

**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>	7/1/2025-6/30/2026
<b>Schoolsite Council (SSC) Approval Date</b>	05/16/25
<b>Local Board Approval Date</b>	June 24, 2025

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.

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# 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 Desert Hot Springs, North Palm Springs, Sky Valley, and the unincorporated areas of Painted Hills and Mission Lakes. These communities reflect a diverse student population. 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 student needs. Two linked California Partnership Academies (CPAs) provide students with 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 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 (the only one in the Coachella Valley) provide additional options to meet students' interests. The school has also expanded its AVID program, Advanced Placement offerings, and dual and concurrent enrollment opportunities by partnering 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 support EACH student on their college and career path, including those needing 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 substantial budget and/or material changes occur during the school year. The Desert Hot Springs High School School Site Council updates the School Plan for Student Achievement annually.

# 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

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 three (3) parent openings for the 24-25 school year. In August 2024, nominations and elections were held for those positions.

There were three openings for teaching staff on the council in August 2024. 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 August 30th, 2024 to nominate someone. Three staff members were nominated. A ballot with the three names and a write-in option was emailed to staff. The election ran from September 2nd until September 6th, 2024. The three teachers were elected to the council.

There were three openings for students on the council in August 2024. 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 September 3rd- September 6th, 2024 to nominate someone. Eight students were nominated. A ballot with the eight names and a write-in option was emailed to students and posted in teachers' Google classrooms. The election ran from 9/6-9/10/24. The three students with the most votes were elected to the council.

SSC training was held on Sept. 25, 2024, to review procedures and meet SSC ELAC requirements.

#### SSC Meeting Dates and Topics

September 25, 2024: Mandatory School Site Council Annual Training, Parent-School Compact discussion.

October 9, 2024: Approval of minutes, Data Review (attendance), approval of 24-25 revisions, Data Review (bylaws), Presented ELAC requests based on needs survey.

December 3, 2024: Approval of minutes, Prep buy-out.

December 10, 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 30, 2025: Approval of the minutes, ELAC input based on needs survey was responded to by adding bilingual staff, review of SPSA and budget with a Final SSC approval of the SPSA

May 16, 2025: After revisions, approval of the 25-26 SPSA.

#### Fall 2024 Meeting Dates and Topics

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

#### ELAC Meeting Dates and Topics:

Oct. 2, 2024, 4:00pm: Functions of ELAC, Training (overview of responsibilities of ELAC), ELAC elections, Needs survey, Importance of Attendance.

December 10, 2024, 4:30pm: Family Survey: School Needs Assessment, ELPAC, Reclassification update, Attendance review, SSC updates.

February 11, 2025, 4:30pm: Reviewed ELPAC, reviewed Needs Assessment (review of data), School Programs overview.

April 29, 2025, 4:30pm: SSC update to ELAC on requests from Needs Assessment, Review SPSA (developing of plan)

#### Leadership Team Meetings:

Aug. 20, 2024: Departments dates assigned, Panorama, Calendar Review, Behavior expectations, Data Protocols, RCOE work ongoing, attendance/counseling/MTSS update.

Sept 17, 2024: Department presentations, Panorama prep, Calendar review, Budget review.

Oct 21, 2024: ELA/PE department presentations, CCKO/College and Career Week, MTSS update - behavior interventions, Calendar review, Daybreak Mental Health

Nov 18, 2024: Performing Arts/World Lang./Sped department presentations, Discipline/Suspension Data, Title IX/Bullying Protocols, Counselors update, MTSS, Equity, Photography Co. update

Dec 16, 2024: SEL survey presentation, WASC planning, and preparation.

Jan 27, 2025: World Lang./VAPA department presentations, master calendar, Immigration, MTSS, Panorama, Star testing, ELPAC

Feb 24, 2025: Counseling Update, Senior Timeline, UDL walkthroughs, Panorama Survey update, 24-25 budget input, FTE Update

March 17, 2025: Spring School update, CAASP update, WASC update

April 21, 2025: SPSA expenditure approval (per district review), master schedule/course request review

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.
- 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 2024-2025, 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 have identified the following subgroups to have performance gaps:

Graduation Rate: Students with Disabilities (declined 6.8%= 63.5%)

College and Career Indicator: Students with disabilities (increased 3.7%= 6.5% prepared)

Red Performance Level on the CA School Dashboard:

White: Suspension Rate: (increased 1.9%= 11.4% suspended at least one day)

Graduation Rate: Students with Disabilities (declined 6.8%=63.5%)

In 2024, we identified a resource inequity within Goal 3 (Safe Learning Environment):

African Americans, Multi-racial students, and LTELs had a higher rate of suspension than the All Students group.

At year-end, we expect these numbers to go down due to a more restorative approach to discipline. This included using our Wellness Center to provide counseling and therapy sessions as part of our program.

## 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.

-According to the Panorama Survey, in our Winter 2025 Student SEL Survey, there was a percentage increase in the following areas: Knowledge and Fairness of Discipline, Rules and Norms, Safety, and 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.

### Reflections: Success

- According to the Panorama Survey, in Winter Staff 2025, 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 4% 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 Dean, 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 2024-25 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 2024-25 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) is 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 2024 Dashboard Data, we have identified the following student groups to have performance gaps:

ELA CAASPP: All Students (Increased 37 pts. = 1.5 pts. above), ELs (Increased 20 pts. = 84.9 pts. below), LTELs (Increased 49.7 pts. = 70.1 pts. below), Students with Disabilities: (Increased 33 pts. = 129.7 below)

Math CAASPP: All Students (Increased 31.9 pts. = 107.9 below), ELs (Increased 13.1 pts. = 183.4 pts. below), LTELs (Increased 25.6 = 189.8 below), Students with disabilities (Increased 13.6 pts. = 207.8 below)

Suspension: All Students (Declined 3.1% = 7.4%), White (Increased 1.9% = 11.4%)

Grad Rate: All Students (Increased 2.4% = 85.6%), Students with Disabilities (Declined 6.8% = 63.5%)

Chronic Absenteeism: 22-23 (48.1%), 23-24 (46.9%)

Chronic Ab. Focus Groups: African American (63.6%), Hisp./Latino (44.5%), White (60.2%), Two or more Races (53.6%)

ELA Orange Groups:  
English Learner (84.9 pts below)  
Long-Term English Learner (70.1 pts below)  
Students with Disabilities (129.7 pts below)

Math Orange Groups:  
English Learner (183.4 pts below)  
Long-Term English Learner (189.8 pts below)  
Students with Disabilities (207.8 pts below)

Suspension Rate Orange Group:  
Long-Term English Learner (10.5%)

CCI Orange Group:  
Students with Disabilities (6.5%)

Grad Rate Red Group:  
Students with Disabilities (63.5%)

EL/LTEL Needs:

- Though growth was made in ELA and Math, they are still behind non EL/LTELs.
- We need to monitor and decrease Suspension Rate for LTELs

We plan to address these performance gaps with 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.

## Reflections: Identified Need

- Continue a model of the UDL Walk-throughs to plan instruction of schoolwide learner outcomes, support the implementation of instructional strategies, and onboard, support, and retain new teachers and veterans alike.
- The Leadership 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.
- 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, and improve graduation rate and college and career readiness.
- Provide targeted academic support to students with disabilities so that they can access the college preparatory and CTE curriculum, improving the graduation rate and college and career readiness.
- Expand real-world, pre-professional, and artistic experiences and support 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 support offerings.
- Provide intervention support in mathematics and language arts for struggling students.
- Provide mentors to monitor A-G and graduation credit monitoring.

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.
- Use social media to reach families that may not receive our calls and/or emails.
- Families can meet with the principal four times yearly to voice concerns.
- Hold a Freshman orientation for parents that consists of a campus tour, club and sports opportunities, and a meeting with the principal, freshman teachers, and counselors.

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 and emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.
- Provide additional safety for students and staff, especially in the evening, with increased staff presence.

# 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
Total Enrollment				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
Total Enrollment	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 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,718	97.4%	25.6%	0.8%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	440	25.6%
Foster Youth	13	0.8%
Homeless	159	9.3%
Socioeconomically Disadvantaged	1,673	97.4%
Students with Disabilities	291	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	104	6.1%
American Indian	7	0.4%
Asian	8	0.5%
Filipino	7	0.4%
Hispanic	1,390	80.9%
Two or More Races	54	3.1%
Pacific Islander	1	0.1%
White	147	8.6%

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance







The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		
<div>College/Career</div> <div></div> <div>Yellow</div>		

**Conclusions based on this data:**

**1.**



# School and Student Performance Data

## Academic Performance English Language Arts

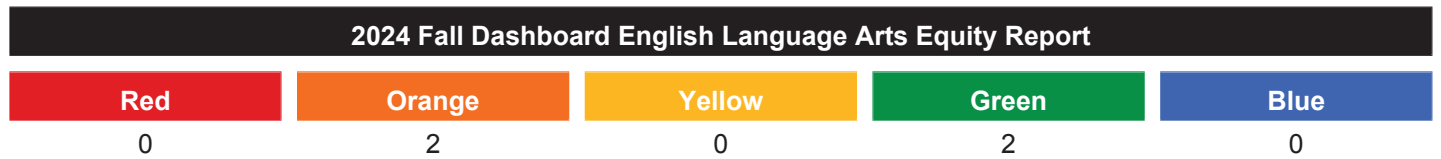
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.5 points above standard</div> <div>Increased 37.0 points</div> <div>343 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>84.9 points below standard</div> <div>Increased 20.0 points</div> <div>92 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>70.1 points below standard</div> <div>Increased 49.7 points</div> <div>67 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>13.3 points above standard</div> <div>Increased 140.8 points</div> <div>24 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.6 points above standard</div> <div>Increased 37.3 points</div> <div>339 Students</div>

<b>Students with Disabilities</b>  Orange 129.7 points below standard Increased 33.0 points 34 Students	<b>African American</b>  No Performance Color 83.5 points below standard Increased 27.8 points 21 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Green 2.7 points above standard Increased 37.7 points 286 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 10 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  No Performance Color 16.1 points above standard Increased 54.3 points 23 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

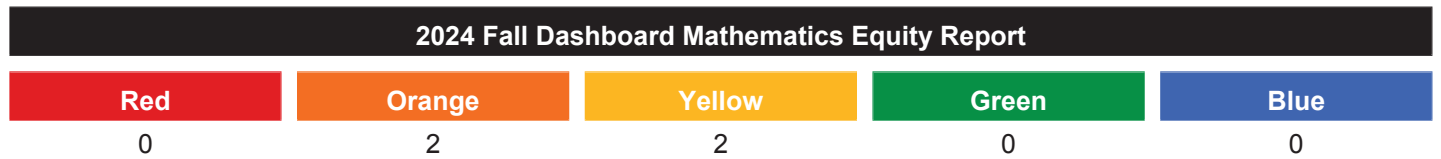
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>107.9 points below standard</div> <div>Increased 31.9 points</div> <div>345 Students</div>	<div>English Learners</div> <div> Orange</div> <div>183.4 points below standard</div> <div>Increased 13.1 points</div> <div>94 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>189.8 points below standard</div> <div>Increased 25.6 points</div> <div>67 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>101.5 points below standard</div> <div>Increased 107.6 points</div> <div>24 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>108.2 points below standard</div> <div>Increased 33.4 points</div> <div>340 Students</div>

<b>Students with Disabilities</b>  Orange 207.8 points below standard Increased 13.6 points 34 Students	<b>African American</b>  No Performance Color 181.6 points below standard Maintained 2.6 points 21 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Yellow 107.6 points below standard Increased 31.7 points 288 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 10 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  No Performance Color 99.5 points below standard Increased 24.1 points 23 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div> Yellow</div> <div>39.1% making progress.</div> <div>Number Students: 345 Students</div>	<div> Yellow</div> <div>42.3% making progress.</div> <div>Number Students: 291 Students</div>

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.

