



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.

School Name	Desert Springs Middle School
Address	66-755 Two Bunch Palms Trail Desert Hot Springs, CA 9224000- 5723
County-District-School (CDS) Code	33-67173-6108443
Principal	Joe Krska
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025 - 6/30/26
Schoolsite Council (SSC) Approval Date	10/28/2025
Local Board Approval Date	11/18/2025

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

Mission: (What we do)

Together, we empower scholars to learn, work hard, aim high, and do what is right.

Vision: (What we hope to become / where we want to be)

In order to empower scholars to be high school ready, we will work as a professional learning community. We will sustain a culture focused on learning, collaboration, and results. Through mutual accountability and consistent practices, we will make data-driven decisions to implement instructional strategies and impactful interventions.

School Profile

Desert Springs Middle School (DSMS) is located in the growing city of Desert Hot Springs, California, and is one of five middle schools in the Palm Springs Unified School District. DSMS serves a diverse student population drawn from the local neighborhood, Sky Valley, and transfer students from surrounding communities. The school currently enrolls nearly 800 sixth, seventh, and eighth grade students and is proudly entering its 45th year of service.

In the 2016–17 school year, DSMS was recognized as a 2017 California School to Watch, a testament to the school's ongoing commitment to student growth and the continuous improvement of instructional practices.

DSMS has recently exited Comprehensive Support and Improvement (CSI) status, which highlighted the need to raise academic achievement across all student groups. Additional funding was allocated to support this work. The school remains dedicated to improving outcomes for every student even though it has been exited from this program. Newly designated status in TSI with English Learners. Efforts to reclassify English learners will continue through both designated and integrated instructional supports.

DSMS provides a wide range of opportunities for students to actively engage in school life through a robust selection of clubs, after-school activities, and intramural sports. The school offers a comprehensive elective program including Technology, Music, and Foreign Language (Spanish), with Art being added for the 2024–2025 school year. Behavior and academic interventions are also in place to support at-risk students and promote success for all.

While approximately 98% of students qualify for free or reduced-price lunch, all students receive free breakfast, lunch, and supper through district-wide support.

DSMS follows a 2-1-2 instructional schedule, with early release every Wednesday at 1:05 p.m. to allow time for professional development, student data analysis, grade-level collaboration, and faculty meetings, ensuring staff is continually growing in support of student achievement.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

☒ Targeted Support and Improvement

Desert Springs Middle School has been identified for Targeted Support and Improvement for English Learners. DSMS is a Title I School

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 Springs Middle School's School Site Council (SSC) meets regularly throughout the year to review and revise the School Plan for Student Achievement (SPSA), including proposed expenditures of Title I funds. School goals are based on a comprehensive needs assessment that includes analysis of verifiable state data, such as the California School Dashboard, as well as local and district assessment data. These goals are aligned with PSUSD's Local Control and Accountability Plan (LCAP) and utilize the same metrics and indicators to monitor progress. Input and recommendations are gathered from advisory groups including ELAC/DELAC and the School Leadership Team. For 2025–2026, the school transitions from CSI to TSI status, with targeted support focused on improving outcomes for English Learners. The updated School Plan outlines how LCFF, Title I, and other available funds will be used to increase academic

achievement and close achievement gaps among student groups, with a continued focus on equity, access, and instructional improvement.

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 process- The selection process was the same for parents, students and staff. Each group was sent a google form for nominations. Forms were sent out via, Parent Square, Social Media and on campus flyers for parents. Student forms were posted in Google Classroom, Social Media, and email. Staff form was sent out via email and announced in staff meeting as well as WAG. Nominations were taken through September 5, 2025. Ballots were distributed through Google Forms to be completed the following week. They were collected and reviewed on Google Form. Election results were shared with students, staff, and parents.

2025-2026 SSC Meeting #2 10/28/2025:

- SSC met to discuss revisions to the SPSA.

- SSC agreed to the revisions on the SPSA and the allocation of the Title 1 funds.

2025-2026 SSC Election Dates and Results:

September 5, 2025 New parents, students, and staff were nominated using a Google Form. The form was sent out on ParentSquare, DSMS social media, and shared with QR codes at school events, as well as, in the office. Elections were held via Google Form. The form was sent out on ParentSquare, DSMS social media, and in front office.

Parents elected: Janet Cardoso & Areli Cruz Ibarra

Staff Elected: Randy George, returning members were Erick Sanchez, Domanick Murray, and Nancy Charles

Students Elected: Marybelle Camacho, Caleb Mendez, and Nashley Morales

Ballots were distributed and collected online via, Parent Square, Social Media platforms

2025-2026 SSC Meeting Dates and Topics

October 2, 2025- SSC & ELAC Training

2024-2025 SSC Election Dates and Results

August 31, 2025 New parents, students and staff were Nominated using a google form. The form was sent out on Parent Square, Social Media and shared with QR codes at school events as well as in the office. Elections were held via google form sent out on Parent Square, Social Media and shared with QR codes at school events as well as in the office. between 9/2/24 and 9/6/24 (for any open positions)

Parents elected - Esther Gonzalez (Johnathon Ibarra), Daisy Barragan, and Nayeli Moreno.

Staff elected - Nancy Charles and Dominick Murray and returning members, Peri Acar, Briana Carrick and Erick Sanchez

Students selected - Madison Bunning, Carlos Marquez and Maya Per Martinez

Ballots were distributed and collected online via, Parent Square, Social Media platforms as well as flyers on campus

2024-2025 SSC Meeting Dates and Topics

- September 16, 2024 – SSC & ELAC Training

- October 28, 2024- Election of officers and office descriptions, reviewed beginning of the year data. Reviewed Parent Engagement Policy, School Parent Compact and Safety Handbook. Budget and SPSA approvals with updates from ELAC

- February 25, 2024 - Review of current SPSA expenditures, Reviewed SBAC Data, Discussed ATSI information beginning needs assessments specific to subgroups, discussed AVID in for instructional improvement for low performing students. Presentation of Dashboard results with updates from ELAC

- March 27, 2025 - TSI information and needs assessments. Beginning of SPSA and Budget approval with updates and SPSA input reviews from ELAC

- April 24, 2025 - Budget & SPSA Approval for 2025-2026 with updates from ELAC. ELAC representative brought concerns and findings from ELAC to SSC to help plan ways to increase ELPI. This was when TSI was addressed and budgetted items to support English Learners.

- May 8, 2025 SSC will meet and review any corrections needed for 2023-2024 SPSA (as needed)

2024-2025 DHS Combined ELAC Meeting Dates and Topics

October 2, 2024- ELAC COMMITTEE AND BYLAWS, UNIFORM COMPLAINT PROCEDURES, ATTENDANCE SATURDAY SCHOOL, NEEDS ASSESSMENT, BILINGUAL SUPPORT, DELAC
Dec 10, 2025-ELAC COMMITTEE TRAINING, SCHOOL ATTENDANCE and ELL SUPPORT, DELAC, SSC NEEDS
FEBRUARY 10, 2025-RIGHTS and PSUSD PROCEDURES, ATTENDANCE AND ADA, SSC REPORT
APRIL 29, 2025- RECLASSIFICATION, SPSA, PERSONNEL NEEDS, CALIFORNIA DASHBOARD, CAASPP, ELPAC, MAY MENTAL HEALTH CONFERENCE

2024-2025 DSMS Leadership

August 14, 2024 - MTSS/Synergy, Curriculum / Scope & Sequence / IABs /STAR (Data) & Integrated EL
September 10, 2024 - Social Contract, Parent Conferences, College/Career Week, General Data (CSI, ATSI, Attendance & Discipline)
October 23, 2024 - Data (PTC Feedback), Progress Advisor (evaluations and walk throughs) -
November 12, 2024 - Discipline and Exclusion List, & Panorama Data (ATSI, Attendance & Discipline)
January 14, 2025 - Parent Teacher Conferences & Prop 28. Behave in/Discipline and General Staff Collected Data (Climate and Culture Check in)
February 11, 2025 - Testing, CAASPP Prep, Guiding Coalition
March 11, 2025 - TSI Needs Assessments. Guiding Coalition
May 8, 2025 - TSI, Budget, SPSA, AVID & Solution Tree

2024-2025 CSI Meeting Information

August 29, 2024 Parent meeting before Back to School Night
Reviewed throughout the school year with leadership and staff
December 11, 2024 Data Dialogue with staff
March 2025- TSI needs assessments with SSC and Leadership

Based upon the evaluation of the implementation and effectiveness of the SPSA actions, educational partner input, and current performance data, Desert Springs Middle School (DSMS) has exited Comprehensive Support and Improvement (CSI) status and is now identified for Targeted Support and Improvement (TSI) for the English Learner student group. In response to this transition and in alignment with ongoing student needs, the School Site Council (SSC) recommends the following revisions to the SPSA:

Support for Student Connectedness and Academic Growth:

Continue funding for college field trips and Social-Emotional Learning (SEL) events tied to identified areas of need from the California Dashboard and Panorama data. These opportunities help build background knowledge, spark student interest, and positively impact academics, attendance, and behavior. Additional events will be planned to strengthen student connectedness to school.

School Climate and Culture Enhancements:

Expand efforts through the School Climate Team to address chronic absenteeism, coordinate home visits, and organize campus-wide events. Continue implementing the Capturing Kids' Hearts program and Instructional Rounds to promote school pride, positive relationships, and instructional improvement.

Instructional Strategies and Teacher Collaboration:

Continue training and support for teachers in Kagan strategies, with opportunities for collaborative planning and peer observation to deepen implementation. Provide professional development focused on strengthening Professional Learning Communities (PLCs) and using student data to guide instructional decisions.

Development of a Guiding Coalition:

Establish a guiding coalition of teacher leaders and administrators to increase the effectiveness of PLC time and ensure a focus on meaningful data analysis, instructional planning, and shared ownership of student outcomes. This coalition will help build capacity, monitor progress, and provide feedback to improve teaching and learning schoolwide.

AVID Program Expansion:

Grow the AVID program by adding another elective section and training additional teachers to embed AVID strategies across content areas. Beginning in 2024–2025, AVID elective students will be placed in cohorts for their core classes to support rigor and consistency.

Targeted Academic Interventions:

Introduce reading intervention programs for 7th and 8th grade students and implement designated EL intervention for Long-Term English Learners (LTELs) to support reclassification and close achievement gaps.

Transition and Onboarding Support:

Launch an onboarding program for incoming 6th graders to ensure a smooth transition to middle school, strengthen early connections, and support both academic and social development.

Increased Classroom and Campus Support:

Include funding for a Senior Paraprofessional to provide push-in and intervention support within general education settings. Continue funding for additional lunchtime supervision (internal or external) to ensure student safety and proactive behavior support.

Expanded Student Engagement Opportunities:

Maintain support for the "Kicks to Learn" lunchtime activity program and allow the Site Climate Team dedicated time to plan and support lunchtime activities. Provide funding for teachers to host clubs, tutoring, and enrichment opportunities before school, during lunch, and after school to increase student connection to campus life.

Positive Behavior and Attendance Incentives:

Broaden the range of incentives available to encourage good attendance and behavior. Continue and expand use of the PSUSD MTSS Synergy points program. Create student and parent celebration events to strengthen family engagement and build stronger connections between school and home.

Resource Inequities

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

2024–2025 SPSA Resource Inequities

Through our needs assessment in 2023–2024, we identified several resource inequities contributing to the underperformance of multiple student groups. These disparities resulted in DSMS being identified for **Comprehensive Support and Improvement (CSI) for the 2024–2025 school year.

Based on efforts implemented during the 2024–2025 school year and recent performance data, DSMS has exited CSI for 2025–2026. However, due to the continued significant performance gap for our English Learner (EL) students, the school has entered Targeted Support and Improvement (TSI) status for English Learners the 2025–2026 school year

Academic Performance Inequities

According to the 2024 California School Dashboard

-English Learners** scored -119.6 (-6.5) in ELA and -159.4 (-15) in Math which is 39.7 and 31.2 points below the All Students group respectively.

-Long-Term English Learners (LTELs)** scored -131.4 in ELA (-4), -171.7 in Math (-16.8), and had an ELPI rate of just 31.7% (-12.5%), signaling limited language progress over time.

