
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$746,986.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	442,556	0.00
Title I Part A: Parent Involvement	8,689	0.00
LCFF	295,741	0.00

## 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	\$442,556.00
Title I Part A: Parent Involvement	\$8,689.00

Subtotal of additional federal funds included for this school: \$451,245.00

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

State or Local Programs	Allocation (\$)
LCFF	\$295,741.00

Subtotal of state or local funds included for this school: \$295,741.00

Total of federal, state, and/or local funds for this school: \$746,986.00



## Expenditures by Funding Source

Funding Source	Amount
LCFF	295,741.00
Title I	442,556.00
Title I Part A: Parent Involvement	8,689.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	115,143.00
2000-2999: Classified Personnel Salaries	405,682.00
4000-4999: Books And Supplies	90,848.00
5000-5999: Services And Other Operating Expenditures	127,313.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
2000-2999: Classified Personnel Salaries	LCFF	170,267.00
4000-4999: Books And Supplies	LCFF	83,474.00
5000-5999: Services And Other Operating Expenditures	LCFF	41,000.00
1000-1999: Certificated Personnel Salaries	Title I	114,143.00
2000-2999: Classified Personnel Salaries	Title I	234,000.00
4000-4999: Books And Supplies	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I	81,413.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,415.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,374.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,900.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Omar Tinoco	X				
Janet Cardoso				X	
Marta Solano Lopez				X	
Vincent Luna				X	
Shannon Valverde		X			
Anthony Rodriguez		X			
Sally Soto		X			
Julia Nunez		X			
Terrence Simmons			X		
Joseph Lovelace					X
Christina Ysiano					X
Perla Castro					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 25, 2024.

Attested:

	Principal, Omar Tinoco on 10/9/24
	SSC Chairperson, Vincent Luna on 10/9/24

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
<p>WASC/ Site Goal: Increase the percentage of students who are college and career prepared.</p> <p>School-identified Critical Academic Needs:          Increase the percentage of students who are college and career prepared,          Student Outcome Data used to identify this need: CCI, Graduation Rate, D/F Rate, CTE Completion, A-G Completion, CAASPP Results</p> <p>Related school wide areas for growth:          1.Improve academic progress of students in all subject areas and in all student groups to grow student academic achievement.          2.Increase variety, access, and completion of elective classes, real-world experiences, and pre-career offerings and skills beyond CTE academies to grow student achievement.          3.Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.</p>

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>	<b>What is not working and why? (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
DHSHS will develop an Accountability Team of lead teachers and administrators to monitor D/F rates, A-G/Credit Recovery, study grading practices, common assessments and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades. This will help support all students, as well as allow us to target our ATSI groups: homeless, foster youth, and African American student populations. This will be monitored by our accountability team using Synergy D/F reports, as well as reports pulled for the administrative leadership summer retreat. Accountability team will specifically monitor ATSI focus groups as part of their work.	PLC training for the history department occurred and strengthened the department's PLC time with a concise agenda and communication from the department chair. Meetings were more focused and time to evaluate common assessments were embedded into the time.	We still need one department (science) to receive the training on how to effectively run a PLC. This is evident by the inconsistencies found within the 2-1-2 time and running of the meetings.	The science department will receive their training this year and will be the last department to do so. We hope this will bring more consistency within the department which will be evident by a more focused agenda and analyzing of data.
DHSHS will extend learning opportunities beyond the school day/ school week as well as expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT,	This was found effective because new staff were able to receive support from our ILT team. This is evident because every new teacher is planning to return instead of the high turnover our site normally	The only thing that was difficult was the cost of the prep buy outs to help support the teachers.	This model will continue with monthly release time allowed for the ILT team instead of prep buy outs. This will allow our staff to continue to get support that they