2024 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
21.2%	38.8%	1.7%	37.4%

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 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.

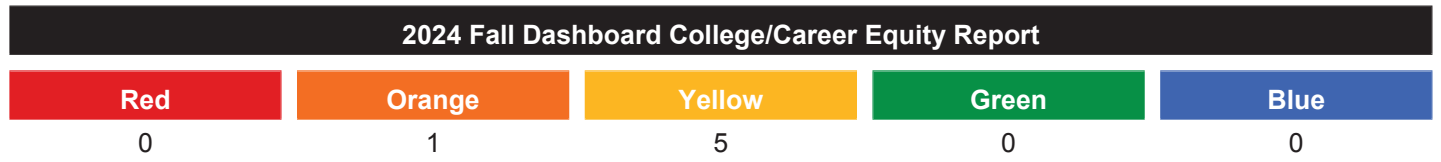
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>31.2 Prepared</div> <div>Increased 6.2</div> <div>382 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>21.3 Prepared</div> <div>Increased 7.7</div> <div>108 Students</div>	<div>Long-Term English Learners</div> <div> Yellow</div> <div>20.7 Prepared</div> <div>Increased 6.2</div> <div>87 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>18.2 Prepared</div> <div>0</div> <div>11 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>23.3 Prepared</div> <div>Increased 11.1</div> <div>60 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>30.7 Prepared</div> <div>Increased 5.7</div> <div>378 Students</div>

<b>Students with Disabilities</b>  Orange 6.5 Prepared Increased 3.7 62 Students	<b>African American</b>  No Performance Color 8.3 Prepared Maintained 0.6 24 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 0 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 0 1 Student	<b>Filipino</b>  No Performance Color Less than 11 Students 0 1 Student	<b>Hispanic</b>  Yellow 33.3 Prepared Increased 5.9 321 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 0 8 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 26.1 Prepared Increased 12.6 23 Students

**Conclusions based on this data:**

1.



# School and Student Performance Data

## Academic Engagement Graduation Rate

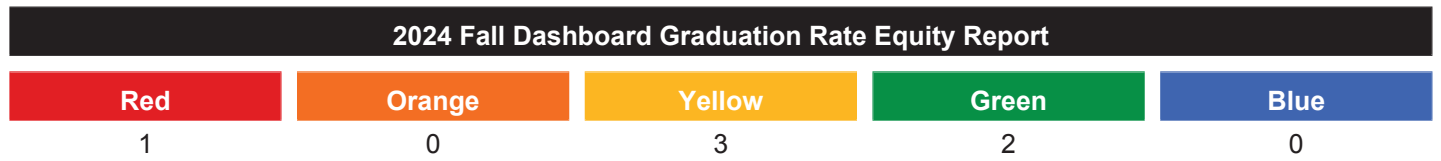
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>85.6% graduated</div> <div>Increased 2.4%</div> <div>383 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>78.7% graduated</div> <div>Increased 2.7%</div> <div>108 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>80.5% graduated</div> <div>Increased 2.7%</div> <div>87 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>72.7% graduated</div> <div>11 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>75% graduated</div> <div>Increased 13.1%</div> <div>60 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>85.8% graduated</div> <div>Increased 2.3%</div> <div>379 Students</div>

<b>Students with Disabilities</b>  Red 63.5% graduated Declined 6.8% 63 Students	<b>African American</b>  No Performance Color 79.2% graduated Increased 2.2% 24 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Hispanic</b>  Yellow 85.7% graduated Maintained 0.2% 321 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 83.3% graduated Increased 15.8% 24 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The 2024 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.”












This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	5	0	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>7.4% suspended at least one day</div> <div>Declined 3.1%</div> <div>1918 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>8.9% suspended at least one day</div> <div>Declined 1.5%</div> <div>506 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>10.5% suspended at least one day</div> <div>Declined 0.4%</div> <div>409 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>17.4% suspended at least one day</div> <div>Declined 15%</div> <div>23 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>8.7% suspended at least one day</div> <div>Declined 6.6%</div> <div>172 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>7.4% suspended at least one day</div> <div>Declined 3.2%</div> <div>1858 Students</div>

<b>Students with Disabilities</b>  Yellow 12.1% suspended at least one day Declined 6.7% 322 Students	<b>African American</b>  Orange 10.9% suspended at least one day Declined 18.4% 128 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Hispanic</b>  Yellow 6.8% suspended at least one day Declined 2.2% 1542 Students
<b>Two or More Races</b>  Orange 7.1% suspended at least one day Increased 1% 56 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>White</b>  Red 11.4% suspended at least one day Increased 1.9% 167 Students

**Conclusions based on this data:**

1.

# Annual Review and Update

SPSA Year Reviewed: 2024-25







## 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 (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	15.5 points below standard	Increase +20 points	All	 Green	1.5 points above standard	Increased 37.0 points
	EL	Yellow	84.9 points below standard	Increase +20 points	EL	 Orange	84.9 points below standard	Increased 20.0 points
	Hisp	Green	15 points below standard	Increase +20 points	Hisp	 Green	2.7 points above standard	Increased 37.7 points
	AA	NA	91.2 points below standard	Increase +20 points	AA	 No Performance Color	83.5 points below standard	Increased 27.8 points
	SED	Green	15.7 points below standard	Increase +20 points	SED	 Green	1.6 points above standard	Increased 37.3 points
	SWD	Yellow	142.7 points below standard	Increase +20 points	SWD	 Orange	129.7 points below standard	Increased 33.0 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	St. Group	Color	DFS/Percentage	Change
	All	Yellow	119.8 points below standard	Increased Significantly +20 points	All	 Yellow	107.9 points below standard	Increased 31.9 points
	EL	Yellow	186.5 points below standard	Increased +10 points	EL	 Orange	183.4 points below standard	Increased 13.1 points
	Hisp	Yellow	129.4 points below standard	Increased +10 points	Hisp	 Yellow	107.6 points below standard	Increased 31.7 points
	AA	Yellow	159 points below standard	Increased Significantly +20 points	AA	 No Performance Color	181.6 points below standard	Maintained 2.6 points
	SED	Yellow	121.7 points below standard	Increased Significantly +20 points	SED	 Yellow	108.2 points below standard	Increased 33.4 points
	SWD	Yellow	201.4 points below standard	Increased Significantly +20 points	SWD	 Orange	207.8 points below standard	Increased 13.6 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 -18.65% Met or Exceeded Standard			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Green	49.1%	Increase 10 percent		 Yellow	39.1%	5 10.6
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) CDE had not yet released 21-22 RFEP rates at the time of plan writing.				2023-24 English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: All Students: 29.2% Grade 9: 22.7% Grade 10: 28% Grade 11: 33.3% Grade 12: 33.3%			
California School Dashboard - Graduation Rate Indicator All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Expected Outcomes				Actual Outcomes			
English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Blue	93.2%	Increase 10 percent	All	 Green	85.6% graduated	Increased 2.4%
	EL	Green	86%	Increase 10 percent	EL	 Yellow	78.7% graduated	Increased 2.7%
	Hisp	Blue	95.5%	Increase 10 percent	Hisp	 Yellow	85.7% graduated	Maintained 0.2%
	AA	NA	86.9%	Increase 10 percent	AA	 No Performance Color	79.2% graduated	Increased 2.2%
	SED	Blue	93.5%	Increase 10 percent	SED	 Green	85.8% graduated	Increased 2.3%
	SWD	Green	80.3%	Increase 10 percent	SWD	 Red	63.5% graduated	Declined 6.8%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	41.2%	Increase 10%	All	 Yellow	31.2 Prepared	Increased 6.2
	EL	Green	41.3%	Increase 20%	EL	 Yellow	21.3 Prepared	Increased 7.7
	Hisp	Green	43.3%	Increase 10%	Hisp	 Yellow	33.3 Prepared	Increased 5.9
	AA	No Performance Color	28.3%	Increase 20%	AA	 No Performance Color	8.3 Prepared	Maintained 0.6
	SED	Green	40.7%	Increase 10%	SED	 Yellow	30.7 Prepared	Increased 5.7
	SWD	Yellow	14.5%	Increase 8%	SWD	 Orange	6.5 Prepared	Increased 3.7
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) - 40.4% English Learners (EL) - 30.6% Hispanic (Hisp) - 41.1% African American (AA) - 26.3%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 40.4% English Learners (EL) - 30.6% Hispanic (Hisp) - 41.1% African American (AA) - 26.3% Socioeconomically Disadvantaged (SED) - 40.1%			



Metric/Indicator	Expected Outcomes	Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) - 40.1% Students with Disabilities (SWD) - 10.3%	Students with Disabilities (SWD) - 10.3%
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 - Coming Soon	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) - 65% English Learners (EL) - 60% Hispanic (Hisp) - 65% African American (AA) - 10%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. 23-24: All Students: (Decreased 2.5% from 22-23 = 49.5%) English Learners (EL) - 60% Hispanic (Hisp) - 52.5% African American (AA) - 0%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance
D/F Grade Monitoring Results	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>	Spring 2025 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade) <ul style="list-style-type: none"> <li>9th: 36.3%</li> <li>10: 36.4%</li> <li>11th: 41.1%</li> <li>12th: 10.2%</li> </ul>

Metric/Indicator	Expected Outcomes	Actual Outcomes

**Strategies/Activities for Goal 1**

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 support groups: homeless, foster youth, and African American student populations. Our accountability team will monitor this using Synergy D/F reports, and reports pulled for the administrative leadership summer retreat. The leadership accountability team will monitor focus groups as part of their work.</p>	<p>Administration met over the summer to review policies and procedures to address all stakeholders needs. Plans were reviewed and implemented by the leadership team. Time cards were provided to hold UDL rounds, and after school and weekend boot camps.</p>	<p>Summer planning for administrators and site leadership to review plans and intervention models, including grading practices. 5000-5999: Services And Other Operating Expenditures LCFF 3500</p>	<p>Summer Planning for administration and leadership. 5000-5999: Services And Other Operating Expenditures LCFF 3408</p>
		<p>Period coverage to facilitate classroom visits for UDL rounds and support current teachers in instruction to model best practices. 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>Provide release coverage for UDL and support instruction. 1000-1999: Certificated Personnel Salaries Title I 4062</p>
		<p>Timecards for A-G/Credit Recovery for Certificated Staff overseeing student progress. 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>Timecards for A-G/Credit Recovery for Certificated Staff overseeing student progress. 1000-1999: Certificated Personnel Salaries Title I 3435</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Time cards for summer department team meetings, spring school, and afterschool/weekend boot camps occurred. Field trips for band, art (Desert X), and college visits were made. For example, band made their first out of state trip to New York to perform.	Provide supplemental summer, winter, and spring school offerings for A-G completion and college preparation. 4000-4999: Books And Supplies LCFF 2000	Provide supplemental summer, winter, and spring school offerings for A-G completion and college preparation. 4000-4999: Books And Supplies LCFF 2000
		Expanded learning/enrichment opportunities (before/after/during school; band and art enrichment, career exploration, VAPA enrichment, college visits, etc). 5000-5999: Services And Other Operating Expenditures LCFF 10000	Expanded learning/enrichment opportunities (before/after/during school; band and art enrichment, career exploration, VAPA enrichment, college visits, etc). 5000-5999: Services And Other Operating Expenditures LCFF 10000
		Academic A/G Bootcamps for ELLs, core content areas. 5000-5999: Services And Other Operating Expenditures Title I 12413	Academic A/G Bootcamps for ELLs, core content areas. 5000-5999: Services And Other Operating Expenditures Title I 2500
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.	Library Tech specialist supported instruction for individuals and small groups. Teachers were provided the opportunity to bring their classrooms in for virtual lessons and remedial help for their classes. The library tech would support in the class instruction and would also support small groups, focusing in the areas of math, ELA, and working with our English Learners.	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. 2000-2999: Classified Personnel Salaries LCFF 24175	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. 2000-2999: Classified Personnel Salaries LCFF 24175