-Students with Disabilities (SWD)** scored -163.2 (-7.7) in ELA and -203.7 (-11.4) in Math, which is 83.3 and 75.5 points below the All Students group.

-African American students** and **Homeless students** also demonstrated persistent academic gaps in both ELA and Math.

These results reflect ongoing inequitable access to:

- Intensive academic supports for foundational reading and math skills
- Designated and integrated ELD instruction for ELs and LTELs
- Push-in and inclusive supports for SWD
- Systems that monitor and respond to individual progress gaps

Chronic Absenteeism and Suspension Inequities

- Chronic Absenteeism remains elevated for:
- SWD: 49.5%
- African American 43.9%
- Homeless: 42.4%
- SED: 43.4%
- (All Students: 42.6%)
- Suspension Rates are highest among:

- African American: 20%
- SWD: 18.8%
- Homeless: 11.6%
- LTEL: 9.7%
- (All Students: 10.2%)

These patterns point to inequities in:

- Restorative practices and positive behavior supports
- School wide consistency in Tier I expectations
- Systems of student engagement and re-engagement

Science Performance Gaps

Science scores remain low for:

-SWD: -36.2
-ELs -33.9
-LTELs**: -36.9

This indicates inequities in:

- Access to NGSS-aligned, scaffolded instruction
- Hands-on, language-supported science learning
- Differentiation in content delivery for multilingual learners

Summary

DSMS has made progress in addressing school wide inequities and has successfully exited CSI designation for 2025–2026. However, ongoing performance gaps for English Learners, especially in ELA, Math, and language acquisition (ELPI), have resulted in the school entering TSI (Targeted Support and Improvement) status for this group.

Moving forward, the 2025–2026 SPSA will prioritize targeted actions to address persistent inequities for EL students, while continuing to strengthen Tiered Systems of Support for all learners.

Resource inequity for English Learners

-2024 CA Dashboard data

-Entry into **TSI for English Learners in 2025–2026

- Actions from Goal 1 and Goal 3 in your 2024–2025 SPSA

--Resource Inequity: English Learners

Through our needs assessment, we identified a resource inequity within our English Learner (EL) student group, which has led to DSMS being identified for Targeted Support and Improvement (TSI) for the 2025–2026 school year.

Student groups in red with reasons:

All Students | Math, ELPI | RED | Math: 128.2 points below standard, **declined** by 10.1 points.

ELPI: 30.3% progress rate, **declined** by 10.1 points. |

English Learners | ELA, Math | RED | ELA: 119.6 points below standard, **declined** by 6.5 points.

Math: 159.4 points below standard, **declined** by 15 points. |

Academic Support Gaps

English Learners lack sufficient targeted instructional support in both ELA and Math, as indicated by steep declines. Current **math interventions** appear ineffective for English Learners.

Staff Capacity and Training:

There is a need for increased teacher training in designated ELD strategies and effective EL instruction.

Inadequate classroom instructional strategies for ELs noted, requiring classroom observation data for targeted PD.

Language Development Resources:

ELPI decline reflects a lack of structured language development activities and insufficient progress monitoring systems

for ELs.

Chronic Absenteeism & Suspensions:

- * Chronic absenteeism remains high (42.6% overall), impacting learning especially for disadvantaged students.
- * Suspension rates are high (10.2% overall, 9.7% for ELs), indicating a need for **alternative behavior supports**, such as restorative practices, SEL, and peer mediation.

Summary

The English Learner group is in Red for both ELA and Math due to significant academic underperformance and declining trends. All Students fall into the Red category for Math and ELPI due to large deficits and negative growth. These trends highlight systemic gaps in instruction, engagement, and language development that disproportionately affect English Learners and other underserved students. Addressing these resource inequities requires focused professional development, enhanced instructional strategies, targeted small-group supports, and more robust EL progress monitoring.

In **Goal 1 of our 2024–2025 SPSA**, we have addressed these inequities with the following actions

- Our MTSS will provide targeted support to teachers in identifying and effectively implementing integrated and designated ELD strategies.
- After-school interventions will prioritize EL students performing below grade level in ELA and Math.
- Continued work with two paraprofessionals to support SpEd students through push-in and Tier II interventions in general education settings.
- Additional paraprofessional hours for **evidence-based academic interventions** based on PST123, teacher, or parent referral.
- PLC training for staff to strengthen data analysis and collaborative planning to improve instruction.
- AVID training and program implementation to build a culture of academic challenge and success.
- Additional courses in reading intervention (grades 7–8) and math intervention for EL students (grades 6–8).
- Provide **targeted academic support** for both ELs and students with disabilities to increase access to grade-level curriculum and mastery of content standards.

In Goal 3 of our 2024–2025 plan, we further addressed inequities in school climate and student connectedness:

- Provide **recognition, support, and incentives** for students meeting expectations outlined in the School wide Learner Outcomes.
- Expand staff professional development in Social Emotional Learning (SEL) and Restorative Practices.
- Utilize the Site Culture Team to increase student connection through:
 - Capturing Kids' Hearts
 - Clubs, lunchtime and after-school activities
 - Home visits and partnerships with families
 - Opportunities for meaningful student engagement before, during, and after school

These actions are designed to close performance gaps, support social-emotional development, and ensure that English Learners receive equitable academic and language development support during the 2024–2025 school year and beyond.

Needs Assessment – Review of Performance

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

Reflections: Success

Reflections: 2024--2025 Successes and Progress (Based on Dashboard and Local Data)

Key Area #1: Improved School Climate and Decreased Suspension Rates

-Suspension rate dropped from 8.7% to 7.6% (April 2024 to April 2025). Students reported a stronger sense of safety, fairness, and school wide expectations on the Panorama Student Climate Survey

- Implementation of Capturing Kids' Hearts strategies across campus
- Use of the Synergy/MTSS Point Reward System
- Increased supervision aides during passing periods and lunch
- Kicks to Learn structured lunch activities
- Mediation and SEL support from the Dean, MTSS Coach, and Counseling Team
- PBIS and site-wide review of behavior expectations at the start of the year

- Sustain the PBIS/MTSS system and expand lunch and after-school engagement
- Ongoing training in Restorative Practices and SEL
- Continue Capturing Kids' Hearts school wide

-MOU for Advisory passed for the 2025-2026 school year which will add a place within the school day for SEL and team building experiences.

Key Area #2: Reduced Chronic Absenteeism and Higher Daily Attendance

-Chronic absenteeism went down -4.5% for all students, -the 3.7% for SED, -7.4 for EL. -4.4 for LTEL, -4.7% for Hisp. and -are 17.6% for AA.

- More consistent follow-up with families and home visits
- Increased supervision and check-ins by staff
- Added layers of support from counseling, social workers, and outside mental health services
- Build out the Site Culture Team to analyze Panorama and attendance data
- Continue daily check-ins and positive attendance incentives
- Use MTSS tiers to support students struggling with engagement

-Key Area #3: Gains in Academic Performance for Specific Student Groups

Though many student groups are still in red overall, the Dashboard showed movement for specific subgroups:

- African American students improved in Math (red to orange) in chronic absenteeism and suspension rates
- White students improved in ELA and Math (into yellow) and suspension rate (moved to green)

-Increase in EL activities and participation, including the "Being Bilingual" campaign and an ELPAC motivational assembly. Chronic Absenteeism and suspension rates both improved (into yellow)

- Paraprofessional supporting Gen Ed and SpEd students in class
- Tier II interventions through PST123 process
- Expanded tutoring, ELD strategies, and Elevation strategies with all staff. Being Bilingual movement
- Continue using paraprofessionals to support push-in instruction and interventions
- Build on the EL supports added this year: tutoring, targeted ELD time, and continued reclassification celebration
- Use data (STAR, CAASPP, ELPI) to guide support and instruction

Overall System Growth

- Clear multi-tiered support system (MTSS) beginning to take shape
- Development of guiding coalition to drive work that teams do with data in PLC time.
- School culture is improving with more student recognition, structured activities, and staff training

-Addition of Advisory in 2025-2026 with work staff has done this year to write and get MOU approved.

Next Steps:

- Build out Tier I instruction with ongoing coaching and data review
- Create small support groups for foster and homeless youth, tied to SEL and academics
- Provide training for staff on supporting foster youth (ProAct, PSUSD behavior team)
- Maintain momentum through sustained CSI-aligned efforts in 2024–2025 as the site moves into TSI

Desert Springs Middle School made meaningful progress across several key areas in 2024–2025, as reflected in Dashboard and local data.

School climate improved, with the suspension rate dropping from 8.7% to 7.6%. Students reported feeling safer and more aware of school expectations, according to Panorama survey data. This progress was supported by Capturing Kids’ Hearts implementation, the Synergy/MTSS point reward system, increased supervision during unstructured times, structured lunch activities like Kicks to Learn, and SEL supports led by the Dean, counselors, and MTSS coach. A newly approved Advisory period for 2025–2026 will further strengthen SEL and connection efforts.

Attendance also improved significantly. Chronic absenteeism decreased across all student groups, including notable gains for English Learners (-7.4%) and African American students (-17.6%). Home visits, check-ins, and expanded mental health supports helped drive this improvement. The Site Culture Team will continue to monitor data and lead positive attendance initiatives.

Academic gains were seen in specific student groups. African American students improved in Math and reduced suspension and absenteeism rates. White students showed gains in both ELA and Math, and English Learners improved in chronic absenteeism and suspension, supported by increased ELD services and cultural initiatives like the “Being Bilingual” campaign. Push-in paraprofessional support, PST123 Tier II interventions, and expanded tutoring also contributed to student progress.

Overall, the school’s MTSS framework became more clearly defined, and a Guiding Coalition was developed to improve PLC data practices. The school culture continues to improve with more student recognition, structured engagement opportunities, and professional development. As DSMS transitions from CSI to TSI status with a focus on English Learners, the momentum from this year’s systems-building will be sustained through continued coaching, SEL supports, and targeted intervention work.

October 2025:

-Advisory MOU passed. Advisory Period has been implemented as the 0 Period for the 2025/26 school year.

-Suspension rate decreased from last year.

-Fall Panorama Survey Growth Mindset increased by a 1 point.

- Fall Panorama Survey Self-Efficacy increased by 3 points
- Advisory MOU was approved and Advisory Period is ongoing.
- Suspension rate dropped significantly from the 2024 to 2025 school year.

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?

Reflections: Identified Need

Reflections: Identified Need (2025–2026)

Overview of Significant Performance Gaps and Areas Needing Improvement

Based on the review of the 2024 CA Dashboard and local assessment data (STAR and CAASPP), DSMS has identified continued areas of significant need in both academics and school climate. While the school exited CSI for 2025–2026, DSMS is now identified for Targeted Support and Improvement (TSI) due to performance gaps for English Learners.

Dashboard Indicators in the Red (2024):

- All students in math
- SED in math
 - English Learners in ELA, Math, and ELPI
- Students with Disabilities in ELA and Math
- EL students in ELA, math, and ELPI
 - Homeless Youth in Math
 - African American Students: in ELA and Math
 - LTELs in ELA, Math, and ELPI
- White in Chronic Absenteeism
- Hispanic in math

Dashboard Indicators in Orange (2024)

- All students in ELA
- SED in ELA
- Students with Disabilities in Chronic Absenteeism and Suspension Rate
 - Homeless Youth in ELA and Chronic Absenteeism
 - African American Students: in Chronic Absenteeism and Suspension Rates
- Hispanic in ELA

Additional Gaps Identified in Local STAR Data (Winter 2025)

ELA – EL Students (At or Above Benchmark):**

- Grade 6: 22% overall, only 21% of ELs out of Level 1
- Grade 7: 18% overall, **84% of ELs** still in Level 1
- Grade 8: 19% overall, **81% of ELs** still in Level 1

Math – EL Students (At or Above Benchmark):

- Grade 6: 9% overall, **89% of ELs** in Level 1
- Grade 7: 8% overall, **82% of ELs** in Level 1
- Grade 8: 7% overall, **95% of ELs** in Level 1

Panorama Student Survey (Winter 2025):

Identified Student Needs from Panorama (Winter 2025)**

1. Stronger Sense of Belonging

- Less than half of students feel like they belong at school.
- DSMS ranks among the lowest nationally in this area.