<p>PSAT, ACT) college applications, and financial aid forms. This will be monitored by the increase of A-G offerings, college exposure, student attendance at bootcamps, and increased student attendance to expanded learning field trips outside of the school day.</p>	<p>has. When asked, the teachers agreed that the ILT support was found beneficial.</p>		<p>need by our members here on campus.</p>
<p>DHSHS will expand real-world, pre-professional and artistic experiences and supports for all students, with a focus on low-SED students, homeless, African American, and foster youth, via library personnel to provide the experiences. This will be monitored by the increase of students supported throughout the day that receive services in the library.</p>	<p>This was embedded in discussions with leadership. We are also receiving support from the district in monitoring D/F rates.</p>	<p>More time needs to be set aside to be able to monitor this closely. With such a large population of students that fall under this category, it was difficult to successfully monitor all students.</p>	<p>We have created a more focused list of students that we can concentrate on to see what gains the students make by the end of the year. The list is more manageable and will allow a team of teachers/admin to better monitor student progress.</p>
<p>DHSHS will provide supplemental Materials, supplies, and technology licenses for all departments, in order to help support student learning. Priority will be given to focus target groups to help raise academic achievement. This will be monitored by the groups that benefit from the purchase of these items, as well as reviewed at the end of the year to see if expenditures were used. This also includes items used to recognize students that improve in the focus areas of attendance, behavior, and academic growth.</p>	<p>This was successful as evident by our increase in FAFSA completion, scholarship packet completion (doubled), and students applying for college.</p>	<p>We still have many students applying to community college without a plan.</p>	<p>This push for college and career will continue with the help of our counseling team, TRIO program, and a new CCGI week, site wide, where all students will work on a portion of their senior expectations.</p>
<p>DHSHS will provide core content intervention and remedial support to help raise student achievement, which also include African American, Foster, Homeless, and English Language Learners. This will be monitored by short cycle assessments in math and ELA, as well as reading intervention reports used for intervention. Community Liaison will also help monitor for attendance for ATSI focus groups.</p>	<p>We provided 4 college tours throughout the year that were well attended, as well as a retreat for our young men of color.</p>	<p>Events planned for the weekends did not have high participation.</p>	<p>We will continue to offer expanded learning opportunities to our students, expanding to a college trip per grade level, as well as a Job Corps trip for students interested in trade school.</p>
<p>DHSHS will provide professional development opportunities and conferences, as well as staff collaboration time, for lesson design, data analysis, and common planning. These will be monitored via department and PLC meeting minutes and department lead share outs during leadership once a month.</p>	<p>We had an influx of newcomers, as well as our normal population of ELLs, that were effectively served by our staff. With the inclusion of the paraprofessionals, they were able to provide more in class support to our newcomer students (and any ELLs found in those classrooms).</p>	<p>We were short staffed for the end of the year so not all students were able to receive the support originally planned for.</p>	<p>We will be fully staffed for next year and will continue to provide push-in support for our most high needs ELLs. A list of students will also allow us to better focus on a smaller number than trying to address the entire population.</p>

<p>DHSHS will provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness. This will be done by staff that will work directly with students in their core classes, as well as before and after school.</p>	<p>Credit recovery was offered for students with disabilities to help catch them up in their classes. For students that participated, this was effective. A spreadsheet was created with all seniors, including students with disabilities, which allowed counselors and admin to closely monitor students that were in danger of failing.</p>	<p>Electives were still difficult to offer for our students and a focus on trying to add more electives for our students with disabilities will need to be addressed.</p>	<p>This will continue and begin with our master schedule. Our goal is to include more elective options for our students with disabilities, as well as monitor their progress towards graduation.</p>
	<p>The college and career trips, as well as the retreat at the end of the year, included some of our low-SED students in the attempt to better connect them to school. We will monitor grades to see if this has an impact. Artistic experiences were provided via our robust art program here at DHSHS.</p>	<p>Very limited opportunities were able to be set up for more students.</p>	<p>We have set aside funds in this year's budget to further provide these experiences for our low SED students via fine arts and other electives.</p>
	<p>This money was all spent effectively, especially with the rising costs of supplies after COVID.</p>	<p>Costs are starting to get very high which is causing us to have to cut down on every day items like Xerox paper, toner, etc.</p>	<p>Budget was adjusted to take into consideration the rising costs of supplies.</p>
	<p>This was effective because it allowed more students to get back on the AG track that needed the elective.</p>	<p>This did not help the overall AG status of many students because this was only one component of what students are missing.</p>	<p>This was modified to provide an additional elective section in any elective genre pending on student AG needs.</p>
	<p>Our teacher has received an extra prep to help monitor our students and their progress. She has been able to provide students support and speak with classroom teachers of students falling behind.</p>	<p>With such a large ELL population, this has been difficult to tackle.</p>	<p>This next year we plan to have someone in each department that will be able to help monitor ELL students in their departments. We will work with ETIS to find a way to pull reports that our staff can use.</p>
	<p>We were able to receive donations for our Student of the Month assemblies that were well attended by families and students.</p>	<p>We still need to create a more systematic approach of recognizing students for AG completion, GPA, attendance, etc. This has not been created yet.</p>	<p>Within leadership we will find a way to celebrate students on a more regular basis for a variety of accomplishments ranging from GPA to CCI completion. We also plan on including this as part of our CCGI week that will be held site wide.</p>

<p><b>Goal #2:</b></p>
<p>WASC Goal: Improve connections between families and the school.</p>



Related school wide areas for growth:  
 Emphasize improving communication and continue to investigate different ways to engage parents to ensure ALL parents are fully involved in their child's progress, plans for college and career, school initiatives and activities, and district and site decision-making.