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 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 who improve in the focus areas of attendance, behavior, and academic growth.	Supplies to support instruction were purchased for all departments.  General office supplies were purchased to help support student achievement, including computer ink toners, replacement printers, replacement laptops, and ear pieces for security.  Awards, prizes, and certificates were purchased for our Student of the Month assemblies, STAR growth assemblies, improved attendance, and state test improvement as well.	Supplemental materials, supplies (including security), and technology licenses for all departments. 4000-4999: Books And Supplies LCFF 50129  Supplies and student recognition for attendance, participation, and completion of stated measures. 4000-4999: Books And Supplies LCFF 12500  Student engagement/academic support materials/supplies. 4000-4999: Books And Supplies Title I 4000	Supplemental materials, supplies (including security), and technology licenses for all departments. 4000-4999: Books And Supplies LCFF 65528  Supplies and student recognition for attendance, participation, and completion of stated measures. 4000-4999: Books And Supplies LCFF 5502  Supplies and student recognition for attendance, participation, and completion of stated measures. 4000-4999: Books And Supplies Title I 3790
DHSHS will provide core content intervention and remedial support to help raise student achievement, which also includes African American, Foster, Homeless, and English Language Learners. This will be monitored by short cycle assessments in math and ELA, as well as reports used for intervention. Community Liaison will also help monitor attendance for focus groups.	EPLAC timecards were provided for team members to assist in testing, which resulted in a high percentage of completion rate for our site.  Timecards were also provide to classroom teachers for after school tutoring, to departments to create credit recovery curriculum (ELA, math, and social science), as well as timecards for a staff member to monitor on-line credit recovery for students using Edgenuity.	Timecards for support with ELPAC assessment 2000-2999: Classified Personnel Salaries LCFF 10000  Timecards for additional classified and certificated support for intervention, remedial support, and credit recovery. 2000-2999: Classified Personnel Salaries LCFF 4474  Tutoring at Title 1 Schools (including before and after school)	Timecards for support with ELPAC assessment 2000-2999: Classified Personnel Salaries LCFF 9640  Timecards for additional classified and certificated support for intervention, remedial support, and credit recovery. 2000-2999: Classified Personnel Salaries LCFF 3435  Tutoring at Title 1 Schools (including before and after school)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 8143	1000-1999: Certificated Personnel Salaries Title I 0
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.	Counselors and other departments were able to attend conferences in their specific content area (i.e. our arts department all attended a conference since the addition of AMS).  Timecards were provided throughout the year to all departments to allow them to collaborate and analyze data, create credit recovery curriculum as a department, and create lessons for review for state testing. This was offered to all departments, with a majority being used by ELA, Social Science, Math, Science, and AP.	Professional development for co-teachers, including certificated and classified conferences (i.e. students with disabilities) 5000-5999: Services And Other Operating Expenditures LCFF 10000  Certificated/classified timecards for collaboration for data analysis and lesson design (before, after, during school, as well as breaks). 5000-5999: Services And Other Operating Expenditures Title I 58000  Student engagement/academic achievement conferences for staff or targeted groups. 5000-5999: Services And Other Operating Expenditures Title I 10000	Professional development for co-teachers, including certificated and classified conferences (i.e. students with disabilities) 5000-5999: Services And Other Operating Expenditures LCFF 8163  Certificated/classified timecards for collaboration for data analysis and lesson design (before, after, during school, as well as breaks). 5000-5999: Services And Other Operating Expenditures Title I 38899  Student engagement/academic achievement conferences for staff or targeted groups. 5000-5999: Services And Other Operating Expenditures Title I 5000
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	Our EL Coordinator used the prep buy out to monitor our ELLs, as well as work with our paraprofessionals to ensure that they were providing support to the students in their core classes (as available).	EL Coordinator Prep Buy-out 1000-1999: Certificated Personnel Salaries Title I 31000  Full time bilingual paraprofessional	EL Coordinator Prep Buy-out 1000-1999: Certificated Personnel Salaries Title I 31000  Full time bilingual paraprofessional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classes, as well as before and after school.	<p>The paraprofessionals supported our English Language Learners in their math, science, social science, and ELA classes as a priority, while also providing support in their electives and SpEd/resource classes as their schedule would permit.</p> <p>The EL Coordinator and paraprofessionals met regularly each month to analyze student data and make adjustments to the support provided to the students.</p> <p>THE .6 FTE provided support to ELLs in an effort to raise academic achievement.</p>	<p>2000-2999: Classified Personnel Salaries Title I 80000</p> <p>Two (2) part time bilingual paraprofessionals. 2000-2999: Classified Personnel Salaries Title I 80000</p> <p>Salary and benefits for one ELA teacher to provide instructional support to students through lower class sizes and remediation opportunities (.6 FTE) 1000-1999: Certificated Personnel Salaries Title I 65000</p>	<p>2000-2999: Classified Personnel Salaries Title I 82864</p> <p>Two (2) part time bilingual paraprofessionals. 2000-2999: Classified Personnel Salaries Title I 79067</p> <p>Salary and benefits for one ELA teacher to provide instructional support to students through lower class sizes and remediation opportunities (.6 FTE) 1000-1999: Certificated Personnel Salaries Title I 65000</p>

## Analysis

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

The Accountability Team was effective because it allowed us to review/modify/edit our handbooks, policies, and procedures for the 24-25 school year. A-G credit recovery items were created, reviewed, and monitored to better support students and 30% of our staff were able to attend UDL peer learning walks as part of our UDL initiative.

Timecards for summer department team meetings, spring school, and after school/weekend boot camps were effective because staff were able to get together and create curriculum used during spring school, as well as during the AP and ELPAC bootcamps to benefit students. A majority of our expanded learning opportunities went to allowing our band to travel out of state to New York to compete. This was a success because it brought attention to our program and brought in community partnerships we did not have before.

The library tech specialists continues to support our students and librarian, not only in core academic content, but this year she included working with seniors on college applications, FAFSA completion, and A-G self monitoring. She worked closely with English Language Learners to provide support in small groups on assignments and projects they were working on.

Supplemental materials continue to be utilized, as they are necessary for classroom teachers and office staff to have the tools and materials they need to help support student growth. From technology replacement items, such as laptops, printers, and ink toner, to paper and science supplies, this was all used by the end of the year.

Timecards for ELPAC, tutoring, and credit recovery were all used and effective this year. ELPAC finished with a high completion rate, departments and teachers in our core subjects provided tutoring, along with our foreign languages and AP, and credit recovery models were used in ELA, social science, and math.

Timecards were utilized the most again allowing teachers to collaborate and analyze data, create curriculum for ELPAC and AP bootcamps, create curriculum for ELA, Social Science, and Math credit recovery, and allow for a staff member to monitor students using Edgenuity as a credit recovery tool in order to improve graduation rate and AG status.

The EL Coordinator used her prep effectively to monitor students and paraprofessionals throughout the year. The team met monthly to analyze and review student data. The 0.6 FTE also provided remedial support to ELLs with the assistance of our paraprofessionals for the duration of the year.

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

Student Engagement Conferences/Workshops (e.g., Kagan): Funds were not utilized this year. Leadership and SSC chose to initiate these activities at the start of the 2024-25 school year to enable a full year of data collection. \*Outcome: Not effective (not implemented).\*

Reading Intervention Strategy Supplies (e.g., Kagan): Expenditure did not occur this year. Leadership and SSC deferred implementation to 2024-25 for comprehensive data tracking.

\*Outcome: Not effective (will begin next year).\*

UDL and Department Planning: It was expanded schoolwide. All departments engaged in lesson design and planning using a UDL framework and data analysis.

\*Outcome: Effective (widely utilized across departments).\*

Timecards for Lesson Design (After Hours/School Holidays): Funding was consolidated with the department planning line item. This supported English Language Learners (ELLs) through extended planning.

\*Outcome: Effective (enhanced ELL support).\*

Leadership Team Planning and Accountability Meetings: Budget for monthly planning and additional meetings. This will be implemented next year.

\*Outcome: Not effective.\*

Expanded Learning/Enrichment Opportunities: Students benefited from a range of activities such as college visits and arts enrichment.

\*Outcome: Effective (student exposure increased).\*

Saturday School/Tutoring Timecards: Additional funds were allocated to support attendance and academic growth; however, it had minimal impact on attendance.

\*Outcome: Effective (limited results).\*

EL Coordinator and Bilingual Paraprofessional Support: Adjustments due to new CBA and pay increases ensured continued support for the growing number of newcomers.

\*Outcome: Effective (critical support maintained).\*



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, the following actions are being adjusted for 25-26:

- .6 FTE for ELA will be moved back to district allotment due to EL Coordinator extra prep/.6 being reduced. With those funds we will add a bilingual paraprofessional. This will affect Title 1.
- Academic A/G Bootcamps for ELLs, core content areas: this will be decreased since this was not used as much this year. Though Bootcamps are ongoing still as we enter AP testing, this is an area we can decrease funding for next year. (1.2)
- Tutoring at Title 1 Schools (including before and after school): This was not used because we were able to provide the support/tutoring via our after school program. This will not continue next year so we will need to budget for it once again. (1.5)

The following actions will be adjusted for 25-26:

- Extension of 2 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.
- Science will need additional PLC support, this is our last department needing the training.
- Professional Development and education books and materials to increase student achievement (UDL walkthroughs)
- Period coverage to facilitate classroom visits for UDL members and supported teachers
- One (1) ELA or ELD prep buy out to support with intervention/credit recovery/or AG elective
- 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: 2024-25

## 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 - 68 surveys
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%	Winter 2025, Family School Connectedness - Sense of Belonging- via Panorama Family Climate Survey: All Students: 97% Hispanic: 99% White: 99% Undisclosed: 94%
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%	Winter 2025, Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp.) - 97% Undisclosed - 89%
High School 4-Year Dropout Rate	High School 4-Year Dropout Rate	High School 4-Year Dropout Rate