-Students need more ways to connect, feel included, and build relationships.*

-2. Better Social-Emotional Skills

- Students scored low in areas like confidence, managing emotions, and staying motivated.

-Students need help building SEL skills like perseverance, self-management, and growth mindset.*

-3. Improved Safety and Fairness

- While safety ratings improved, students still report low feelings of physical and emotional safety.

- Many don't feel discipline is fair or consistent.
- Students need clear rules, consistent expectations, and safe spaces.
- 4. More Inclusion and Cultural Understanding
 - Students see some progress in diversity and cultural respect.
 - Students need continued opportunities to celebrate and learn about different cultures.
- 5. Support for LGBTQ+ Awareness
 - Only 1 in 5 students feel that SOGI (sexual orientation & gender identity) is supported.
 - Students need more awareness and inclusive practices around identity and respect.

Identified Needs and 2025–2026 Planned Responses**

1. Need: Close Achievement Gaps in ELA & Math for English Learners

Gaps Identified:

- ELs two or more levels below "All Students" in ELA & Math
- ELPI far below growth target (30.3%)

2025–2026 Planned Actions:

- Maintain **ELD-focused Academic Coaching** to support integrated/designated ELD
- Continue **math and reading intervention courses** for EL students
- Use **STAR and ELPAC data** to group students and monitor intervention progress
- Continue **after-school tutoring prioritized for ELs**
- Strengthen ELD strategy implementation through PLC and walkthroughs

-2. Need: Reduce Suspension Disparities for SWD, African American, and Homeless Students

Gaps Identified:

- All listed student groups remain in Red for suspension rate
- SWD suspension rate: 18.8%, AA students: 20%, Homeless: 11.6%

2025–2026 Planned Actions:

- Expand Restorative Practices PD for staff
- Sustain and grow Capturing Kids' Hearts* implementation campus-wide
- Add trauma-informed training for electives/PE where referrals are high
- Develop a **Behavior Data Review Team** to disaggregate referrals and identify root causes

-Many mentioned can be addressed in Advisory period in 2025-2026

--3. Need: Improve Attendance and Reduce Chronic Absenteeism

Gaps Identified:

- Chronic absenteeism for All Students = 42.6%
- Still in Red for ELs, SED, AA, SWD, and Homeless

2025–2026 Planned Actions:

- Strengthen Site Culture Team to lead student connection work. Work with Advisory Team to plan lessons for students
- Continue Scorpion Scholar Recognition System and reward incentives
- Launch Check-in/Check-out mentoring for chronically absent students
- Expand parent engagement efforts through events and consistent communication
- Strengthen onboarding program for incoming 6th graders to support early connection

4. Need: Build Belonging and Inclusion Across Campus

Gaps Identified:

- Diversity & Inclusion
- Cultural Awareness & SOGI
- Belonging

2025–2026 Planned Actions:

- Culture Team will lead schoolwide inclusion campaigns using Panorama Playbook
- Add before/after school activities targeting underrepresented student groups
- Expand student voice opportunities (forums, clubs, leadership roles)
- Hold staff equity training sessions focused on culturally responsive teaching

5. **Need: Increase Support for SWD in General Education Settings

Gaps Identified:

- SWD underperforming in both ELA and Math; high suspension & absenteeism
- Many SWD lack the support skills needed for GenEd settings

2025–2026 Planned Actions:

- Continue master schedule adjustments to allow *push-in support*
- Increase paraprofessional time to assist in GenEd settings and electives
- Add targeted SEL support for SWD through **small group interventions**
- Staff training on **instructional scaffolds and behavior strategies** in inclusive classrooms

Summary

Desert Springs Middle School has made progress but continues to face critical areas of need based on the 2024 California School Dashboard, STAR, CAASPP, and Panorama data. While the school successfully exited CSI status, it has now been identified for Targeted Support and Improvement (TSI) due to significant performance gaps, particularly among English Learners.

Academic data shows continued underperformance in ELA and Math, especially for English Learners, Students with Disabilities, and African American students. ELs remain two or more levels below their peers, with most still scoring in Level 1 on local assessments. Dashboard indicators show red performance for ELs in both ELA and Math, along with a low ELPI growth rate. As a result, DSMS will strengthen designated and integrated ELD instruction, provide targeted academic support, and expand tutoring and intervention opportunities.

Suspension rates remain disproportionately high for Students with Disabilities, African American, and Homeless students. To address this, DSMS will expand training in restorative practices and trauma-informed care, reinforce positive behavior systems through Capturing Kids' Hearts, and use the new Advisory period to support relationship-building and behavior expectations.

Chronic absenteeism, while improved, still remains a major challenge across all key subgroups. DSMS will enhance efforts through daily check-ins, expanded mentoring, and greater parent engagement. A stronger Site Culture Team and onboarding program for incoming students will help foster early school connection.

Panorama survey results highlight a deep need for belonging, inclusion, and emotional safety. Less than half of students report feeling like they belong, and support for LGBTQ+ students remains low. The Culture Team will lead efforts to increase inclusion, student voice, and cultural awareness through campaigns, clubs, and targeted student activities.

Lastly, students with disabilities continue to need greater academic and behavioral support in general education settings. The master schedule will prioritize push-in support, with increased paraprofessional time and SEL interventions. Staff will receive training in scaffolding and inclusive teaching strategies.

In 2025–2026, DSMS will address these identified needs through focused, data-driven action aligned to its TSI status, emphasizing equity, academic growth, and school connectedness for all students.

October 2025

- There has been an increase in chronic absenteeism from this year at last time to where we are currently.
- Students with disabilities have a continued chronic absentee rate.
- While suspension rate is down based on local numbers, students with disabilities and African American students remain the highest among student groups suspended.

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	0.25%	0.37%	0.54%	2	3	4
African American	5.88%	5.6%	4.46%	47	45	33
Asian	0.50%	0.62%	0.41%	4	5	3
Filipino	0.38%	0.25%	0.27%	3	2	2
Hispanic/Latino	82.50%	83.19%	84.59%	660	668	626
Pacific Islander	0.13%	0%	0.41%	1	0	3
White	7.25%	7.6%	7.03%	58	61	52
Multiple/No Response	3.13%	2.37%	2.30%	25	19	17
Total Enrollment				800	803	740

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	271	267	255
Grade 7	278	265	242
Grade 8	251	271	243
Total Enrollment	800	803	740

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	249	267	252	28.70%	31.1%	34.1%
Fluent English Proficient (FEP)	213	205	192	26.50%	26.6%	25.9%
Reclassified Fluent English Proficient (RFEP)				12.4%		

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
740	96.9%	34.1%	1.1%
Total Number of Students enrolled in Desert Springs Middle 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	252	34.1%
Foster Youth	8	1.1%
Homeless	48	6.5%
Socioeconomically Disadvantaged	717	96.9%
Students with Disabilities	96	13%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	4.5%
American Indian	4	0.5%
Asian	3	0.4%
Filipino	2	0.3%
Hispanic	626	84.6%
Two or More Races	17	2.3%
Pacific Islander	3	0.4%
White	52	7%

Conclusions based on this data:

- 96.9% of our students are socioeconomically disadvantaged.

2. 34% of our students are English language learners.

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.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Red		
English Learner Progress  Red		

Conclusions based on this data:

- DSMS has a suspension rate & chronic absentee rate are in the yellow category. This is an area of growth that will need to continue to be cultivated.
- Math and EL performance is in the red category. Historically, these have been areas of concern.

School and Student Performance Data

Academic Performance English Language Arts

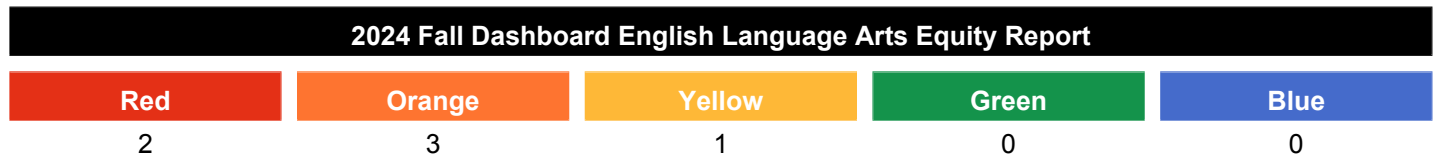
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This section provides number of student groups in each level.



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		
All Students  Orange 79.9 points below standard Increased 3.7 points 656 Students	English Learners  Red 119.6 points below standard Declined 6.5 points 260 Students	Long-Term English Learners  Red 131.4 points below standard Declined 4.0 points 151 Students
Foster Youth  No Performance Color Less than 11 Students 8 Students	Homeless  Orange 100.7 points below standard Increased 21.7 points 40 Students	Socioeconomically Disadvantaged  Orange 80.5 points below standard Increased 4.2 points 642 Students

Students with Disabilities  Red 163.2 points below standard Declined 7.7 points 86 Students	African American  No Performance Color 102.0 points below standard Declined 16.6 points 26 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Orange 82.9 points below standard Increased 3.9 points 561 Students
Two or More Races  No Performance Color 96.9 points below standard Increased 35.4 points 16 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 34.3 points below standard Increased 10.4 points 42 Students

Conclusions based on this data:

1. Socioeconomic disadvantaged, Hispanic, white, 2 or more races, and homeless all increased.
2. Homeless increased by 21.7 points and 2 ore more races increased by 35.4 points.
3. African American declined by 16.6 points which was our greatest decline. We will continue to provide ELA intervention using our pull out/push in model provided by our intervention teacher.

School and Student Performance Data

Academic Performance Mathematics

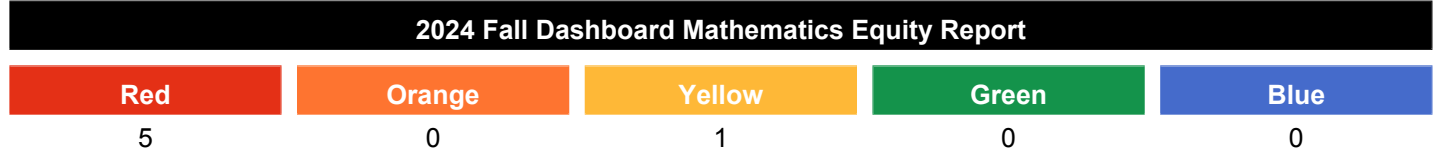
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This section provides number of student groups in each level.



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		
All Students  Red 128.2 points below standard Declined 10.1 points 666 Students	English Learners  Red 159.4 points below standard Declined 15.0 points 271 Students	Long-Term English Learners  Red 171.7 points below standard Declined 16.8 points 151 Students
Foster Youth  No Performance Color Less than 11 Students 8 Students	Homeless  Red 144.6 points below standard Maintained 2.9 points 43 Students	Socioeconomically Disadvantaged  Red 128.4 points below standard Declined 9.5 points 646 Students

Students with Disabilities  Red 203.7 points below standard Declined 11.4 points 86 Students	African American  No Performance Color 137.5 points below standard Declined 12.4 points 26 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Red 132.1 points below standard Declined 10.7 points 571 Students
Two or More Races  No Performance Color 151.5 points below standard Maintained 2.7 points 16 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 72.4 points below standard Increased 8.7 points 42 Students

Conclusions based on this data:

1. White students increased by 8.7 points.
2. Homeless and 2 or more races maintained their scores.
3. ELs, LTELs, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic students all declined. We will be providing more math intervention for these groups of students.

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.

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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
 Red	 Red
30.3% making progress.	31.7% making progress.
Number Students: 208 Students	Number Students: 139 Students

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
32.2%	37.5%	0.5%	29.3%

Conclusions based on this data:

- 29.3% of students progressed at least one ELPI level.
- Our EL progress and LTELs are both in the red. We be addressing these students by continuing our ELD classes, using more AVID WICOR strategies in general education classes, and implementing strategies in the ELD COP.