Metrics:  
 Family Member Panorama Survey Results  
 Attendance at School Events  
 Participation in parent groups and committees (ELPAC, AAPAC, PTSA)

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>DHSHS will create a community member advisory council of parents and community members (CPAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making. This will be monitored by the principal as new community members are added and their input recorded on specific discussion items.</p>	<p>This was effective and met three times during the year. Effectiveness was measured by the increasing amount of participants we had at each meeting. Our last meeting had 40 in attendance of community, school, and parent groups.</p>	<p>Time to meet one more time throughout the year would benefit this cause.</p>	<p>We hope to calendar one more meeting with this group throughout the year.</p>
<p>DHSHS will increase community relations with feeder schools and other community organizations to better support student connectivity and parent involvement. This will be evident via parent attendance to school events as well as increase of feeder school student visits to the high school. This will also allow us to target ATSI focus groups (African American, Foster, Homeless, and English Language Learners) and create a connection to the high school before they start their freshman year.</p>	<p>Only a few sports (football/basketball/soccer) completed this, but camps were attended by more than 25 students each. This is a good start because it brings our community together and exposes the students to our high school before they get here.</p>	<p>Finding weekends and fields was sometime difficult with so many events happening at the campus.</p>	<p>We plan to continue this and have more of our students attend so they can begin to start to connect to the high school at an earlier age.</p>
	<p>We held more events for our African American and Latino families, including the addition of the HSI tour where some of our Latino students were able to tour colleges over spring break.</p>	<p>Finding a time that worked for all families was difficult. We found that evening events (with food provided) had the best attendance.</p>	<p>Now that we have two FACE specialists, we hope to provide more events that our families can attend. We have also been going to them instead of them coming here which was seemed</p>

			to be more effective. This will continue and expand for next year.
DHSHS will increase parent involvement opportunities through campus events, conferences, and speakers. This will be monitored by our FACE Specialist via communication logs and parent participation in conferences, such as CABE.	Childcare was provided.	This year, hardly anyone used this service.	We will keep as is and evaluate it for the end of next year.
	Funds were rolled into this line item to allow parents to attend the CABE conference. Those in attendance found it beneficial and they will speak at a parent meeting next year to share what they learned.	The conference was very expensive so we were only able to send 4 adults total.	The intent is to have those that attended to come back and share what they learned so more parents are exposed. This will continue for next year.

<b>Goal #3:</b>
<p>WASC Goal: Improve students' social-emotional skills and their connections to school.</p> <p>Related school wide areas for growth:  Organize existing structures into a multi-tiered system of support so that all staff, parents, students, and community members understand and know the process and its purpose to increase student success.  Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.</p> <p>Identified Critical Learner Needs:  Decrease the percentage of students who are suspended one or more days  Metric: Suspension Rate, Referral Data</p> <p>Improve students' social-emotional skills and connections to school  Metrics: Panorama Survey Results (Student Connectedness, Social Emotional Skills, and School Safety), Attendance and Chronic Absenteeism Rates  Participation in School Events</p> <p>ATSI subgroups:  African American- Decrease suspension rates for African American students.  Foster- Decrease suspension rates for Foster students.  Homeless- Increase graduation rate and decrease suspension rate for Homeless students.</p>

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
DHSHS will provide a mentor service for our ATSI focus groups (foster youth, homeless, and African American). They will check in quarterly with the students and help	Our Wellness Center and Deans have created a plan we can start using next year.	We will know more of the portions that are ineffective once we have a chance to implement the new system of support.	This new multi-tiered system of support will fully unfold next year.

monitor grades and attendance. This will be monitored by tracking their progress in attendance, completion of senior expectations, and discipline reports. Goal is to better connect them to school.			
DHSHS will provide a Wellness Program to meet the social emotional needs of students and families with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension. This will be monitored with our new tracking system that is shared with district personnel.	NA	Time for this was not consistent and will need to be reevaluated.	The school wide system needs to be created with more stakeholders before rolling out to the entire staff.
DHSHS will provide additional staff for student and staff safety and supervision, as well as materials and supplies for campus safety. This will be done with the continued positions supervision aides and monitored by safety results in Panorama Survey, discipline reports, and staff and student feedback.	Two professional developments were held in this area, as well as time during staff meetings used to discuss restorative practices.	Effective professional developments in these areas are difficult to find that are both engaging and informative for staff.	Funds have still been set aside to have PDs for the staff. We have already set one up with one of our TOSAs on how to respond to students that lack growth mindset.
DHSHS will purchase and implement a system/program that recognizes positive student behavior (such as the 5 Star Students Program). The program will provide frequency reports that can be used to monitor its effectiveness.			
	When staffed, such a vital part of our supervision program. Fights went down this year and students had more to do during unstructured time.	This position was vacant for the second semester which really caused a hole in our program.	This will be offered again, holding interviews over the summer to find the right person to work with our students.
	The Wellness Center is frequently used. With Panorama Survey results going up, we can tell that this has provided a much needed survey for our students.	Substance abuse is at an all time high. Vaping has become an issue, not only on campus, but the general community.	We are looking at possibly adding the Friday Night Live program here at DHSHS to better serve our students with substance abuse.
	When staffed, this was very beneficial. With students on campus, this provided more security and provided them a safe campus to stay on.	This position was vacant for about 2 months.	This will continue now that it is fully staffed.

# 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 64004 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 65004, 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: Linked 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.**

[Educational Partner 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.

## Educational Partner 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 64004(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, its 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 Educational Partner 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 (Educational Partner 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/guidanceuseinvestment.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 (Educational Partner 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/guidanceuseinvestment.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 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.

## 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/>

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