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All Students (ALL): 5% English Learner (EL): 5% Hispanic (Hisp.): 5% African American (AA): 5% Socioeconomically Disadvantaged (SED): 5%	All Students (ALL): 7.6% English Learner (EL): 13% Hispanic (Hisp.): 7.5% African American (AA): 8.3% Socioeconomically Disadvantaged (SED): 7.7%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
DHSHS will create a community member advisory council of parents and community members (PAC), including representatives from ELAC, AAPAC, PTSA, 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.	PAC met and expanded parent and community outreach. School updates were provided to the PAC on academic growth, suspension data, and current facility updates being made to the site.  Part of this was the monitoring of Mentor Programs, focusing on African American students and Latino male/female students. Materials were purchased for meetings and transportation was utilized for field trips to visit colleges.	Mentor Programs (materials, supplies). 4000-4999: Books And Supplies LCFF 1345  Mentor programs (transportation) 5000-5999: Services And Other Operating Expenditures LCFF 2500	Mentor Programs (materials, supplies). 4000-4999: Books And Supplies LCFF 0  Mentor programs (transportation) 5000-5999: Services And Other Operating Expenditures LCFF 1387
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	Middle School visits for Band, Counseling, VAPA, Math, and mentor teams occurred. Each group was able to visit feeder schools throughout the year to bridge a relationship with students.  Basketball, soccer, and football held camps for youth in the	Middle School Campus visits (middle school mentor groups, band/extra curricular, etc). 5000-5999: Services And Other Operating Expenditures LCFF 0	Middle School Campus visits (middle school mentor groups, band/extra curricular, etc). 5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
allow us to target focus groups (African American, Foster, Homeless, and English Language Learners) and create a connection to the high school before they start their freshman year. No cost associated because we will work with the feeder schools to absorb these costs using any added expanded learning opportunity funding.	community, which included students at our feeder schools.	Incoming Freshman Sport camps materials and supplies including shirts (baseball/football/soccer/basketball) 4000-4999: Books And Supplies LCFF 0	Incoming Freshman Sport camps materials and supplies including shirts (baseball/football/soccer/basketball) 4000-4999: Books And Supplies LCFF 0
		Incoming Freshman Camps timecards 1000-1999: Certificated Personnel Salaries LCFF 0	Incoming Freshman Camps timecards 1000-1999: Certificated Personnel Salaries LCFF 0
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.	Parent involvement has increased across the spectrum of events during the year. Two parents attended CABE. Child care was also offered for FAFSA nights. TODEC Legal group was also brought in to speak with parents about their legal immigration rights. Job Corp presentations were brought in to educate parents on this trade school option for students.	Speakers/facilitators and conferences for all parents. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 4900	Speakers/facilitators and conferences for all parents. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 4006
		Materials and supplies for parent and community events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2374	Materials and supplies for parent and community events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 169
		Childcare for parent events on campus. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1415	Childcare for parent events on campus. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 500

## Analysis

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

Mentor programs continued this year and were effective as evident by the growth of groups created to support students. Grief groups and anger management groups were added this year as part of this effort, as well as support to families and student in the area of immigration statue. PAC committee continued to meet to bride community relationships with business partners and the city. Freshmen and Youth camps continued to connect local youth to our schools and ultimately our school, as well as visits each semester by our pathways, band, theater, and music groups to our feeder schools to better connect our students to the high school. We sent 2 parents to CAFE again this year and both came back and were able to share with ELAC some of the take aways they learned from the conference.

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/extracurricular students): This action was effective, as our feeder schools came to us, and we started visiting their campuses this 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.

-Mentor Programs (materials, supplies): this budget line will continue, even though it was not spend this year. We were able to purchase items via donations so we did not have to use our budget this year for the materials.

- Incoming Freshman Sport camps materials and supplies including shirts (baseball/football/soccer/basketball) and timecards: We will have a new Athletic Director so this money line item will remain to allow them to build our program. At the end of the 25-26 school year, it if is still not being used, we will discontinue it for the 26-27 school year.
- Materials and supplies for parent and community events: this will be decreased for the 25-26 school year since funds were not all used.

The only major change for Goal 2 will be the middle school visits. We are adjusting 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 up this year:

Climate of Support for Learning: +8

Knowledge of Discipline, Rules and Norms: +9

Safety: +13

Sense of Belonging: +6

To continue this progress, we will have our FACE Specialist reach out to families, along with Administration sending out items via Parent Square and social media to educate parents.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## 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  
Decrease Suspension rate of White Students

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95%	As of May 2, 2025 our Ave. Daily Attendance Rate: All Students: 87.8%
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: 35% English Learner 35% Hispanic 35% African American 35% Socioeconomically Disadvantaged 35% Students with Disabilities 35%	As of May 2, 2025, our Chronic Absenteeism Rates: All Students (ALL): 44.4% English Learner (EL): 41.9% Hispanic (Hisp.): 42% African American (AA): 56.6% Students with Disabilities (SWD): 50%

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><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></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	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>7.4% suspended at least one day</td><td>Declined 3.1%</td></tr><tr><td>EL</td><td> Yellow</td><td>8.9% suspended at least one day</td><td>Declined 1.5%</td></tr><tr><td>Hisp</td><td> Yellow</td><td>6.8% suspended at least one day</td><td>Declined 2.2%</td></tr><tr><td>AA</td><td> Orange</td><td>10.9% suspended at least one day</td><td>Declined 18.4%</td></tr><tr><td>SED</td><td> Yellow</td><td>7.4% suspended at least one day</td><td>Declined 3.2%</td></tr><tr><td>SWD</td><td> Yellow</td><td>12.1% suspended at least one day</td><td>Declined 6.7%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	7.4% suspended at least one day	Declined 3.1%	EL	 Yellow	8.9% suspended at least one day	Declined 1.5%	Hisp	 Yellow	6.8% suspended at least one day	Declined 2.2%	AA	 Orange	10.9% suspended at least one day	Declined 18.4%	SED	 Yellow	7.4% suspended at least one day	Declined 3.2%	SWD	 Yellow	12.1% suspended at least one day	Declined 6.7%
St. Group	Color	DFS/Percentage	Change																																																							
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SWD	 Yellow	12.1% suspended at least one day	Declined 6.7%																																																							
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% English Learner (EL) - Undisclosed% Hispanic (Hisp.) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED): Undisclosed% Students with Disabilities (SWD): Undisclosed%																																																								
Panorama Survey – School Connectedness All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Panorama Survey – School Connectedness All Students (ALL) - 52% English Learner (EL) - 53% Hispanic (Hisp) - 53% African American (AA) - 52%	Winter 2025, Family School Connectedness - Sense of Belonging- via Panorama Family Climate Survey: All Students: 97% Hispanic: 99% White: 99% Undisclosed: 94%																																																								
Panorama Survey – School Safety All Students (ALL) -	Panorama Survey – School Safety All Students (ALL) - 67%	Panorama Survey – School Safety All Students (ALL) - 74%																																																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) - Hispanic (Hisp) - African American (AA) -	English Learner (EL) - 64% Hispanic (Hisp) - 69% African American (AA) - 63%	English Learner (EL) - 71.5% Hispanic (Hisp.) - 75% African American (AA) - 70%
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
DHSHS will provide a mentoring service for our 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. The goal is to increase their connectedness to school..	Speaker (NFL) presented to school. Staff monitored students to make progress. The speaker also stayed after his speech and connected with students and shared his social media so he could stay in touch with them. He came back later in the year to do a check-in.	Consultant/motivational speaker fees for student groups, as well as whole student population to benefit all students. 5000-5999: Services And Other Operating Expenditures LCFF 3000	Consultant/motivational speaker fees for student groups, as well as whole student population to benefit all students. 5000-5999: Services And Other Operating Expenditures LCFF 3000
DHSHS will provide a Wellness Program to meet the social and 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	Wellness center continues to positively impact students. The bilingual office specialist fulfilled her duties and regularly communicated with parents, staff members, and students. She provided mental health resources	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.	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.



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be monitored with our tracking system that is shared with district personnel.	and information to families upon request.	2000-2999: Classified Personnel Salaries LCFF 91144	2000-2999: Classified Personnel Salaries LCFF 91114
	Wellness purchased a printer and other supplies for their centers, which students can use depending on the crisis they are going through.	Supplies for the Wellness Center. 4000-4999: Books And Supplies LCFF 1500	Supplies for the Wellness Center. 4000-4999: Books And Supplies LCFF 1500
	Our Community Liaison was part of our attendance committee, frequently making phone calls and providing resources to our parents when requested. She performed home visits, as well as schedule SARB and SART meetings for our families.	Bilingual Community Liaison to work with chronically truant and academically struggling students and their families to provide resources and support. 2000-2999: Classified Personnel Salaries Title I 74000	Bilingual Community Liaison to work with chronically truant and academically struggling students and their families to provide resources and support. 2000-2999: Classified Personnel Salaries Title I 74000
	Our Family Engagement and Community Specialist provided services to our families outside of her contractual time. She made home visits on weekends and evenings to families in need, attended funeral services of affected family members, delivered groceries and other essential items to families in need, joined our Community Liaison and administration on home visits, and worked with administration and CPS on students entering the foster system to ensure they had a smooth transition. She also coordinated presentations by Job Corps, TODEC, and other community organizations to allow them time to come speak to our families during the school day and after school.	Stipend: Family Engagement and Community Outreach (home visits, weekend events, community partner visits, grief visits) that fall outside of 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. 2000-2999: Classified Personnel Salaries LCFF 12000	Stipend: Family Engagement and Community Outreach (home visits, weekend events, community partner visits, grief visits) that fall outside of 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. 2000-2999: Classified Personnel Salaries LCFF 12000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Supervision aide provides a key role in monitoring students and increasing safety. He provided supervision during passing periods and during class time was stationed at the PE area where the largest concentration of our students could be found.	Purchasing/replacing of security radios/headsets/etc. 4000-4999: Books And Supplies LCFF 10000	Purchasing/replacing of security radios/headsets/etc. 4000-4999: Books And Supplies LCFF 0
		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. 2000-2999: Classified Personnel Salaries LCFF 28474	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. 2000-2999: Classified Personnel Salaries LCFF 28468
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.	Research was conducted and the plan is to purchase the system this year. We are waiting on district cell phone policy to be established since the program relies heavily on student cell phones.  End of year plaques and certificates were purchased for our student athletes, as well as league patches and banners for league winners.	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) 5000-5999: Services And Other Operating Expenditures LCFF 10000	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) 5000-5999: Services And Other Operating Expenditures LCFF 5000
		End of Year Student Athlete Awards and Certificates (all sports, Seniors and above a 3.0-Mission Lakes CC)- stud recognition (materials) 4000-4999: Books And Supplies LCFF 2000	End of Year Student Athlete Awards and Certificates (all sports, Seniors and above a 3.0-Mission Lakes CC)- stud recognition (materials) 4000-4999: Books And Supplies LCFF 2000

## Analysis

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

The motivational speaker was effective because he supported the message we had during our College and Career Week, as well as supporting the themes in mental health that we have been working on the past few years. This has become a regular piece of our kick off to College Week because it really sets the tone for the week for all grade levels, not just seniors.

The Wellness Center has over 3000 students it serviced throughout the year, making it highly effective. It provides Tier 1, 2 and 3 supports for students as they walk in. It also allows us to follow up with students after the visit the center. Our FACE Specialist continues to be an integral part of our services we provide our families. From grief and essential needs, to our foster and homeless students and families, she has provided services throughout the year. She also now supports an elementary school and their families, as well as coordinates meetings with the other FACE specialists which is outside of her duties. This is in the effort to better connect all our DHS families as they eventually end up at the high school.

The supervision aide was effective when present (health issues caused him to be out for a period of time). His added support in PE this year really made a difference as we saw the number of calls asking for assistance from security and admin diminish the days he was here.

Student athlete recognition continued this year with four teams winning league titles. Along with that went plaques, certificates, patches, and banners we had to purchase. The 5 Star Program is something we still hope to purchase. We are waiting on the district cell phone policy to be released. We still found ways to recognize students in the area of attendance, growth on STAR and state tests, as well as behavior recognition during bi-monthly Student of the Month ceremonies.

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

Only major differences were the following:

Purchasing/replacing of security radios/headsets/etc: \$10,000 budgeted, \$0 used.

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): \$10,000 budgeted, \$5000 used.

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.

Changes made to the goal:

Purchasing/replacing of security radios/headsets/etc: they were not purchased this year, but will be purchased for the 25-26 school year.

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): once the district cell phone policy comes out we will determine if this purchase can be made for the 5 Star Program.

# 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

\*ELA: Students, with a focus on English Learners, Long-Term English Learners, and Students with Disabilities, in ELA need assistance in reading, writing, and understanding complex text. To address this, by June 2026, we will increase student performance on the ELA Star Proficiency Rate to 30% and improve the CAASPP score by an overall increase of 20 points, ensuring a minimum increase of 10 points in all subgroups, by implementing targeted intervention programs, data-driven instruction, and differentiated support strategies. Progress will be measured through quarterly benchmark assessments, teacher progress monitoring, and student performance data analysis.