3. 32.2% of students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

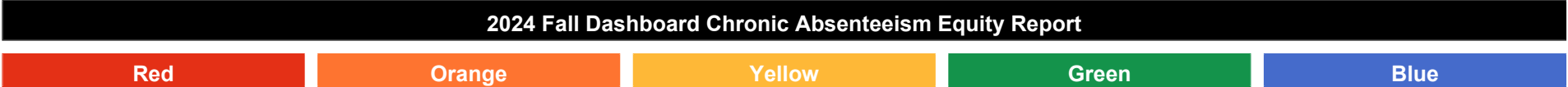
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Yellow
42.6% Chronically Absent	34.3% Chronically Absent	38.7% Chronically Absent
Declined 4.5	Declined 7.4	Declined 4.4
798 Students	280 Students	173 Students

Foster Youth
 No Performance Color
42.9% Chronically Absent
Declined 7.1
14 Students

Homeless
 Orange
42.4% Chronically Absent
Declined 18.4
59 Students

Socioeconomically Disadvantaged
 Yellow
43.4% Chronically Absent
Declined 3.7
772 Students

Students with Disabilities
 Orange
49.5% Chronically Absent
Declined 4.2
107 Students

African American
 Orange
43.9% Chronically Absent
Declined 17.6
41 Students

American Indian
 No Performance Color
Fewer than 11 students - data not displayed for privacy
4 Students

Asian
 No Performance Color
Fewer than 11 students - data not displayed for privacy
3 Students

Filipino
 No Performance Color
Fewer than 11 students - data not displayed for privacy
2 Students

Hispanic
 Yellow
41.9% Chronically Absent
Declined 4.7
671 Students

Two or More Races
 No Performance Color
50% Chronically Absent
Declined 10.9
22 Students

Pacific Islander
 No Performance Color
Fewer than 11 students - data not displayed for privacy
3 Students

White
 Red
48.1% Chronically Absent
Increased 4.8
52 Students

Conclusions based on this data:

1. LTELS, ELs, Foster, Homeless, SD, SWD, Hispanic, 2 or more races all saw a decline. We have been using our Advisory Period as a way to target attendance initiatives to address these students.
2. White students increased.

School and Student Performance Data

Conditions & Climate Suspension Rate

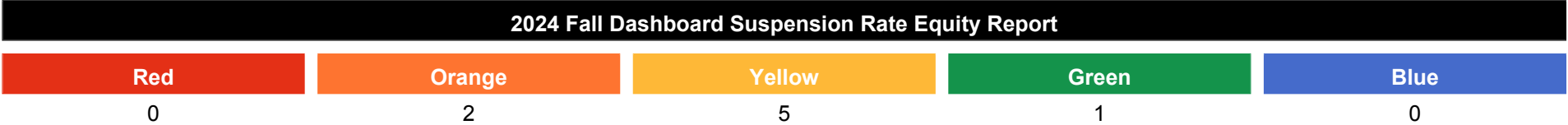
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Yellow
10.2% suspended at least one day	8.1% suspended at least one day	9.7% suspended at least one day
Declined 8%	Declined 7.6%	Declined 5.8%
832 Students	284 Students	175 Students

Foster Youth  No Performance Color 17.6% suspended at least one day Increased 5.9% 17 Students	Homeless  Yellow 11.6% suspended at least one day Declined 8.2% 69 Students	Socioeconomically Disadvantaged  Yellow 10.6% suspended at least one day Declined 7.9% 804 Students
Students with Disabilities  Orange 18.8% suspended at least one day Declined 3% 112 Students	African American  Orange 20% suspended at least one day Declined 8.6% 45 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 9.7% suspended at least one day Declined 7.9% 694 Students
Two or More Races  No Performance Color 16.7% suspended at least one day Declined 12.5% 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Green 7.1% suspended at least one day Declined 9.5% 56 Students

Conclusions based on this data:

1. ELs, LTELs, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, 2 or more races, and white students all declined.
2. Foster students were the only ones that increased.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Desert Springs Middle School will provide the foundation and opportunities so all students will graduate from high school prepared for college and/or a career. All students at Desert Springs Middle School will meet grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science as measured by interim benchmark assessments and CAASPP.

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	Orange	80.7	Increase +3	All	 Orange	79.9 points below standard	Increased 3.7 points
	EL	Orange	110.1	Increase +3	EL	 Red	119.6 points below standard	Declined 6.5 points
	Hisp	Orange	83.8	Increase +3	Hisp	 Orange	82.9 points below standard	Increased 3.9 points
	AA	Orange	82.3	Increase +3	AA	 No Performance Color	102.0 points below standard	Declined 16.6 points
	SED	Orange	81.7	Increase +3	SED	 Orange	80.5 points below standard	Increased 4.2 points
	SWD	Orange	152.5	Increase +3	SWD	 Red	163.2 points below standard	Declined 7.7 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	Orange	115.1	Increase +3	All	 Red	128.2 points below standard	Declined 10.1 points
	EL	Orange	141.4	Increase +3	EL	 Red	159.4 points below standard	Declined 15.0 points
	Hisp	Orange	118.4	Increase +3	Hisp	 Red	132.1 points below standard	Declined 10.7 points
	AA	Orange	122	Increase +3				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SED	Orange	116	Increase +3	AA	 No Performance Color	137.5 points below standard	Declined 12.4 points
	SWD	Orange	189.2	Increase +3	SED	 Red	128.4 points below standard	Declined 9.5 points
					SWD	 Red	203.7 points below standard	Declined 11.4 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 13% Student Groups English Learners (EL)- 13% Hispanic (Hisp)- 13% African American (AA) 13% Students with Disabilities (SWD)- 7.5%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8: 13.2% or -24.2 (+1.1) Student Groups SED: -24.6 (+0.7) Students with Disabilities (SWD) -36.2 (+0.2) English Learners (EL) -I 33.9 (-4.7) LTEL: -36.9 (-5) Hispanic (Hisp)- -25.5 (+1.2)			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Yellow	42.4	Increase +2	English Learner Progress Indicator	 Red	30.3%	1 10.1
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner designated Fluent English Proficient (RFEP) Reclassification Rate -36 students				English Learner designated Fluent English Proficient (RFEP) Reclassification Rate 8.6% Reclassified 23 students			
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	All Students (ALL): 118.1 pts below Declined 3.5 Student Groups English Learners (EL):144.4 pts below Declined 10.5 Hispanic (Hisp):121.4 pts below Declined 2.5 African American (AA): 125 pts below Increased 25.5 Students with Disabilities (SWD):192.2 pts below Declined 7.5				All Students (ALL): 9.53% Student Groups English Learners (EL):9.53% Hispanic: 7.61% African American (AA): N/A Students with Disabilities (SWD):0			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Providing additional small group and individualized evidence-based support in academic subjects during class. This includes providing interventions as part of PST 123 plans, small group instructional support within general education settings, and supporting goal attainment. Progress will be measured by student academic performance improvement based on local and state assessment results.	Providing additional small group and individualized evidence-based support in academic subjects during class. This includes providing interventions as part of PST 123 plans, small group instructional support within general education settings, and supporting goal attainment. Progress will be measured by student academic performance improvement based on local and state assessment results.	Two Paraprofessional salaries 2000-2999: Classified Personnel Salaries Title I 141,904	Two Paraprofessional salaries 2000-2999: Classified Personnel Salaries Title I 139675
In order to improve academic outcomes in the four core content areas, the school will begin to implement The AVID program. Advancement Via Individual Determination (AVID) is an in-school academic support program to help lowest performing students increase academic achievement and prepare students for college and/or career readiness. Funding will be used towards AVID Professional Development, AVID materials, AVID licensees, PD travel costs and timecards.	The school continued implementation of the AVID program by expanding staff participation in AVID professional development and increasing the number of teachers integrating AVID strategies. These strategies were incorporated both within the AVID elective class and embedded across core content areas to support college and career readiness for all students. AVID materials and training supported consistent instructional practices that promote student engagement,	AVID professional Development 5000-5999: Services And Other Operating Expenditures Title I 10000 Timecards for attending AVID PD 1000-1999: Certificated Personnel Salaries Title I 5000 Membership, Curriculum, related instructional materials 4000-4999: Books And Supplies Title I	AVID professional Development 5000-5999: Services And Other Operating Expenditures Title I 10000 Timecards for attending AVID PD 1000-1999: Certificated Personnel Salaries Title I 4850 Membership, Curriculum, related instructional materials 4000-4999: Books And Supplies Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Progress will be monitored by student performance improvement on state and local assessments.	organization, and academic achievement.	8000 Hotel, and travel expenses for AVID training 5000-5999: Services And Other Operating Expenditures Title I 12000	5000 Hotel, and travel expenses for AVID training 5000-5999: Services And Other Operating Expenditures Title I 13000
Professional Development: Other PD-----Allocated funds for classified and certificated staff to attend virtual and in person Professional Development opportunities. Expenditures include, substitutes, attendance costs to PD as well as materials and supplies to support implementation strategies. Trainings and planning including but not limited to Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as trauma informed practices to help teachers work with low performing students. Progress will be monitored by student performance improvement on state and local assessments and student incident referrals	Staff participated in onsite professional development focused on Kagan strategies and co-teaching practices to enhance student engagement and instructional effectiveness. The majority of funds were utilized for Solution Tree trainings, including conferences, materials, and structured planning time. These opportunities supported PLC development and implementation of collaborative instructional practices aligned with what was learned at the events. The training aimed to build staff capacity, improve instructional delivery, and support student learning, particularly for low-performing students.	Kagan, Instructional Rounds and other PDs 5800: Professional/Consulting Services And Operating Expenditures LCFF 2600 Books and supplies to implement AVID and Kagan PDs 4000-4999: Books And Supplies Title I 4617 Additional salaries for classified staff to support organization and implementation of events to support targeted populations. 2000-2999: Classified Personnel Salaries Title I 2000	Kagan, Instructional Rounds and other PDs 5800: Professional/Consulting Services And Operating Expenditures LCFF 3300 Books and supplies to implement AVID and Kagan PDs 4000-4999: Books And Supplies Title I 815 Additional salaries for classified staff to support organization and implementation of events to support targeted populations. 2000-2999: Classified Personnel Salaries Title I 441
In response to needs assessments specifically for additional targeted support and improvement in ELA and Math, Interventions to be provided to students in subgroups needing extra support. Expenditures to include,	In response to identified needs in ELA and Math, the school implemented after-school tutoring, Saturday academic support sessions, and enrichment opportunities. Additionally, family and community support was	Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies LCFF 1500	Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies LCFF 3000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
certificated and classified timecards / materials to provide support in intervention activities. Can include after school tutoring, Saturday opportunities, family and community support during the school day or enrichment opportunities for mentioned targeted students. Progress will be monitored by student performance improvement on state and local assessments and student grades in their classes.	provided during the school day to further assist students. Certificated and classified staff facilitated these supports through funded timecards and materials.		
To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, purchase supplemental instructional materials - science lab materials, math manipulatives, Language Arts trade books, SS relia, technology, technology licenses as well as technology updates and chromebooks, to support classroom instruction. Purchase supplemental library materials and technology licenses to increase leveled reading materials with high student interest. Progress will be monitored by student performance improvement on state and local assessments, attendance rate and student grades.	Purchased items for science lab materials, math manipulatives, and updated technology such as Chromebooks and instructional software licenses. These resources were integrated into classroom instruction to enhance rigor and student engagement. Technology upgrades also supported differentiated instruction and access to digital learning tools.	Technology upgrades and license renewals 5000-5999: Services And Other Operating Expenditures Title I 13235 Technology upgrades and license renewals 5000-5999: Services And Other Operating Expenditures LCFF 3000	Technology upgrades and license renewals 5000-5999: Services And Other Operating Expenditures Title I 15552 Technology upgrades and license renewals 5000-5999: Services And Other Operating Expenditures LCFF 3505
DSMS will increase outcomes of English Learners by supporting students in ELD classes as well as in general education settings with	To increase outcomes for English Learners, DSMS implemented the Being Bilingual program, which included extended learning	Transportation 5000-5999: Services And Other Operating Expenditures LCFF	Transportation 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
integrated and designated EL strategies. Extended day programs, interventions within the school day, and or other field trips will be provided to build student English Language comprehension and language development. Progress will be monitored by local and state assessments, including but limited to ELPAC scores	opportunities supported through staff timecards. Staff received targeted training to enhance instruction for EL students in both designated and integrated settings. Additionally, data dialogue sessions were held with students to review progress and set goals related to language development.	1200 Timecards for staff who work during prep periods or outside of school day 1000-1999: Certificated Personnel Salaries LCFF 1500	800 Timecards for staff who work during prep periods or outside of school day 1000-1999: Certificated Personnel Salaries LCFF 1200
		Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF 800	Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF 500
Based on needs assessments, students need exposure to college and career settings.. Students will work with counselors to set goals for middle school and work towards being successful in high school. Progress will be monitored with surveys and data collected at the site as well as Panorama Survey Data	To support college and career readiness, staff timecards to facilitate student groups and activities aligned with areas of need identified through Panorama survey data. Counselors and staff worked with students to set academic and personal goals, providing targeted support to help students prepare for high school success.	Salary for Staff assisting after school hours 1000-1999: Certificated Personnel Salaries LCFF 1200	Salary for Staff assisting after school hours 1000-1999: Certificated Personnel Salaries LCFF 800
		Materials and supplies for Career and college days 4000-4999: Books And Supplies LCFF 500	Materials and supplies for Career and college days 4000-4999: Books And Supplies LCFF 355
To increase course offerings in an equity built master schedule so that students have access to as many honors, intervention and elective courses, DSMS will find for one teacher in ELA in grades 7 to maximize sections. Progress will be monitored with Synergy data and student grades	To support an equity-focused master schedule and increase access to a variety of courses, a 7th grade ELA teacher was compensated for teaching during their prep period. This allowed for the creation of additional ELA 7 sections, providing more opportunities for students to be placed in appropriate honors,	Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 23595	Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 25500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	intervention, or elective courses. This strategy helped balance class sizes and support individualized student placement.		
As part of the CSI improvement efforts, DSMS will create systems of data analysis, teacher collaboration, and common instructional planning through the PLC model. Teachers will identify priority standards in their subject areas, align instructional planning to end of year proficiency expectations, and analyzing common assessment results to drive instruction. This action includes additional training, pull-out coaching, and additional planning time for teachers. Progress will be monitored through student performance improvement on state and local assessments, including school common assessments.	To support CSI improvement efforts and strengthen professional learning communities (PLCs), DSMS partnered with a Solution Tree coach and established a guiding coalition to lead the implementation and enhancement of PLC structures. The school provided substitute coverage to allow for coaching days and collaborative team planning. Staff attended Solution Tree RTI and PLC conferences, with expenses covered for registration, travel, hotel, and substitute coverage. In addition, a team participated in a Solution Tree math strategies training to further align instructional practices with identified student needs. These efforts focused on data-driven instruction, priority standards, and improved student outcomes as measured by local and state assessments.	Professional Development for PLC practices and data analysis 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 37000	Professional Development for PLC practices and data analysis 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 55275
		Timecards for teachers to attend training 1000-1999: Certificated Personnel Salaries CSI Funding 6400	Timecards for teachers to attend training 1000-1999: Certificated Personnel Salaries CSI Funding 1221
		Travel expenses for PLC training and conferences 5000-5999: Services And Other Operating Expenditures CSI Funding 4600	Travel expenses for PLC training and conferences 5000-5999: Services And Other Operating Expenditures CSI Funding 3985
		Timecards or coverage for teachers for continued work with PLCs, Instructional Rounds, pull-out days for planning and collaboration. Pull out days to provide opportunities for teachers to analyze data and modify instructional plans based on data. 1000-1999: Certificated Personnel Salaries CSI Funding 15000	Timecards or coverage for teachers for continued work with PLCs, Instructional Rounds, pull-out days for planning and collaboration. Pull out days to provide opportunities for teachers to analyze data and modify instructional plans based on data. 1000-1999: Certificated Personnel Salaries CSI Funding 13208