\*Math: The identified need in math is having more students meet or exceed proficiency on the CAASP because our students are far below the state average. To address this, we will increase our CAASPP scores from 18% (Spring 2024 CAASPP scores) to 28% (Spring 2025 CAASPP scores) or more students meeting or exceeding proficiency. This goal will be assessed by comparing the percentage of proficient/above students on the STAR Math BOY assessment to the EOY assessment. Progress will also be monitored using the MOY STAR Math assessment and grade level math SMART goals.

\*English Learners: The identified need for our English Learners is to increase literacy and writing to improve scores. We will address this by June 2026, by increasing ELL student performance on the ELA Star Proficiency Rate to 30% and improve the CAASPP score by an overall increase of 20 points by

implementing targeted intervention programs, as well as increase the reclassification rate of ELL students by 3%. Progress will be measured through quarterly benchmark assessments, teacher progress monitoring, and student performance data analysis.






ELA: By June 2026, increase student performance on the ELA Star Proficiency Rate to 30% and improve the CAASPP score by an overall increase of 20 points, ensuring a minimum increase of 10 points in all subgroups, by implementing targeted intervention programs, data-driven instruction, and differentiated support strategies. Progress will be measured through quarterly benchmark assessments, teacher progress monitoring, and student performance data analysis.

Math: We will increase our CAASPP scores from 18% (Spring 2024 CAASPP scores) to 28% (Spring 2025 CAASPP scores) or more students meeting or exceeding proficiency. This goal will be assessed by comparing the percentage of proficient/above students on the STAR Math BOY assessment to the EOY assessment. Progress will also be monitored using the MOY STAR Math assessment and grade level math SMART goals.





































English Learners: ELA: By June 2026, increase ELL student performance on the ELA Star Proficiency Rate to 30% and improve the CAASPP score by an overall increase of 20 points by implementing targeted intervention programs, as well as increase the reclassification rate of ELL students by 3%. Progress will be measured through quarterly benchmark assessments, teacher progress monitoring, and student performance data analysis.

- Focus Groups:
- 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%.
  - White: Decrease suspension rate by 3%.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Green	1.5 points above standard	Increased 37.0 points	All	Green	21.5 points above	Increase 20 points
	EL	 Orange	84.9 points below standard	Increased 20.0 points	EL	Yellow	64.9 points below	Increase 20 points
	Hisp	 Green	2.7 points above standard	Increased 37.7 points	Hisp	Green	24.7 points above	Increase 22 points
	AA	 No Performance Color	83.5 points below standard	Increased 27.8 points	AA	No Performance Color	63.5 points below	Increase 20 points
	SED	 Green	1.6 points above standard	Increased 37.3 points	SED	Green	23.6 points above	Increase 22 points
					SWD	Yellow	109.7 points below	Increase 20 points

Metric/Indicator	Baseline				Expected Outcome				
		<div>Green</div>							
	SWD	<div><div></div>Orange</div>	129.7 points below standard	Increased 33.0 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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change	
	All	<div><div></div>Yellow</div>	107.9 points below standard	Increased 31.9 points	All	Green	77.9 points below	Increase 30 points	
	EL	<div><div></div>Orange</div>	183.4 points below standard	Increased 13.1 points	EL	Yellow	163.4 points below	Increase 20 points	
	Hisp	<div><div></div>Yellow</div>	107.6 points below standard	Increased 31.7 points	Hisp	Green	77.6 points below	Increase 30 points	
	AA	<div>No Performance Color</div>	181.6 points below standard	Maintained 2.6 points	AA	No Performance Color	161.6 points below	Increase 20 points	
	SED	<div><div></div>Yellow</div>	108.2 points below standard	Increased 33.4 points	SED	Green	88.2 points below	Increase 20 points	
	SWD	<div><div></div>Orange</div>	207.8 points below standard	Increased 13.6 points	SWD	Yellow	187.8 points below	Increase 20 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 -18.65% Met or Exceeded Standard				California Science Test - Percent of Students Who Meet or Exceed Standard High School -25% Met or Exceeded Standard				
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change	
	English Learner Progress Indicator	<div><div></div>Yellow</div>	39.1%	5 10.6		English Learner Progress Indicator	Green	49.1%	Increase 10%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: All Students: 29.2% Grade 9: 22.7% Grade 10: 28% Grade 11: 33.3%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 35%				

Metric/Indicator	Baseline	Expected Outcome																																																								
	Grade 12: 33.3%																																																									
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Green</td><td>85.6% graduated</td><td>Increased 2.4%</td></tr><tr><td>EL</td><td> Yellow</td><td>78.7% graduated</td><td>Increased 2.7%</td></tr><tr><td>Hisp</td><td> Yellow</td><td>85.7% graduated</td><td>Maintained 0.2%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>79.2% graduated</td><td>Increased 2.2%</td></tr><tr><td>SED</td><td> Green</td><td>85.8% graduated</td><td>Increased 2.3%</td></tr><tr><td>SWD</td><td> Red</td><td>63.5% graduated</td><td>Declined 6.8%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Green	85.6% graduated	Increased 2.4%	EL	 Yellow	78.7% graduated	Increased 2.7%	Hisp	 Yellow	85.7% graduated	Maintained 0.2%	AA	 No Performance Color	79.2% graduated	Increased 2.2%	SED	 Green	85.8% graduated	Increased 2.3%	SWD	 Red	63.5% graduated	Declined 6.8%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Blue</td><td>95.6%</td><td>Increase 10%</td></tr><tr><td>EL</td><td>Green</td><td>88.7%</td><td>Increase 10%</td></tr><tr><td>Hisp</td><td>Blue</td><td>95.7%</td><td>Increase 10%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>89.2%</td><td>Increase 10%</td></tr><tr><td>SED</td><td>Blue</td><td>95.8%</td><td>Increase 10%</td></tr><tr><td>SWD</td><td>Yellow</td><td>73.5%</td><td>Increase 10%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Blue	95.6%	Increase 10%	EL	Green	88.7%	Increase 10%	Hisp	Blue	95.7%	Increase 10%	AA	No Performance Color	89.2%	Increase 10%	SED	Blue	95.8%	Increase 10%	SWD	Yellow	73.5%	Increase 10%
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College and Career Indicator (CCI) \	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>31.2 Prepared</td><td>Increased 6.2</td></tr><tr><td>EL</td><td> Yellow</td><td>21.3 Prepared</td><td>Increased 7.7</td></tr><tr><td>Hisp</td><td> Yellow</td><td>33.3 Prepared</td><td>Increased 5.9</td></tr><tr><td>AA</td><td> No Performance Color</td><td>8.3 Prepared</td><td>Maintained 0.6</td></tr><tr><td>SED</td><td> Yellow</td><td>30.7 Prepared</td><td>Increased 5.7</td></tr><tr><td>SWD</td><td> Orange</td><td>6.5 Prepared</td><td>Increased 3.7</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	31.2 Prepared	Increased 6.2	EL	 Yellow	21.3 Prepared	Increased 7.7	Hisp	 Yellow	33.3 Prepared	Increased 5.9	AA	 No Performance Color	8.3 Prepared	Maintained 0.6	SED	 Yellow	30.7 Prepared	Increased 5.7	SWD	 Orange	6.5 Prepared	Increased 3.7	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>41.2 Prepared</td><td>Increase 10%</td></tr><tr><td>EL</td><td>Yellow</td><td>31.3 Prepared</td><td>Increase 10%</td></tr><tr><td>Hisp</td><td>Green</td><td>43.3 Prepared</td><td>Increase 10%</td></tr><tr><td>AA</td><td>No Performance color</td><td>18.3 Prepared</td><td>Increase 10%</td></tr><tr><td>SED</td><td>Green</td><td>40.7 Prepared</td><td>Increase 10%</td></tr><tr><td>SWD</td><td>Yellow</td><td>16.5 Prepared</td><td>Increase 10%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	41.2 Prepared	Increase 10%	EL	Yellow	31.3 Prepared	Increase 10%	Hisp	Green	43.3 Prepared	Increase 10%	AA	No Performance color	18.3 Prepared	Increase 10%	SED	Green	40.7 Prepared	Increase 10%	SWD	Yellow	16.5 Prepared	Increase 10%
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UC and/or CSU Entrance Requirement Completion Rate	UC and/or CSU Entrance Requirement Completion Rate	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 45%																																																								

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All Students (ALL) - 40.4% English Learners (EL) - 30.6% Hispanic (Hisp) - 41.1% African American (AA) - 26.3% Socioeconomically Disadvantaged (SED) - 40.1% Students with Disabilities (SWD) - 10.3%	English Learners (EL) - 30% Hispanic (Hisp) - 45% African American (AA) - 30% Socioeconomically Disadvantaged (SED) - 45% Students with Disabilities (SWD) - 20%
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 - Coming Soon	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. 23-24: All Students: (Decreased 2.5% from 22-23 = 49.5%) English Learners (EL) - 60% Hispanic (Hisp) - 52.5% 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 2025 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade) <ul style="list-style-type: none"> <li>9th: 36.3%</li> <li>10: 36.4%</li> <li>11th: 41.1%</li> <li>12th: 10.2%</li> </ul>	Spring 2024 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 10% in each grade) <ul style="list-style-type: none"> <li>9th: 26.3%</li> <li>10: 26.4%</li> <li>11th: 31.1%</li> <li>12th: 0.2%</li> </ul>



Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

DHSHS will continue to strengthen Professional Learning Communities (PLCs) among lead teachers and administrators to support student achievement.\*\* These PLCs will regularly review data related to D/F grades, A-G completion, credit recovery, grading practices, common assessments, and Response to Intervention (RTI) strategies. Their goal is to identify effective practices that improve student outcomes and reduce the percentage of students earning D or F grades.

This work will benefit all students, with particular focus on high-need groups such as homeless students, foster youth, and African American students.

Progress will be monitored by the accountability and leadership team through Synergy D/F reports and additional data reviewed during the administrative leadership summer retreat. The team will also track specific focus groups as part of their ongoing work.

Strategy/Activity 1 will support all students because we will be able to target specific students and subgroups as data is reviewed (i.e. D/F grades, A-G completion, credit recovery, etc). UDL Rounds will also strengthen teacher instruction in classrooms, directly benefiting students via improved first instruction.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Teachers, MTSS Coach

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	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, including weekends, and expand college and career planning and requirement completion. This will include four-year high school and postsecondary planning, college visits, required exams (such as AP, SAT, PSAT), college applications, and financial aid forms. The increase in A-G offerings, college exposure, student attendance at boot camps, and higher student attendance at expanded learning field trips will monitor this.

Strategy/Activity 2 will benefit students by exposing them to post secondary schools, introduction of career and pathways they can explore as they graduate, as well as attend bootcamps and intercessions geared at improving A-G rate, CCI, English Acquisition for English Language Learners, and support in AP courses.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Teachers, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide supplemental summer, winter, and spring school offerings for A-G completion and college preparation.
Amount	10000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Expanded learning/enrichment opportunities (before/after/during school; band and art enrichment, career exploration, VAPA enrichment, college visits, etc).
Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Academic A/G Bootcamps for ELLs, core content areas, to improve academic progress.

Strategy/Activity 3

DHSHS will expand real-world, pre-professional, and artistic experiences and supports for all students, focusing 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 who receive services in the library.

Strategy/Activity 3 All will benefit all students from the daily interaction and remedial support, but our low-SED, homeless, AA, foster youth, and ELLs will directly benefit from small group support in projects and assignments, directly raising their academic achievement. This will be monitored via CAASPP and ELPAC results.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All
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Timeline

7/1/2025-6/30/2026
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Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	24675
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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 high quality instruction in all subject areas aligned to achievement in the state standards. To accomplish this, additional instructional materials will be purchased to support the core curriculum and provide Tier I supports within all classrooms. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with course content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. This improvement strategy will be monitored through local assessment results throughout the school year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Strategy/Activity 4 will raise academic achievement by recognizing student growth in that area throughout the year, allowing us to monitor student scores via data analysis. Visual and performing arts supplies will make the classes more engaging for students, helping raise A-G rates as students complete the courses.

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

☒ All

#### Timeline

7/1/2025-6/30/2026

#### Person(s) Responsible

Administration, Admin Secretary

#### Proposed Expenditures for this Strategy/Activity

Amount	21839
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

<b>Description</b>	Supplemental materials, supplies (including security), and technology licenses for all departments.
<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.
<b>Amount</b>	5000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Visual and Performing Arts Supplies

### Strategy/Activity 5

Provide targeted core content intervention and remedial support for Math and English Language Arts (ELA) students, focusing on underserved student groups.

Instructional support will be guided by formative data and reading intervention outcomes. The Community Liaison will monitor and support attendance improvement efforts, ensuring that students are present to benefit from academic interventions.

Strategy/Activity 5 will benefit underserved student groups listed below by providing support for tutoring to students, credit recovery opportunities (also increasing A-G rates), and intervention in core subjects. English Language Learners will also benefit from the extra support in the ELPAC, providing smaller groups and attention to their needs. This will increase grad rates with these subgroups.

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

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Foster Youth
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Students with Disabilities

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administration, Teachers, Staff, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Timecards for support with ELPAC assessment.
Amount	5000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Timecards for additional classified and certificated support for intervention, remedial support, and credit recovery.
Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tutoring at Title 1 Schools (including before and after school)

Strategy/Activity 6

Provide professional development opportunities, conference attendance, and structured collaboration time for staff to focus on lesson design, data analysis, and common planning. These collaborative efforts occur within departments and PLCs and are aligned with schoolwide goals for improving student achievement and equity.

Strategy/Activity 6 will benefit all students by strengthening first instruction on campus in the areas of student engagement, strategies when working with students with disabilities, language support with English Language Learners, and A-G completion rates with our counseling department.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Lead Teachers, MTSS Coach

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development for co-teachers, including certificated and classified conferences (i.e. students with disabilities)
Amount	70541
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Certificated/classified timecards for collaboration for data analysis and lesson design (before, after, during school, as well as breaks).
Amount	8500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student engagement/academic achievement conferences for staff or focus groups( ELLs, Students with Disabilities).
Amount	1500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Counselor conferences.

Strategy/Activity 7

Provide targeted academic support for English Learners to improve access to core instruction, accelerate language acquisition, and prepare for college and careers. Support staff will assist students during core classes and offer additional help before and after school to reinforce understanding, build academic vocabulary, and improve performance on reclassification measures. English Learners at DHSHS face challenges in accessing college preparatory and CTE

coursework, meeting reclassification criteria, and graduating college- and career-ready. Providing academic support both during and outside of class time is necessary to help close achievement gaps and ensure equity in postsecondary opportunities.

Strategy/Activity 7 will benefit English Language Learners by providing them individualized support that will increase our reclassification rate, as well as allow them more remedial support to increase CAASPP test scores. The team will also be able to monitor short cycle and district interim assessments to show areas of support needed for our ELLs.

Students to be Served by this Strategy/Activity

X	English Learner
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Timeline

7/1/2025-6/30/2026
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Person(s) Responsible

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

Amount	2500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Coordinator monitoring of EL students, 3 times/month.
Amount	82864
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Full time bilingual paraprofessional
Amount	79067
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two (2) part time bilingual paraprofessionals.



<b>Amount</b>	31260
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	One part time bilingual paraprofessional.

# 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

The identified need for parent and community partnerships is increasing family school connectedness and participation. By the end of June 2026, we will increase family school connectedness results by 3% for all subgroup by reaching out to families and inviting them to activities on campus, as well as parent workshops. Progress will be measured by Panorama Survey results. By the end of June 2026, we will increase family participation in stakeholder input by 10% from 88 responses to 200 or more responses. Progress will be measured by Panorama Survey results.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 68 surveys	Parent Participation in Stakeholder Input Processes - 150 surveys
Family School Connectedness via Panorama Family Climate Survey	Winter 2025, Family School Connectedness - Sense of Belonging- via Panorama Family Climate Survey:	Family School Connectedness via Panorama Family Climate Survey

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) Hispanic (Hisp) African American (AA)	All Students: 97% Hispanic: 99% White: 99% Undisclosed: 94%	All Students (ALL) - 99% Hispanic (Hisp) - 99% African American (AA) - 99%
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>	Winter 2025, Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp.) - 97% Undisclosed - 89%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 99% African American (AA) - 99%
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% Baseline 25-26: 150	Number of Parent Attendees attending 1 or more site/parent center sponsored events -5% Baseline: 150

## Planned Strategies/Activities

### Strategy/Activity 1

Continue our Community Member Advisory Council (CPAC), made up of parents and community members—including representatives from ELAC, AAPAC, PTSA, booster groups, and newly recruited stakeholders. The CPAC will meet regularly to provide feedback on school initiatives and help design strategies for increasing parent and community participation in school and district decision-making.

Strategy/Activity 1 will benefit students within our mentor groups by providing educational resources and career planning to increase their participation in school (attendance). The PAC will allow us to access more resources that are available within the community to support our students.

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

X Specific Student Groups:  
Mentor programs

### Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Mentor Programs (materials, supplies).
Amount	7000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Mentor programs (transportation)

Strategy/Activity 2

Enhance partnerships with feeder schools and community organizations to provide early high school exposure for incoming students and increase parent involvement in school-related events and programs. These efforts will focus on building a sense of belonging and familiarity for incoming freshmen, particularly those in focus groups, through coordinated events, school visits, and collaborative planning.

Strategy/Activity 2 will benefit all students by enhancing partnerships with feeder schools and community organizations, fostering a smoother and more confident transition to high school for all incoming students. By providing early exposure to the high school environment—through school visits, orientation events, and parent engagement activities—students are more likely to feel connected, supported, and prepared for high school's academic and social expectations. This early connection helps reduce anxiety, increase engagement, and improve attendance and performance in 9th grade. This will be measured by increase in attendance, as well as participation in school activities and clubs.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Teachers, Staff, Parents

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Middle School Campus visits (middle school mentor groups, band/extra curricular, etc).
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incoming Freshman Sport camps materials and supplies including shirts (baseball/football/soccer/basketball)
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Incoming Freshman Orientation/Camps timecards

### Strategy/Activity 3

Expand parent involvement opportunities through school-hosted events, educational conferences (e.g., CABE), and guest speakers. These activities will allow parents to connect with the school community, build capacity to support their students and engage in educational discussions. The Family and Community Engagement (FACE) Specialist will coordinate outreach and track participation.

Strategy/Activity 3 will benefit all students by expanding parent involvement opportunities through school-hosted events, educational conferences (such as CABE), and guest speakers, strengthening the home-school connection, which is a critical factor in student success. When parents and guardians are informed, engaged, and feel welcomed on campus, they are better equipped to support their child's academic progress, behavior, and emotional well-being.

These activities promote a culture of collaboration and trust between families and the school, ensuring that parents from all backgrounds—especially those who may have felt disconnected in the past—have meaningful opportunities to participate. By increasing parents understanding of academic expectations, available resources, and cultural relevance in education, the strategy helps all students benefit from more consistent and informed support at home.

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

<u>X</u>	All
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Timeline

7/1/2025-6/30/2026
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Person(s) Responsible

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

Amount	5286
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Speakers/facilitators and conferences for all parents.
Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for parent and community events.
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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

Identified need:  
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













Our identified need for a healthy and safe learning environment is to reduce our chronic absenteeism, especially within our African American population. We will address this by reducing the chronic absenteeism rate among the African American student population from 63.6% to 53.6% by implementing targeted interventions, such as increased family engagement, mentorship programs, and attendance tracking, while addressing barriers like transportation and access to support services, by the end of June 2026.

An additional identified need is to decrease suspension rates with our white student population from 11.4% to 9.4%. This will be addressed with focused Tier 1, 2, and 3 supports via our MTSS Coach and Wellness Center.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome																															
Student Attendance Rates All Students (ALL)	As of May 2, 2025 our Ave. Daily Attendance Rate: All Students: 87.8%				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)	As of May 2, 2025, our Chronic Absenteeism Rates: All Students (ALL): 44.4% English Learner (EL): 41.9% Hispanic (Hisp.): 42% African American (AA): 56.6% Students with Disabilities (SWD): 50%				Chronic Absenteeism Rates All Students (ALL) 30% 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): 7.6% English Learner (EL): 13% Hispanic (Hisp.): 7.5% African American (AA): 8.3% Socioeconomically Disadvantaged (SED): 7.7%				High School 4-Year Dropout Rate All Students (ALL) - 5% English Learner (EL) - 9.% Hispanic (Hisp) - 5.% African American (AA) -5% Socioeconomically Disadvantaged (SED) - 5% White - 5% Students with Disabilities (SWD) - 5%																															
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>7.4% suspended at least one day</td><td>Declined 3.1%</td></tr><tr><td>EL</td><td> Yellow</td><td>8.9% suspended at least one day</td><td>Declined 1.5%</td></tr></table>				St. Group	Color	DFS/Percentage	Change	All	 Yellow	7.4% suspended at least one day	Declined 3.1%	EL	 Yellow	8.9% suspended at least one day	Declined 1.5%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>3.9% suspended at least one day</td><td>Declined 3.5%</td></tr><tr><td>EL</td><td>Green</td><td>5.4%</td><td>Declined 3.5%</td></tr><tr><td>Hisp</td><td>Green</td><td>3.3%</td><td>Declined 3.5%</td></tr></table>				St. Group	Color	DFS/Percentage	Change	All	Green	3.9% suspended at least one day	Declined 3.5%	EL	Green	5.4%	Declined 3.5%	Hisp	Green	3.3%	Declined 3.5%
St. Group	Color	DFS/Percentage	Change																																	
All	 Yellow	7.4% suspended at least one day	Declined 3.1%																																	
EL	 Yellow	8.9% suspended at least one day	Declined 1.5%																																	
St. Group	Color	DFS/Percentage	Change																																	
All	Green	3.9% suspended at least one day	Declined 3.5%																																	
EL	Green	5.4%	Declined 3.5%																																	
Hisp	Green	3.3%	Declined 3.5%																																	