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
As part of CSI improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted students in 7th and/or 8th grade. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the Language! Live program as the primary curriculum tool. Students will be supported in making connections between reading comprehension skills and academic content in core subjects. Progress will be monitored through participating student performance improvement on state and local assessments and course grade improvement.	As part of CSI improvement efforts, DSMS continued the Language Live Reading Intervention Program for targeted 7th and 8th grade students who previously participated but had not yet met exit criteria. To accommodate this need, one teacher was compensated for teaching the intervention class during their prep period. The class focused on reinforcing reading comprehension and academic skill-building aligned with core subject content. Student progress was monitored through local and state assessments, as well as improvements in course grades.	prep buy out for new intervention program (reading intervention for 7th and 8th grade students) 1000-1999: Certificated Personnel Salaries CSI Funding 18817	prep buy out for new intervention program (reading intervention for 7th and 8th grade students) 1000-1999: Certificated Personnel Salaries CSI Funding 20683
		Licenses for reading intervention program 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 4000	Licenses for reading intervention program 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 5079
		Training for teacher to use intervention program 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 1000	Training for teacher to use intervention program 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 926
		prep buy out for new intervention program (ELD program for LTEL students) 1000-1999: Certificated Personnel Salaries CSI Funding 22219	prep buy out for new intervention program (ELD program for LTEL students) 1000-1999: Certificated Personnel Salaries CSI Funding 23867
		Materials for math intervention for English Learners 4000-4999: Books And Supplies CSI Funding 1000	Materials for math intervention for English Learners 4000-4999: Books And Supplies CSI Funding 1800
CSI input identified a need to support Students with Disabilities in SDC placements with supports	To support Students with Disabilities in mainstream (least restrictive) settings, DSMS	Additional 2 hours for paraprofessional	Additional 2 hours for paraprofessional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
during their general education mainstream classes. Additional paraprofessional hours allows for these students to receive individualized and small group evidence based supports as needed to improve academic outcomes during mainstream course instructional times. Progress will be monitored through participating students performance on academic assessments and course grades within mainstream classes.	allocated additional hours for paraprofessionals to provide individualized and small group, evidence-based support during general education classes. These supports helped students access grade-level content in the least restrictive environment. Additionally, timecards were provided to staff members who supported special education students participating in extracurricular activities and sports, promoting inclusion and student connectedness. Progress was monitored through academic assessments and course grades in mainstream classes.	2000-2999: Classified Personnel Salaries CSI Funding 2000 Purchase curriculum and materials for new elective courses to provide more opportunities to students 4000-4999: Books And Supplies CSI Funding 800	2000-2999: Classified Personnel Salaries CSI Funding 0 Purchase curriculum and materials for new elective courses to provide more opportunities to students 4000-4999: Books And Supplies CSI Funding 1200

Analysis

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

Overall Implementation of the Strategies/Activities

DSMS implemented a multi-tiered system of supports aligned with its CSI goals to address academic performance gaps, particularly for English Learners, Students with Disabilities, and students identified through Panorama and local assessments. Key strategies included:

-Targeted Academic Interventions:

Language! Live was continued as a primary reading intervention for 7th and 8th grade students not yet ready to exit. Additional support was provided through after-school tutoring, Saturday school, and intervention groups during the day, with staff compensated via timecards.

-Professional Learning Communities (PLCs) and Instructional Planning:**

The school partnered with Solution Tree for coaching and professional development. A guiding coalition was formed to lead PLC development, support data-driven instruction, and build teacher capacity. Staff participated in conferences and site-based coaching, with substitute coverage provided.

-English Learner Support:

The *Being Bilingual* program was implemented, paired with professional development and staff training focused on ELD strategies. Data dialogue sessions with students supported goal setting and reflection.

- Inclusive Support for Students with Disabilities:**

Paraprofessional hours were increased to assist students with IEPs in general education settings. Staff were also supported to help students with disabilities participate in extracurriculars, promoting access to the least restrictive environment.

-*Equity-Driven Scheduling:
An additional ELA 7 section was created by compensating a teacher during their prep period, allowing for increased access to intervention, honors, and elective courses as part of an equity-based master schedule.

-Supplemental Materials and Technology:
Classrooms were equipped with instructional materials (math manipulatives, trade books, science resources), technology updates, and licenses to enhance engagement and support differentiated learning.

-Student Connection and Goal Setting:
Staff used Panorama data to organize student groups and provide targeted support aligned with social-emotional and academic needs. Counselors and staff engaged students in setting goals related to high school readiness and college/career awareness. Students received agendas to work on goals, organization and other AVID strategies

Overall Effectiveness of the Strategies/Activities
The strategies and activities implemented at DSMS were aligned to support student achievement and promote equity through targeted interventions, professional development, and increased access to academic opportunities. While there is evidence of partial progress, data shows that significant performance gaps remain, especially for English Learners and Students with Disabilities.

Areas Showing Positive Impact:
Slight Gains in STAR Assessment Performance: Across all grades, Level 1 (L1) percentages decreased slightly between Fall and Winter STAR ELA assessments for overall students, suggesting some progress in foundational skills.
Example: 6th grade L1 dropped from 62% to 56%, 8th grade from 61% to 54%.

Improved Attendance and Behavior Outcomes: Chronic absenteeism and suspension rates decreased across most student groups, particularly for:
English Learners (Chronic Absence: -7.4%, Suspension: -7.6%)
African American students (Chronic Absence: -17.6%, Suspension: -8.6%)
Homeless students (Chronic Absence: -18.4%)

Increased Student Engagement Opportunities: Support for participation in extracurricular activities (including sports and clubs) and intervention during and after school helped foster a more inclusive, supportive environment.

Persistent Challenges and Gaps:
ELA and Math Performance Remains Low: CAASPP and STAR data indicate continued high concentrations of students in Level 1, particularly among:
English Learners: Winter STAR L1 ELA — 6th (76%), 7th (84%), 8th (81%)
Students with Disabilities: ELA performance is well below standard (-163.2 points)
African American students: ELA (-102), Math (-137.5)

ELPI and LTEL Indicators Raise Concerns: The English Learner Progress Indicator (ELPI) scores and performance trends indicate insufficient growth in language proficiency, placing the school at potential risk for LTEL (Long-Term English Learner) identification in 2025.

Academic Gains Not Proportional to Effort: While structural supports (PLCs, PD, interventions) were implemented, the translation to measurable academic improvement is still limited. This suggests a need for:
More intensive and targeted instructional practices
Stronger alignment between intervention curriculum and core content

Conclusion:

The strategies implemented have laid a strong foundation for systems of support, teacher collaboration, and student engagement. Behavioral and attendance improvements reflect early success, but academic outcomes—especially for ELs, SWDs, and AA students—require continued and intensified efforts.

Next steps should include:

Continued progress monitoring through work with Solution Tree, Guiding Coalition and PLC practices.

Refinement of intervention practices

Enhanced ELD instructional strategies, continuation of the ELD VR class with one additional section as well

Ongoing professional development focused on culturally responsive and high-impact instruction, Strengthening PLC and learning walks to increase rigor, engagement and instructional planning and tasks that best produce results

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

Oct 2025: Paraprofessional added to Language Live Program. Language Live teachers reduced from 2 to 1.

Differences Between Planned and Actual Implementation for Goal 1

1. In-Class Academic Interventions | Small group/individualized support within general education, guided by PST 123 plans. Measured by assessments. | Fully implemented as planned. | No significant difference. Implementation aligned with plan. |
2. AVID Program | Begin implementation with PD, licenses, materials, and travel. Targeted support for low-performing students. | Expanded implementation beyond the elective class to core areas; more staff trained and using strategies. | Implementation exceeded original scope. AVID became more schoolwide than initially planned. |
3. General PD (Kagan, PLCs, Trauma-Informed Practices) | Budgeted for extensive PD and substitutes. Focus on Kagan, PLCs, instructional rounds, leadership, and trauma-informed practices. | Focus centered on Solution Tree PLCs and Kagan. Some topics like trauma-informed practices and instructional rounds were not fully developed. | Partial implementation. Budget used primarily for PLC development. Limited scope compared to the broad training plan. |
4. ELA/Math Interventions & Extended Learning | Timecards/materials for tutoring, Saturday school, enrichment, family support. | After-school tutoring, Saturday sessions, and in-school support occurred using timecards and materials. | Strategy implemented largely as planned. |
5. Supplemental Instructional Materials & Tech | Purchase science, math, ELA, SS, library, and tech materials to increase rigor and engagement. | Purchased and integrated Chromebooks, licenses, science and math materials into instruction. | Resources were acquired and used as intended. |
6. English Learner Support | Designated/integrated support, extended day, field trips. Monitor via ELPAC. | Implemented "Being Bilingual" program, staff training, student data dialogues, and extended learning. | Stronger instructional focus and student goal setting than initially outlined. Field trips not mentioned in actuals. |
7. College & Career Readiness | Work with counselors, Panorama data, set goals. | Timecards used for student groups/goal setting based on Panorama results. | Goal-aligned implementation. |
8. Master Schedule Equity | Funded additional ELA 7 section to provide more access to courses. | Compensated teacher during prep to add ELA 7 section, supporting placement in intervention/honors. | Implementation aligned with plan. |
9. CSI – PLC Implementation** | Create PLC systems with coaching, training, pull-out planning time. | Partnered with Solution Tree, launched guiding coalition, provided sub coverage and PD. | Strong fidelity to plan, with robust implementation. |
10. CSI – Language Live Intervention* | Expand intervention classes for 7th/8th using Language Live. Measure with local/state data. | Continued Language Live for students who hadn't met exit criteria; paid teacher to teach during prep. | Maintained rather than expanded program. Strategy shifted to **sustaining** services rather than expansion. |
11. CSI – SpEd Inclusion Support | Add paraprofessional hours for mainstream class support; measure progress via assessments/grades. | Paraprofessional support increased in general ed settings; added extracurricular support with timecards. | Expanded impact to **include extracurricular inclusion**, enhancing

connectedness. |

Key Differences in Expenditures or Implementation Scope**

1 Expanded Scope

- AVID strategies and EL supports went beyond the original plan, integrating more deeply into instruction and school culture.
- PLC work was prioritized, with significant investment in Solution Tree coaching and conferences, which shifted some PD focus away from originally planned areas.

2. Partial or Adjusted Implementation

- Trauma-informed practices and instructional rounds were budgeted but did not see full implementation.
- The Language Live program was intended to expand but ended up maintaining support for returning students instead of adding new ones. Only added one elective option for 7th and 8th grade combined with minimal students

3. Strategic Budget Shifts:

- Funds heavily allocated toward Solution Tree PLC and RTI development, which, while aligned with the overall goal, reallocated focus from some other PD topics.
 - Staff timecards were effectively used across multiple strategies (interventions, extracurricular support, college readiness), ensuring support for multiple student needs.
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Summary Statement for Reporting:

While the majority of planned strategies for Goal 1 were implemented as intended, several initiatives expanded beyond their original scope—particularly the AVID program, EL support strategies, and PLC development. Notably, the school prioritized PLC and RTI systems through a strong partnership with Solution Tree, which shifted some budgeted PD efforts away from other planned topics like trauma-informed practices. Some strategies, such as the Language Live intervention, were sustained rather than expanded. Overall, expenditures were aligned with the articulated goal of improving academic achievement, though adjustments were made to meet evolving student and staff needs.

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.

Oct 2025: No current changes at this time.

Revisions or changes to Goal 1 – Increased Academic Achievement

Following a comprehensive review of CAASPP and STAR assessment data, it is clear that Desert Springs Middle School must continue prioritizing increased academic achievement in both English Language Arts and Math. Particular attention is needed for English Learner (EL) students, who are identified for Targeted Support and Improvement (TSI) and continue to demonstrate performance gaps in both proficiency and language development measures. Additionally, the

absence of CSI funds for the 2025–2026 school year necessitates a thoughtful revision of strategies and expenditures to ensure continued academic support within the constraints of the general fund and other local resources.

While the overall goal statement will remain the same, annual outcomes will be updated to reflect more targeted growth in CAASPP performance, STAR Reading and Math benchmarks, and English Learner progress as measured by ELPAC scores and progress toward reclassification. Metrics will include not only state assessments but also ongoing classroom-based data and progress monitoring to ensure timely interventions and instructional adjustments.

Due to the elimination of CSI funds, the Language Live intervention program will be built into the master schedule with allotted staff. Focusing on push-in models and strategic small-group instruction. PLC development, previously supported by extensive CSI-funded training and sub coverage, will now be maintained through structured on-site collaboration within contractual planning time and school-led professional development. While some external Solution Tree support may be reduced, core practices developed through previous training will be sustained. This is for General ed, special ed and all student subgroups.

The AVID program will continue, but with a greater reliance on internal capacity and site-led PD, reducing costs related to travel and external training. English Learner support will be strengthened through increased use of designated and integrated ELD strategies within the general education setting. Data dialogues between staff and EL students will continue, promoting student ownership of language goals.

Targeted academic supports such as after-school tutoring and Saturday school will remain a priority, with timecards and materials funded through other site resources. Instructional materials and technology licenses that directly support ELA and Math instruction will continue to be prioritized for renewal and replacement.

These adjustments allow the school to maintain its focus on high-impact strategies while adapting to the realities of reduced funding, ensuring that all students—especially those most at risk—continue to receive the support needed to achieve grade-level standards and prepare for success in high school, college, and career.

Summary – Goal 1 Updates (2025–2026)**

Based on recent CAASPP, STAR, and ELPAC data, as well as our continued focus on supporting English Learners through TSI efforts, Desert Springs Middle School has made key updates to Goal 1 in the SPSA for the 2025–2026 school year. These changes also reflect the end of CSI funding and a need to streamline and sustain high-impact strategies using site resources.

To support academic growth, the school will continue to build staff capacity through Solution Tree coaching and PLC collaboration focused on data analysis and instructional planning. The AVID program will continue expanding to help students develop organization, rigor, and college and career readiness skills.

A new Advisory period will be added to the school day to support students with academic goal-setting, organization, and social-emotional learning. Planning time and materials have been allocated to support the successful launch of this new structure.

For English Learners, the school will provide targeted supports, including extended learning opportunities, enrichment activities, and additional ELD instruction to help improve language development and academic achievement. Two courses built into master schedule for LTEL students using the VR curriculum

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

DSMS stakeholders clearly acknowledge the role of parents as significant stakeholders in our student's academic, social and emotional development. To that end site teachers and administrators strive to include parents in the fabric of the schools day to day activities and actively seek their guidance and participation in the school's management and operation. We will provide a variety ongoing opportunities for parents to be engage in school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 60 Parents	Parent Participation in Stakeholder Input Processes - 44 Parents
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 - 90% Hispanic (Hisp) - 96% School staff treats parent respectfully 95%	Family School Connectedness via Panorama Family Climate Survey ALL - (Sense of Belonging) 77% Hispanic (Hisp) - 66% School staff treats parent respectfully 86%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 60%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 75% Hispanic (Hisp) - 63%
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 - approx 350	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 400

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Based on needs assessments DSMS work more directly with families in working with chronic absenteeism and creating additional events and celebrations for families to be connected to school. Additional hours for a certificated and/or classified to work events and provide the appropriate translation needed for parents and community members. Staff will work with parents on TDAP compliance and personal invites to school events and celebrations. Progress will be monitored with chronic absenteeism rates as well as parent participation numbers at school events.	DSMS staff worked more directly with families this year to support student attendance and build stronger home-school connections. Classified and certificated staff received additional hours to assist with translation and outreach during events and parent meetings. The team conducted personal outreach related to TDAP compliance and extended individual invitations to families for school celebrations and activities. Several well-attended family events were held, with an increase in parent participation noted. These efforts helped foster stronger relationships and contributed to a reduction in chronic absenteeism across key student groups.	Classified Salaries and security extra duty 2000-2999: Classified Personnel Salaries LCFF 3300 Lights, speakers, and other materials needed for community events 4000-4999: Books And Supplies LCFF 1200	Classified Salaries and security extra duty 2000-2999: Classified Personnel Salaries LCFF 1800 Lights, speakers, and other materials needed for community events 4000-4999: Books And Supplies LCFF 812
Based on needs assessments, DSMS will work on culture and climate with rebranding. DSMS will work with site and district staff at bridging the relationships with stakeholders in the greater school community with branding and community outreach. Branding to include incentives, shirts, hats and other apparel to raffle at family events. This will help increase our community and	DSMS initiated a rebranding effort focused on improving school culture and strengthening community relationships. Staff collaborated with site and district teams to enhance stakeholder engagement through updated branding and increased outreach. Apparel items such as shirts, hats, and other incentives were distributed at family events and	motivational banners, other branding items. 4000-4999: Books And Supplies LCFF 2100	motivational banners, other branding items. 4000-4999: Books And Supplies LCFF 2400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
parent partnerships. Purchase of other supplies for family events. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums	raffled to encourage participation and build school pride. Supplies were purchased to support family-focused events and elevate the overall experience for attendees. These efforts contributed to a more welcoming and connected school environment.		
Based on needs assessments DSMS will continue its work with trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums	DSMS continued its commitment to family engagement by offering a series of parent trainings focused on curriculum awareness, adolescent development, social media, conflict mediation, and access to community resources. A new FACES staff member started mid year to help in this capacity Fiesta Latina, and he Being Bilingual program was also expanded, celebrating language and cultural assets through family events and student recognition. Panorama Survey, site surveys, and Capturing Kids' Hearts were used as feedback tools.	Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1155 Parent Leadership training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 2072 Parent Square, Smore, website services or other parent support programs 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 636	Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I 8684 Parent Leadership training 5800: Professional/Consulting Services And Operating Expenditures Title I 1802 Parent Square, Smore, website services or other parent support programs 5800: Professional/Consulting Services And Operating Expenditures Title I 800

Analysis

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

October 2025:

What's Working: Advisory period was voted on and approved for the 2025-2026 school year. Advisory is being used to help as a designated area to implement Capturing Kids' Hearts, Panorama Surveys, and 2nd Step.

Next Steps:

-Continue to focus on reducing chronic absenteeism for DSMS. Begin SART & SARB process for students that are chronically absent.

Overall Implementation:

During the 2024–2025 school year, Desert Springs Middle School implemented a comprehensive set of strategies to improve student academic outcomes, reduce chronic absenteeism and suspensions, and increase family and community engagement. Key initiatives included enhanced family outreach, cultural rebranding, targeted support for English Learners, and expansion of social-emotional learning (SEL) and restorative practices. Certificated and classified staff were given additional hours to support family events, provide translation, and increase home-school communication. The school also launched the *Parent Leadership Institute*, expanded the *Being Bilingual* program, and hosted well-attended events such as *Fiesta Latina*.

DSMS rebranded its culture by raffling school-branded incentives (e.g., shirts, hats) at events and increasing student and family pride. Additionally, behavior and attendance supports were strengthened through Capturing Kids' Hearts implementation, increased supervision, and the Synergy/MTSS point system. Advisory planning and SEL-focused initiatives also laid the groundwork for deeper student connection.

Overall Effectiveness:

The strategies proved effective in improving attendance and school climate, particularly among high-need groups:

- Chronic absenteeism decreased for all students (-4.5%) and even more significantly for ELs (-7.4%), Homeless Youth (-18.4%), and African American students (-17.6%).
- Suspension rates also declined across several student groups, including ELs (-7.6%) and SWDs (-3%), indicating stronger behavior support systems.

Parent involvement increased, as seen in higher turnout at family events and participation in new programs. Panorama and Capturing Kids' Hearts survey data showed improvements in perceptions of fairness and safety. The school's rebranding efforts contributed to a stronger sense of identity and pride.

However, academic progress remained an area of concern particularly for English Learners and Students with Disabilities:

- Over 80% of EL students across all grades remained in Level 1 on STAR ELA assessments in Winter 2025.
- CA Dashboard performance for ELs remained in the red for ELA (-163.2 pts), Math (-203.7 pts), and ELPI (31.7%).
- SWDs also underperformed in both ELA (-128.4 pts) and Math (-128.2 pts), with high chronic absenteeism and suspension rates.

These results indicate that while foundational systems (MTSS, SEL, parent partnerships) are strengthening and improving engagement, **Tier I academic instruction and intervention practices still need improvement** to close performance gaps.