Metric/Indicator	Baseline				Expected Outcome																													
	<table><tr><td>Hisp</td><td> Yellow</td><td>6.8% suspended at least one day</td><td>Declined 2.2%</td></tr><tr><td>AA</td><td> Orange</td><td>10.9% suspended at least one day</td><td>Declined 18.4%</td></tr><tr><td>SED</td><td> Yellow</td><td>7.4% suspended at least one day</td><td>Declined 3.2%</td></tr><tr><td>SWD</td><td> Yellow</td><td>12.1% suspended at least one day</td><td>Declined 6.7%</td></tr></table>	Hisp	 Yellow	6.8% suspended at least one day	Declined 2.2%	AA	 Orange	10.9% suspended at least one day	Declined 18.4%	SED	 Yellow	7.4% suspended at least one day	Declined 3.2%	SWD	 Yellow	12.1% suspended at least one day	Declined 6.7%			<table><tr><td>AA</td><td>Green</td><td>5.9%</td><td>Declined 5%</td></tr><tr><td>SED</td><td>Green</td><td>3.9%</td><td>Declined 3.5%</td></tr><tr><td>SWD</td><td>Yellow</td><td>8.6%</td><td>Declined 3.5%</td></tr></table>	AA	Green	5.9%	Declined 5%	SED	Green	3.9%	Declined 3.5%	SWD	Yellow	8.6%	Declined 3.5%		
Hisp	 Yellow	6.8% suspended at least one day	Declined 2.2%																															
AA	 Orange	10.9% suspended at least one day	Declined 18.4%																															
SED	 Yellow	7.4% suspended at least one day	Declined 3.2%																															
SWD	 Yellow	12.1% suspended at least one day	Declined 6.7%																															
AA	Green	5.9%	Declined 5%																															
SED	Green	3.9%	Declined 3.5%																															
SWD	Yellow	8.6%	Declined 3.5%																															
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - Undisclosed% Hispanic (Hisp.) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED): Undisclosed% Students with Disabilities (SWD): Undisclosed%				Expulsion Rate All Students (ALL) - Under .5% English Learner (EL) - Under .5% Hispanic (Hisp) - Under .5% African American (AA) - .5% 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) -	Winter 2025, Family School Connectedness - Sense of Belonging- via Panorama Family Climate Survey: All Students: 97% Hispanic: 99% White: 99% Undisclosed: 94%				Panorama Survey – School Connectedness All Students (ALL) - 99% English Learner (EL) -99% Hispanic (Hisp) - 99% African American (AA) - 99%																													
Panorama Survey – School Safety All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Panorama Survey – School Safety All Students (ALL) - 74% English Learner (EL) - 71.5% Hispanic (Hisp.) - 75% African American (AA) - 70%				Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%																													
Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%				Williams Facilities Inspection Results remain at 100%																													

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Implement a mentorship program to provide quarterly check-ins with foster youth, homeless, and African American students. Mentors will monitor academic progress, attendance, discipline, and key senior expectations (e.g., FAFSA completion, credits, graduation readiness) and provide support and accountability through individualized attention.

Strategy/Activity 1 will benefit all students by reinforcing the importance of postsecondary schooling and career exploration. Going into College and Career Week, students will be motivated to create a plan they intend to use once they graduate high school. The goal is to also decrease suspension rates among the mentioned subgroups.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All
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Timeline

7/1/2025-6/30/2026
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Person(s) Responsible

Administration/Mentors/Wellness COSA Team
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Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

We provide a comprehensive Wellness Program that offers services in mental health, conflict management, substance abuse prevention, and restorative justice. The program aims to proactively support students' emotional well-being and reduce reliance on suspension by offering constructive alternatives. We continue to ensure that student needs are supported and they feel connected to a trusted adult on campus.

Strategy/Activity 2 will benefit all students by providing Tier 1, Tier 2, and Tier 3 MTSS supports to students throughout the day. This will be measured by referral data provided by the Wellness Team.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	94686
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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.
Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for the Wellness Center.
Amount	79658
Source	Title I
Budget Reference	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>	11982
<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

Provide staff and resources for campus safety and supervision through the continuation of supervision aide positions and the purchase of necessary safety materials and supplies. These efforts aim to prevent incidents, increase adult presence on campus, and respond effectively to safety concerns.

Strategy/Activity3 will benefit all students by providing a welcoming, safe, and inclusive learning environment. This will be measured by the student and staff Panorama Survey, and other site surveys.

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

☒ All

### Timeline

7/1/2025-6/30/2026

### 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>	28468

<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 develop a student recognition system that acknowledges positive behavior and accomplishments throughout the school year. This PBIS structure is designed to encourage positive student actions to create a quality school climate. This improvement action is expected to improve behavior data, and will be monitored through referral rates, suspension rates, survey data related to school connectedness, and progress on the CA School Dashboard for suspension rates.

Strategy/Activity 4 will benefit all students by identifying trends and highlighting students for commendation and academic growth. Behavior modification will also allow students to be monitored and pulled in for needed support. This will decrease suspension rates.

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

<input checked="" type="checkbox"/> All
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### Timeline

7/1/2025-6/30/2026
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### Person(s) Responsible

Administration
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### 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)
<b>Amount</b>	10000
<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 slated measures.

# 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.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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

**School Goal #1: Increase Academic Achievement**

<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, 2025 - June 30, 2026	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

**School Goal #2: Increase Parent and Community Partnerships**

<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, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

**School Goal #3: Maintain Healthy and Safe Learning Environment**

<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>
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	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	\$386,676
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$655,826.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	378,890	0.00
Title I Part A: Parent Involvement	7,786	0.00
LCFF	269,150	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	\$378,890.00
Title I Part A: Parent Involvement	\$7,786.00

Subtotal of additional federal funds included for this school: \$386,676.00

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	\$269,150.00

Subtotal of state or local funds included for this school: \$269,150.00

Total of federal, state, and/or local funds for this school: \$655,826.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	269,150.00
Title I	378,890.00
Title I Part A: Parent Involvement	7,786.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,500.00
2000-2999: Classified Personnel Salaries	446,160.00
4000-4999: Books And Supplies	62,839.00
5000-5999: Services And Other Operating Expenditures	129,327.00

## 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	172,811.00
4000-4999: Books And Supplies	LCFF	56,839.00
5000-5999: Services And Other Operating Expenditures	LCFF	38,500.00
1000-1999: Certificated Personnel Salaries	Title I	16,500.00
2000-2999: Classified Personnel Salaries	Title I	272,849.00
4000-4999: Books And Supplies	Title I	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I	85,541.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,286.00

# 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:

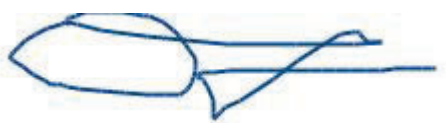

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 05/16/25.

Attested:

	Principal, Omar Tinoco on 05/16/2025
	SSC Chairperson, Vincent Luna on 05/16/2025

# Title I and LCFF Funded Program Evaluation

Goal #1:
<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> <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 continue to strengthen Professional Learning Communities (PLCs) among lead teachers and administrators to support student achievement.** These PLCs will regularly review data related to D/F grades, A-G completion, credit recovery, grading practices, common assessments, and Response to Intervention (RTI) strategies. Their goal is to identify effective practices that improve student outcomes and reduce the percentage of students earning D or F grades.</p> <p>This work will benefit all students, with particular focus on high-need groups such as homeless students, foster youth, and African American students.</p> <p>Progress will be monitored by the accountability and leadership team through Synergy D/F reports and additional data reviewed during the administrative leadership summer retreat. The team will also track specific focus groups as part of their ongoing work.</p>	<p>This is effective as PLC training for the ELA, Math, and History departments took place and strengthened the department's PLC time with a concise agenda and clear communication from the department chair. The ELA department increased student achievement by using RTI practices. PLC meetings were more focused, and time to evaluate common assessments was embedded into the time.</p>	<p>We still need one department (science) to receive ongoing PLC support training to increase the effectiveness as a Professional Learning Community (PLC). This is evident by the inconsistencies found within the 2-1-2 time and running of the meetings.</p>	<p>The science department will continue to receive their training during the year with a focus on improving PLC practices. This will bring more consistency within the department which will be evident by a more focused agenda, analysis of data, and improved student outcomes, including the monitoring of D/F rates and credit recovery options.</p>

<p>Strategy/Activity 1 will support all students because we will be able to target specific students and subgroups as data is reviewed (i.e. D/F grades, A-G completion, credit recovery, etc). UDL Rounds will also strengthen teacher instruction in classrooms, directly benefiting students via improved first instruction.</p>			
<p>DHSHS will extend learning opportunities beyond the school day, including weekends, and expand college and career planning and requirement completion. This will include four-year high school and postsecondary planning, college visits, required exams (such as AP, SAT, PSAT), college applications, and financial aid forms. The increase in A-G offerings, college exposure, student attendance at boot camps, and higher student attendance at expanded learning field trips will monitor this.</p> <p>Strategy/Activity 2 will benefit students by exposing them to post secondary schools, introduction of career and pathways they can explore as they graduate, as well as attend bootcamps and intercessions geared at improving A-G rate, CCI, English Acquisition for English Language Learners, and support in AP courses.</p>	<p>This was found effective because students were able to receive extended support from our staff. Students continue to take advantage of the additional opportunities and express a desire to remain lifelong learners and continue their educational paths due to the college trips.</p>	<p>An ongoing challenge has been providing preps and the increase costs for coverage.</p>	<p>This model will continue with release time allowed for student interventions and support.</p>
<p>DHSHS will expand real-world, pre-professional, and artistic experiences and supports for all students, focusing 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 who receive services in the library.</p> <p>Strategy/Activity 3 All will benefit all students from the daily interaction and remedial support, but our low-SED, homeless, AA, foster youth, and ELLs will directly benefit from small group support in projects and assignments, directly raising their academic achievement. This will be monitored via CAASPP and ELPAC results.</p>	<p>By expanding access to real-world, pre-professional, and artistic experiences through library-based supports helps bridge opportunity gaps for underserved students. By leveraging library personnel and resources, we continue to create a centralized, inclusive space where students—particularly those who are low-SED, homeless, African American, or in foster care, explore interests, gain exposure to career pathways, and build essential skills in a supportive environment. This practice not only fosters student engagement and creativity</p>	<p>More time and a structure needs to be implemented for collaboration to effectively monitor this closely. With such a large population of students falling under this category, it wasn't easy to successfully monitor all of them.</p>	<p>Monitoring increased usage of library services ensures that interventions are reaching those who need them most and allows for ongoing improvement of support systems.</p> <p>We plan to create a more focused list of students that we will 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>



	but also strengthens equity by intentionally supporting students who may lack access to such enrichment outside of school.		
<p>DHSHS will provide high quality instruction in all subject areas aligned to achievement in the state standards. To accomplish this, additional instructional materials will be purchased to support the core curriculum and provide Tier I supports within all classrooms. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with course content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. This improvement strategy will be monitored through local assessment results throughout the school year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.</p> <p>Strategy/Activity 4 will raise academic achievement by recognizing student growth in that area throughout the year, allowing us to monitor student scores via data analysis. Visual and performing arts supplies will make the classes more engaging for students, helping raise A-G rates as students complete the courses.</p>	<p>This was successful as evident by our increase in FAFSA completion, scholarship packet completion, and students applying for college. Also, we continue to have an increase in parents supporting their students at recognition events.</p>	<p>Many students are still applying to community college without a plan for entering the workforce, and groups are not meeting behavioral and academic expectations.</p> <p>The increasing cost of items is limiting our ability to purchase recognition materials.</p>	<p>The push for college and career will continue with the help of our counseling team, TRIO program, and a revised CCGI week, site wide, where all students will work on a portion of their future expectations. Departments continue to require up-to-date supplemental materials, supplies, and technology to support rigorous instruction and engage students effectively, and this will be addressed by need and support for our focus student groups that benefit most when resources are used to meet specific learning, behavior, and engagement needs. Recognizing improvements in key areas like attendance, behavior, and academic performance encourages sustained progress.</p>
<p>Provide targeted core content intervention and remedial support for Math and English Language Arts (ELA) students, focusing on underserved student groups.</p> <p>Instructional support will be guided by formative data and reading intervention outcomes. The Community Liaison will monitor and support attendance improvement efforts, ensuring that students are present to benefit from academic interventions.</p> <p>Strategy/Activity 5 will benefit underserved student groups listed below by providing support for tutoring to students, credit recovery opportunities (also increasing A-G</p>	<p>Assessment and demographic data indicate that students, particularly African American, Foster, Homeless, and English Language Learners, require additional support in core content areas to meet grade-level standards. Our interventions and consistent monitoring accelerates growth to close achievement gaps. Our chronic attendance rate has decreased due to the Community Liaison's efforts.</p>	<p>Not all interventions planned were implemented. We found that weekends, before/after school, did not have the high participation we anticipated.</p>	<p>We will continue to offer expanded learning opportunities with our MTSS coordinator, ELA/Math departments, Administration, and Community Liaison involved in collecting data, including:</p> <p>Short-cycle assessment results in Math and ELA, reading intervention progress reports, and attendance data.</p>

rates), and intervention in core subjects. English Language Learners will also benefit from the extra support in the ELPAC, providing smaller groups and attention to their needs. This will increase grad rates with these subgroups.			
<p>Provide professional development opportunities, conference attendance, and structured collaboration time for staff to focus on lesson design, data analysis, and common planning. These collaborative efforts occur within departments and PLCs and are aligned with schoolwide goals for improving student achievement and equity.</p> <p>Strategy/Activity 6 will benefit all students by strengthening first instruction on campus in the areas of student engagement, strategies when working with students with disabilities, language support with English Language Learners, and A-G completion rates with our counseling department.</p>	<p>We ensured high-quality, standards-aligned instruction, by providing teachers with time and support to engage in meaningful collaboration, professional growth, and data-informed planning. We continue strengthening instructional practices across departments which improves student learning outcomes, especially when aligned with common assessments and equity-focused strategies.</p>	<p>With our high need for ELL support, we know there is a need to have more bilingual paraprofessionals.</p>	<p>Plans for increasing our staff capacity for effective lesson design and differentiated instruction, with alignment across grade levels and content areas.</p> <p>Also, more consistent use of data to drive instructional decisions and improve student outcomes through targeted and collaborative teaching strategies will occur. We are adding another bilingual paraprofessional to support classrooms.</p>
<p>Provide targeted academic support for English Learners to improve access to core instruction, accelerate language acquisition, and prepare for college and careers. Support staff will assist students during core classes and offer additional help before and after school to reinforce understanding, build academic vocabulary, and improve performance on reclassification measures. English Learners at DHSHS face challenges in accessing college preparatory and CTE coursework, meeting reclassification criteria, and graduating college- and career-ready. Providing academic support both during and outside of class time is necessary to help close achievement gaps and ensure equity in postsecondary opportunities.</p> <p>Strategy/Activity 7 will benefit English Language Learners by providing them individualized support that will increase our reclassification rate, as well as allow them more remedial support to increase CAASPP test scores. The team will also be able to monitor</p>	<p>We continue to monitor EL reclassification rates and observe improved academic performance in core subjects, with higher graduation and A-G/CTE completion rates. Also, we see greater EL participation in college and career preparation activities.</p> <p>Credit recovery was offered to students with disabilities to help them catch up in their classes. For students who participated, this was effective.</p>	<p>Creating intervention time during the school day is a challenge. Also, offering a wide variety of electives is still difficult.</p> <p>With the large population of students, this has been challenging to monitor effectively.</p> <p>A focus on trying to add more interventions and electives for our EL students and students with disabilities will need to be addressed.</p>	<p>Our master schedule is reviewed to increase learning opportunities and interventions. Our EL Coordinator and Special Education leads will meet with EL students and students with disabilities to monitor their progress. Our goal is to include more elective options for our students, as well as monitor their progress towards graduation.</p> <p>We plan to have a point person in each department that will be able to help monitor EL and students with disabilities.</p>

short cycle and district interim assessments to show areas of support needed for our ELLs.			
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<b>Goal #2:</b>
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)

<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>
Continue our Community Member Advisory Council (CPAC), made up of parents and community members—including representatives from ELAC, AAPAC, PTSA, booster groups, and newly recruited stakeholders. The CPAC will meet regularly to provide feedback on school initiatives and help design strategies for increasing parent and community participation in school and district decision-making.  Strategy/Activity 1 will benefit students within our mentor groups by providing educational resources and career planning to increase their participation in school (attendance). The PAC will allow us to access more resources that are available within the community to support our students.	This was effective, and we met during the year. Effectiveness was measured by the increasing amount of participants we had. Our last meeting had attendees from the community, school, and parent groups.	Planning time to meet one more time throughout the year would benefit this cause. A challenge is finding the time to bring the wide spectrum of stakeholders together.	We plan to calendar one more meeting with this group throughout the year.
Enhance partnerships with feeder schools and community organizations to provide early high school exposure for incoming students and increase parent involvement in school-related events and programs. These efforts will focus on building a sense of belonging and familiarity for	Cross-county, Cheer Camp, EL Camps, and Football/Basketball/Soccer camps completed this, and camps were attended by more than 25 students each. Our students with disabilities held a transition orientation and EL staff	Collaborating between school sites to promote the programs to increase attendance is sometimes difficult due to competing priorities at any given time.	We plan to continue this and have more of our students attend so they can begin to start to connect to the high school earlier in their school career.

<p>incoming freshmen, particularly those in focus groups, through coordinated events, school visits, and collaborative planning.</p> <p>Strategy/Activity 2 will benefit all students by enhancing partnerships with feeder schools and community organizations, fostering a smoother and more confident transition to high school for all incoming students. By providing early exposure to the high school environment—through school visits, orientation events, and parent engagement activities—students are more likely to feel connected, supported, and prepared for high school's academic and social expectations. This early connection helps reduce anxiety, increase engagement, and improve attendance and performance in 9th grade. This will be measured by increase in attendance, as well as participation in school activities and clubs.</p>	<p>visited the incoming EL students to provide familiarity. It brings our community together and exposes students to our high school before they arrive.</p>		
<p>Expand parent involvement opportunities through school-hosted events, educational conferences (e.g., CAFE), and guest speakers. These activities will allow parents to connect with the school community, build capacity to support their students and engage in educational discussions. The Family and Community Engagement (FACE) Specialist will coordinate outreach and track participation.</p> <p>Strategy/Activity 3 will benefit all students by expanding parent involvement opportunities through school-hosted events, educational conferences (such as CAFE), and guest speakers, strengthening the home-school connection, which is a critical factor in student success. When parents and guardians are informed, engaged, and feel welcomed on campus, they are better equipped to support their child's academic progress, behavior, and emotional well-being.</p> <p>These activities promote a culture of collaboration and trust between families and the school, ensuring that parents from all backgrounds—especially those who may have felt disconnected in the past—have</p>	<p>Increased parent involvement occurred, which is essential for improving student outcomes, fostering stronger school-home relationships, and creating a more inclusive school culture. Many families—especially those from underrepresented groups—benefited from accessible, engaging, and culturally relevant opportunities to participate in school life. We held more events for our African American and Latino families and students, including the addition of College Tours, where our focus students were able to tour colleges.</p> <p>Funds were rolled into this line item to allow parents to attend the CAFE conference. Those in attendance found it beneficial, and they will speak at a parent meeting and ELAC to share what they learned.</p>	<p>We used a wide variety of communication tools to promote events, but find that coordinating a time that works for all families is difficult. We found that evening events usually had the highest attendance.</p> <p>CAFE is very expensive, and only two family members were able to attend.</p> <p>It seems that hardly anyone uses the childcare offered.</p>	<p>With our FACE specialist, we hope to provide more events that our families can attend. We have also been going to on home visits to reach our families, instead of relying on them coming here which seemed to be more effective. This will continue and expand for next year.</p> <p>Parents that attend conferences find it invaluable and report out to our families at following events.</p>

meaningful opportunities to participate. By increasing parents understanding of academic expectations, available resources, and cultural relevance in education, the strategy helps all students benefit from more consistent and informed support at home.	Child care was also provided.		
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<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>Identified need:  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>
<p>Implement a mentorship program to provide quarterly check-ins with foster youth, homeless, and African American students. Mentors will monitor academic progress, attendance, discipline, and key senior expectations (e.g., FAFSA completion, credits, graduation readiness) and provide support and accountability through individualized attention.</p> <p>Strategy/Activity 1 will benefit all students by reinforcing the importance of postsecondary schooling and career exploration.</p>	<p>Our mentors (JASI and FNL) have positively impacted and influenced students. Our Friday Night Live program has served our students well. There is an increase in positive climate and culture.</p> <p>Our Wellness Center and MTSS staff have created individualized and group mentoring that have had an impact.</p>	<p>Our foster youth, homeless students, and African American students often continue to face unique challenges that impact their academic achievement, attendance, and school engagement. Creating a consistent, supportive mentoring relationship helps these students stay on track by providing academic monitoring, emotional support, and goal-setting guidance. We will need to pull</p>	<p>Our multi-tiered system of support will continue to expand, with our counselors, MTSS coach, attendance and discipline teams increasing their roles.</p> <p>We plan to use quarterly mentor check-in records, attendance, grade reports, and senior expectation completion tracking.</p>



Going into College and Career Week, students will be motivated to create a plan they intend to use once they graduate high school. The goal is to also decrease suspension rates among the mentioned subgroups.		more data about the actions that are ineffective.	Discipline reviews report
<p>We provide a comprehensive Wellness Program that offers services in mental health, conflict management, substance abuse prevention, and restorative justice. The program aims to proactively support students' emotional well-being and reduce reliance on suspension by offering constructive alternatives. We continue to ensure that student needs are supported and they feel connected to a trusted adult on campus.</p> <p>Strategy/Activity 2 will benefit all students by providing Tier 1, Tier 2, and Tier 3 MTSS supports to students throughout the day. This will be measured by referral data provided by the Wellness Team.</p>	Our students and families face social-emotional challenges that affect school engagement and academic performance. We have successfully increased the level of support for students with a large increase in wellness visits and the Panorama Survey increased. The need for structured wellness services focused on mental health, conflict resolution, and alternatives to punitive discipline have been implemented and are ongoing. Another success was the professional development for staff on restorative practices.	Tracking students that are task avoidant and looking for opportunities to get out of class continue to be a challenge. Substance abuse and vaping continue to be a concern both on site and in the community.	The school wide system for Internal tracking and sharing with district personnel will improve. Logs of student participation in services, suspension and behavior data, records of restorative intervention outcomes, and other behavior data needs to be shared with more stakeholders.
<p>Provide staff and resources for campus safety and supervision through the continuation of supervision aide positions and the purchase of necessary safety materials and supplies. These efforts aim to prevent incidents, increase adult presence on campus, and respond effectively to safety concerns.</p> <p>Strategy/Activity3 will benefit all students by providing a welcoming, safe, and inclusive learning environment. This will be measured by the student and staff Panorama Survey, and other site surveys.</p>	Our well-supervised school environment was critical to supporting academic achievement and student well-being. Maintaining our staffing and providing safety materials helps reduce incidents, promote a positive school climate, and ensure students and staff feel secure. We have reduced incidents and provided activities for students during unstructured time.	We plan to increase our Panorama Survey safety data and reduce student discipline and incident reports, Creating time to gather feedback from staff and student focus groups is ongoing. A vacancy in this position has had an impact on our program.	We plan to provide a salary for the supervision aide, add radios, and other safety equipment.
DHSHS will develop a student recognition system that acknowledges positive behavior and accomplishments throughout the school year. This PBIS structure is designed to encourage positive student actions to create a quality school climate. This improvement action is expected to improve behavior data, and will be monitored through referral rates, suspension rates, survey data related to school connectedness, and progress on the CA School Dashboard for suspension rates.	This year we researched various system providers and will implement one next year.	The time to research a quality provider caused a delay in implementing the program this year.	We plan to review frequency and category reports from the recognition system with the MTSS and Leadership teams. We will track participation data across student groups and review correlated discipline data (referrals, suspensions).

Strategy/Activity 4 will benefit all students by identifying trends and highlighting students for commendation and academic growth. Behavior modification will also allow students to be monitored and pulled in for needed support. This will decrease suspension rates.			
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# 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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseininvestment.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/guidanceuseininvestment.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/>

Developed by the California Department of Education, January 2049

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