Summary:

DSMS successfully implemented broad, inclusive strategies that improved climate, attendance, and engagement, especially for high-priority student groups. These efforts laid a strong foundation, but academic interventions for English Learners and SWDs must be deepened and better aligned to assessment data to ensure academic growth aligns with gains in climate and behavior.

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

October 2025: Sense of belonging survey was 77% which was down from the expected 90%. Use Advisory period as the focal point to address this need for students. Continue to offer more opportunities to engage parents. Continue to offer food vendors during Parent/Teacher conferences, Title 1/Back to School Night, and sporting events.

Overall, Desert Springs Middle School closely aligned its implementation with the intended strategies and budgeted expenditures outlined in the SPSA. However, there were a few notable differences between planned actions and actual implementation:

Certificated/Classified Support Hours:

While additional hours were budgeted for certificated and classified staff to support family engagement and translation, actual usage varied slightly due to staffing changes and event timing. Some outreach responsibilities were assumed by the newly assigned FACES staff member mid-year, which shifted some duties away from originally budgeted positions.

Parent Trainings and Leadership Development:

The Parent Leadership Institute was successfully launched, but fewer parent training sessions were held than originally planned due to scheduling conflicts and lower-than-expected attendance at some workshops. Materials were still purchased and used during key events such as Fiesta Latina and evening curriculum nights.

Being Bilingual Program and Cultural Branding:

Branding incentives (e.g., shirts, hats, raffles) and event supplies were effectively used as planned, but demand at events exceeded initial expectations. Additional items were purchased mid-year to support the momentum of engagement efforts, resulting in some redistribution of supply funds across events.

Advisory and SEL Implementation:

While Advisory was planned for 2025–2026 and groundwork (including MOU approval and planning time) was laid during this year, no expenditures were tied to implementation during the 2024–2025 school year. Planned SEL training and Advisory curriculum development were delayed until the next fiscal year.

EL Academic Interventions:

Despite plans to expand interventions and provide push-in instructional support, the impact on academic outcomes for English Learners was limited. While expenditures supported tutoring and some targeted instruction, more intensive academic coaching and monitoring systems will be required moving forward to better align with the goal of closing achievement gaps.

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.

October 2025:

Based on the implementation review and data analysis from the 2024–2025 school year, Desert Springs Middle School will refine and expand its strategies under Goal 2 to further strengthen parent involvement and ensure alignment with the four mandatory Title I parent involvement components.

Key Changes to Goal 2:

1. Expand Accessibility and Cultural Responsiveness

- **Why:** While attendance at family events increased, feedback and survey data indicated a need for more inclusive practices and targeted outreach to underrepresented groups (e.g., newcomer families, LGBTQ+ students, multilingual households).
- **Change:** Expand translation support, offer newcomer welcome sessions, and create a year-long calendar of culturally relevant family workshops and celebrations.
- **SPSA Location:** Revised strategy under Goal 2, Title I Parent Engagement Component 4 (Accessibility and Opportunities).

2. Strengthen the Parent Leadership Institute and Include EL/DELAC Collaboration

- **Why:** The Parent Leadership Institute launched successfully, but deeper alignment with ELAC/DELAC and stronger integration with school decision-making are needed.

- Change: Include parent leadership as part of site council, and strengthen collaboration with ELAC/DELAC representatives to ensure their input is used in SPSA and compact development.
- SPSA Location: Expanded actions under **Goal 2, Title I Components 1 and 3 (Involvement and Capacity Building)**.

3. Update and Reissue the School-Parent Compact with Stakeholder Input

- Why: Although a compact was created, limited parent feedback was documented.
- Change: Use in-person and virtual feedback tools (e.g., ParentSquare surveys, forums) to revise and reissue the School-Parent Compact with wider input.
- SPSA Location: Specific strategy under Goal 2, Title I Component 2 (School-Parent Compact).

4. Measure Parent Involvement More Systematically

- Why: Parent participation increased, but progress tracking was inconsistent across events.
- Change: Add metrics to track number of attendees at parent nights, workshop completion rates, and feedback forms; include this in quarterly data reviews.
- SPSA Location: Goal 2 outcomes and metrics section.

5. Leverage FACES Staff to Build Capacity and Trust

- Why: A new FACES staff member was added mid-year, which proved effective in connecting families to resources.
- Change: Include specific FACES-led initiatives (e.g., resource fairs, home visits, one-on-one family meetings) as strategies in 2025–2026.
- SPSA Location: New strategy under **Goal 2, Component 3 (Capacity Building for Parents).

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

All students will be educated in a safe and drug-free learning environment. All students will be provided enrichment opportunities that will support student school engagement and academic learning. The ultimate goal is for all students to attend school every day, as there is a definite link between attendance and academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 88.6% as of May 13, 2024							
Chronic Absenteeism Rates All Students (ALL)- Very High English Learner (EL)- Very High Hispanic (Hisp)- Very High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- Very High Students with Disabilities (SWD)- Very High	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	46.6	-0.5	All	 Yellow	42.6% Chronically Absent	Declined 4.5
	EL	Orange	41.4	-0.5	EL	 Yellow	34.3% Chronically Absent	Declined 7.4
	Hisp	Orange	46.1	-0.5	Hisp	 Yellow	41.9% Chronically Absent	Declined 4.7
	AA	Orange	61	-0.5	AA	 Orange	43.9% Chronically Absent	Declined 17.6
	SED	Orange	46.5	-0.5	SED	 Yellow	43.4% Chronically Absent	Declined 3.7
	SWD	Orange	53.3	-0.5	SWD	 Orange	49.5% Chronically Absent	Declined 4.2
Suspension Rates: All Students (ALL)- High English Learner (EL)- High Hispanic (Hisp)- High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- High	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	17.9	-0.3	All	 Yellow	10.2% suspended at least one day	Declined 8%
	EL	Orange	15.4	-0.3	EL	 Yellow	8.1% suspended at least one day	Declined 7.6%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Students with Disabilities (SWD)- Very High	Hisp	Orange	17.2	-0.3		Yellow		
	AA	Orange	28.3	-0.3	Hisp	 Yellow	9.7% suspended at least one day	Declined 7.9%
	SED	Orange	18.1	-0.3	AA	 Orange	20% suspended at least one day	Declined 8.6%
	SWD	Orange	21.5	-0.3	SED	 Yellow	10.6% suspended at least one day	Declined 7.9%
					SWD	 Orange	18.8% suspended at least one day	Declined 3%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%				Expulsion Rates All Students (ALL) 5.9% (5 students) Hispanic (Hisp) 2.4% (one student) African American (AA) 0.4% (3 students)			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL)- 53% English Learner (EL)- 57% Hispanic (Hisp)- 62% African American (AA)- 50%				Panorama Survey – School Connectedness (Sense of Belonging) All Students (ALL)- 48% (+6) English Learner (EL)- 61% Hispanic (Hisp)-48% African American (AA)- 39%			
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL)- 60% English Learner (EL)- 58% Hispanic (Hisp)- 61% African American (AA)-61%				Panorama Survey – School Safety Perception All Students (ALL)- 58% (+6) English Learner (EL)- 66% Hispanic (Hisp)- 59% African American (AA)-60%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Based on needs assessments, in an effort to create additional ways for students to be connected to school, clubs and activities will be provided to students. (Robotics, Band, Drones, Art, GSA etc.) An effort to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library and some classrooms) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention. Progress will be monitored with Panorama Survey Data, Capturing Kids hearts Survey Data and site surveys	Clubs were offered throughout the year with strong participation in GSA, Robotics, Drones, and Art. Safe Spaces were consistently open before school, during lunch, and after school, staffed by certificated/classified employees. Outside vendors and school staff supported with lunch activities, workshops, community events and a STEM enrichment day. Extra hours were provided to classified and certificated staff for student supervision and club support. Panorama data showed a 6% increase in students reporting a sense of belonging and safety at school.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 3200 Supplies, shirts, and materials 4000-4999: Books And Supplies LCFF 1500 Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 19696	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 4906 Supplies, shirts, and materials 4000-4999: Books And Supplies LCFF 1089 Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 21570
Based on needs assessments and review of successes in the previous school year, implementation of the SEL plan for DSMS. The SEL plan utilizes the Synergy MTSS system to provide points for positive behaviors occurring throughout campus using a PBIS model. Funding for	DSMS successfully implemented the SEL plan using Synergy MTSS for PBIS tracking and point distribution. Social Emotional kits were used in classrooms and small groups, supporting emotional regulation and conflict resolution.	Materials and Supplies 4000-4999: Books And Supplies LCFF 1900 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF	Materials and Supplies 4000-4999: Books And Supplies LCFF 3000 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and incentives. Progress will measured with incident referrals and suspension data.	Multiple intervention sessions and academic boot camps were held, with targeted student groups showing academic and behavioral gains. The Scorpion Ticket reward system was actively used, with students participating in prize raffles, field trips, and other incentives. Student recognition with awards, raffles, and schoolwide events. Incident referrals and suspension data showed slight decrease from the previous year, indicating improved student behavior.	1800	2900
Based on Panorama Data and other needs assessments, intramural and other site engagement activities and field trips will be provided to support student connectedness to school. Field trips will be used for incentives for attendance as well. Progress will be monitored with chronic absenteeism data as well as class incident referrals	Intramural programs and lunchtime engagement activities were implemented with strong student participation. Field trips were provided as incentives for students showing improved attendance or positive behavior. Staff supported implementation through supervision and coordination of events. Students reported increased enjoyment and connection to school in site surveys (Panorama and Capturing Kids Hearts).	Transportation/Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 3300	Transportation/Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 2600

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Chronic absenteeism rates showed slight improvement, and class incident referrals showed a downward trend over time.		
In an effort to monitor students at activities, lunches and other school activities, students will be provided a school ID card suspended in a plastic pouch from a lanyard. This ID card will be used to get into school events and various areas on campus. Progress will be monitored number of students accessing events and areas on campus with ID	All DSMS students were issued lanyards with plastic pouch ID cards for daily use. Students were required to show their ID to enter school events, incentive activities, and lunch zones.	Lanyards, IDs, ID machine and Ink 4000-4999: Books And Supplies LCFF 2000	Lanyards, IDs, ID machine and Ink 4000-4999: Books And Supplies LCFF 1200
In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups via our Prevention Specialist. If community members are not available to come to campus, field trips for these student groups to go out for same outcomes,]. Student and parent forums for their voices and input. progress will be monitored with chronic absenteeism data.	DSMS conducted family outreach through the Prevention Specialist, who emphasized the importance of daily attendance and addressed individual concerns. Student and parent forums provided opportunities for both groups to share experiences and suggestions. Extra time provided for staff so students on IEPs needing support could attend activities, sports and clubs outside of school hours Chronic absenteeism data is being monitored, with early indicators showing increased awareness and improved attendance among targeted students. Empathy interviews were conducted	Materials and supplies for mentoring groups and forums 4000-4999: Books And Supplies LCFF 1500 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 1300	Materials and supplies for mentoring groups and forums 4000-4999: Books And Supplies LCFF 3000 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 1700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Based on needs assessments, supervision is needed at lunch and in the PE area. Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day. Progress will be monitored with suspension data and class incident referrals.	Four supervision aides were hired and assigned to cover lunch and PE supervision daily. Their presence helped reduce unstructured wandering and physical altercations. Suspension and incident referral data showed a reduction in lunch-related issues, indicating the effectiveness of increased supervision. Two supervision aides have since resigned	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide 2000-2999: Classified Personnel Salaries LCFF 44714	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide 2000-2999: Classified Personnel Salaries LCFF 44909
Based on needs assessments, supervision is needed at lunch and in the PE area, 2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours. Progress will be monitored with suspension data and class incident referrals.	Four supervision aides were hired and assigned to cover lunch and PE supervision daily. Their presence helped reduce unstructured wandering and physical altercations. Suspension and incident referral data showed a reduction in lunch-related issues, indicating the effectiveness of increased supervision. Two supervision aides have since resigned	2.75 extra hours for our two 3-hour supervision aides 2000-2999: Classified Personnel Salaries LCFF 27252	2.75 extra hours for our two 3-hour supervision aides 2000-2999: Classified Personnel Salaries LCFF 18486
For safety and sanitary needs, maintenance of band instruments on an A/B schedule (each instrument being cleaned ever	Maintenance was not completed as planned due to the closure of the contracted cleaning company.	Cleaning of band instruments in an A/B schedule (cleaned every other year)	Cleaning of band instruments in an A/B schedule (cleaned every other year)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
other year). Progress will be monitored with a spreadsheet documenting the services.	As a result, instrument servicing for the 2024–2025 cycle was not conducted. New vendors are currently being researched to resume the maintenance schedule for the 2025–2026 school year. Efforts are underway to re-establish the A/B cleaning rotation once a reliable provider is secured.	5800: Professional/Consulting Services And Operating Expenditures LCFF 1400	5800: Professional/Consulting Services And Operating Expenditures LCFF 0
Based on needs assessments and successes of previous years, DSMS will bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities). progress will be monitored with suspension data and incident referrals at lunchtime	DSMS implemented lunchtime support using a combination of classified staff and external programs, including Kick to Learn. Structured lunch activities were offered regularly and were well-attended by students, helping to reduce unstructured behavior. Student engagement during lunch improved, contributing to a decrease in lunchtime suspensions and incident referrals compared to the previous year. Staff reported improved climate and student interactions during unstructured times as a result of these efforts.	Internal or external staff to host lunchtime activities 5800: Professional/Consulting Services And Operating Expenditures LCFF 14396	Internal or external staff to host lunchtime activities 5800: Professional/Consulting Services And Operating Expenditures LCFF 18624
CSI needs assessment outcomes indicate needed work on improving school climate to help students feel connected to the school. DSMS will develop a site culture team to	The Site Culture Team was formed and met regularly to review data and plan school climate initiatives.	Timecards and sub coverage for teachers for planning, and extra time	Timecards and sub coverage for teachers for planning, and extra time

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
meet regularly, analyze data, work with Capturing Kids Hearts program, and plan SEL activities for teachers to use during assigned class periods. The team will also conduct home visits to support student needs and utilize plan days and work on campus culture. These actions will be supplementary to the Capturing Kids Hearts training that is being paid for by the district. Progress will be monitored through Panorama survey results, absenteeism rates, suspension rates, and CKH survey results.	SEL lessons and activities were created and shared with staff, aligned to CKH strategies. Plan days were utilized to develop culture-building events, student recognition, and SEL supports. Team efforts enhanced CKH implementation across campus, complementing district training. Panorama and CKH survey data showed improvement in student connectedness, and both suspension and absenteeism rates showed early signs of decline.	1000-1999: Certificated Personnel Salaries CSI Funding 12000 Timecards and sub coverage for teachers for planning, and extra time 1000-1999: Certificated Personnel Salaries CSI Funding 4000 Materials related to SEL lessons and activities 4000-4999: Books And Supplies CSI Funding 4000	1000-1999: Certificated Personnel Salaries CSI Funding 7000 Timecards and sub coverage for teachers for planning, and extra time 1000-1999: Certificated Personnel Salaries CSI Funding 2481 Materials related to SEL lessons and activities 4000-4999: Books And Supplies CSI Funding 2200
As part of CSI improvement efforts, DSMS will provide a new evidence-based School-Based Mentoring Program. The program will provide small group student support through goal setting, topic discussions based on identified group needs, and self-monitoring practices led by an adult mentor. Progress will be monitored through participating student performance improvement in attendance, behavior incident rates, and course performance.	The School-Based Mentoring Program was launched and targeted students with chronic absenteeism, behavior concerns, or low academic performance. Small group sessions were held weekly, focusing on goal setting, check-ins, and SEL discussions. Staff mentor established consistent relationships with students, fostering trust and accountability. Preliminary data shows positive trends in attendance and reductions in behavioral incidents among participants. Academic progress is being tracked, with teacher feedback	Mentoring program consultation and service contract 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 11307 Books and supplies for mentoring program 4000-4999: Books And Supplies CSI Funding 1012	Mentoring program consultation and service contract 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 7093 Books and supplies for mentoring program 4000-4999: Books And Supplies CSI Funding 860

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	indicating increased student engagement. The program had an impact on attendance and getting students to class however the data surrounding discipline and grades was hard to measure with multiple factors and variable		
The CSI needs assessment indicated that the transition between elementary and middle school creates barriers for student success in 6th grade. DSMS will provide a student transition program for incoming 6th grade students to create a positive transitional period. This will include evidence-based practices related to building a positive school climate, SEL needs, building positive connections with the staff, and learning middle school course expectations. Progress will be monitored through 6th grade behavior incident patterns, attendance, and course grades.	DSMS implemented a 6th Grade Transition Program that included orientation events, welcome assemblies, staff meet-and-greets, and SEL-focused lessons. Students participated in activities to learn about school routines, expectations, and support systems. Positive relationships were established early between 6th grade staff and students. Data review showed a reduction in early-year behavior incidents compared to the previous year, with improved attendance and course performance for many students.	Timecards for teachers 1000-1999: Certificated Personnel Salaries CSI Funding 5300 Timecards for classified staff 2000-2999: Classified Personnel Salaries CSI Funding 2600 Materials for incoming 6th grade transition program 4000-4999: Books And Supplies CSI Funding 1957	Timecards for teachers 1000-1999: Certificated Personnel Salaries CSI Funding 6200 Timecards for classified staff 2000-2999: Classified Personnel Salaries CSI Funding 887 Materials for incoming 6th grade transition program 4000-4999: Books And Supplies CSI Funding 2047

Analysis

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

October 2025: DSMS implemented Kicks to Learn. Due to staffing issues, K2L has missed much of the school year. K2L has reached out and stated that they will have a staff member coming to campus 4 days a week to make up for missed time. 2 supervision aide positions were not filled after the resignations. DSMS currently has 2 supervision aides.

DSMS implemented multiple strategies to improve school safety, student connectedness, and support social-emotional needs. A Site Culture Team was formed to plan SEL activities, analyze data, and support Capturing Kids' Hearts implementation. Lunchtime engagement activities were expanded with internal staff and external vendors like Kick to Learn. A school-based mentoring program was launched, and targeted attendance support was provided for African American students and Students with Disabilities through focus groups and family engagement. A 6th grade transition program was also initiated. Students were issued ID cards for better supervision and access control, and although the band instrument cleaning plan could not be implemented due to vendor closure, new vendors are being explored. PE and lunch supervision aides were hired, and a variety of enrichment clubs and incentive-based field trips supported engagement and behavior goals.

The implemented strategies positively impacted school climate and student behavior. Panorama and CKH survey results showed increased student connectedness. Suspension and incident referral data reflected improvements, particularly during lunch and PE where additional supervision and structured engagement were provided. The mentoring program showed promising early outcomes in behavior and attendance. Targeted attendance efforts for key subgroups led to better understanding of barriers and early signs of improvement in absenteeism. The 6th grade transition program helped reduce early-year behavior incidents and improved student acclimation. While the band instrument maintenance was delayed, all other actions were effectively carried out, contributing to a safer and more supportive learning environment overall.

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

October 2025:

There were minimal differences between the intended implementation and budgeted expenditures for most strategies under Goal 3. However, one notable difference was the inability to complete the band instrument maintenance due to the closure of the contracted vendor. As a result, budgeted funds were not spent in this area and were reallocated. Additionally, while external partners were budgeted for lunchtime engagement activities, DSMS utilized a combination of internal staff and a limited number of external vendors, which resulted in partial use of allocated funds.

All other strategies, including the mentoring program, supervision support, enrichment activities, and the 6th grade transition plan, were implemented as planned with expenditures closely aligned to the SPSA budget.

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.

October 2025:

As a result of the analysis of implementation and outcomes, the following changes will be made to Goal 3, including updates to annual outcomes, metrics, and strategies/activities:

Enhanced 6th Grade Onboarding Program: Based on the effectiveness of the initial transition efforts, a more structured onboarding program will be implemented to include SEL, school culture lessons, and academic orientation.
(See SPSA Action Step: 6th Grade Transition Program)

Mentoring Program Refinement: The school-based mentoring program will be expanded with clearer progress monitoring tools and additional staff mentor training to support student attendance, behavior, and engagement.
(See SPSA Action Step: Mentoring Program)

Targeted Attendance Outreach for Subgroups: Continued focus on African American and SWD student groups through parent forums, focus groups, and field trip-based engagement.

(See SPSA Action Step: Targeted Attendance Supports)

Reallocation of Funds for Instrument Maintenance: Due to the vendor closure, this action will be adjusted and funds reallocated once a new provider is secured.

(See SPSA Action Step: Band Instrument Maintenance)

Monitoring Enhancements: Panorama and CKH survey data will be disaggregated by subgroup to better track connectedness and safety perceptions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Goal 1: Academic Achievement
Desert Springs Middle School will provide a strong academic foundation to ensure all students are prepared for high school, college, and careers. Students will receive rigorous instruction and the support they need to reach grade-level proficiency in core subjects—especially English and math—as measured by CAASPP and local assessments.

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

Identified Needs (2025–2026):
Based on the most recent California School Dashboard data and local benchmarks, Desert Springs Middle School has exited CSI status and is now identified for Targeted Support and Improvement (TSI) due to performance gaps among English Learners. While improvement has been made overall, the data still reflects urgent needs in both first instruction and academic support systems, particularly for underserved student groups.

ELA Indicator: Fall 2024 Dashboard data shows continued Very Low performance in ELA.
Significant achievement gaps remain for African American students, English Learners (ELs), and Students with Disabilities (SWD).
Needs: High-quality Tier I instruction with integrated student voice and choice, frequent formative assessment, and structured intervention.

Math Indicator: Performance in Math remains at the Very Low level.
Similar achievement gaps as in ELA.
Needs: Stronger Tier I instruction using standards-aligned curriculum, embedded supports for ELs and SWD, and math-focused intervention opportunities.

Science Indicator (CAST): Over 90% of students did not meet proficiency levels.
Needs: Implementation of hands-on, inquiry-based learning, science literacy integration, and exposure to real-world STEM applications through enrichment.

English Learner Progress Indicator (ELPI) & RFEP Rate: ELPI performance declined slightly, leading to the site’s identification as TSI for this student group.
Needs: Expanded Designated and Integrated ELD instruction, additional small-group support, and progress monitoring tools to ensure timely reclassification and post-reclassification success.

Planned Improvements for 2025–2026:
In response to the ongoing performance needs and TSI identification for English Learners, the following improvements will be implemented:
Strengthen Tier I instruction across all content areas through PLC collaboration, curriculum alignment, and coaching support.

Deepen AVID strategies across campus to enhance student organization, structured academic discourse, and engagement.
 Implement a schoolwide Advisory period focused on SEL, reflection, and academic goal-setting.
 Continue data-informed intervention using STAR and classroom assessments to identify and support students performing below grade level.
 Expand choice-based electives aligned to core content to engage students and reinforce foundational skills (e.g., Writing Lab, Math Explorations).
 Provide targeted ELD instruction and increase support for RFEP students to maintain progress post-reclassification.
 Offer PD for staff on Integrated ELD and academic language development.
 Maintain a Guiding Coalition and Solution Tree coaching to build capacity in data-driven instruction and PLC implementation.

Goals for 2025-2026:

ELA: By June 2026, students in grades 6-8 will demonstrate improved reading comprehension in core classes as measured by a 5% increase in the percentage of students meeting or exceeding standards on the CAASPP ELA assessment.
 Math: By June 2026 students in grades 6-8 will demonstrate improved math comprehension in core classes as measured by a 5% increase in the percentage of students meeting or exceeding standards on the CAASPP ELA assessment.
 EL: English Learners: By June 2026, (EL) students in grades 6-8 will increase the Reclassification rate by 3%, as measured by STAR reading and Interim, teacher recommendation ELPAC data

Updates to October 2025 Revision:

-Based on local calculations, there is a continued need to support our ELs, LTELs, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic students all declined in their math scores. Stronger Tier I instruction using standards aligned curriculum to increase scores on Star Math assessment and CAASPP.
 -Based on local calculations, there is a continued need to support our ELs and LTELs in all academic areas. We be addressing these students by continuing our ELD classes, using more AVID WICOR strategies in general education classes, and implementing strategies in the ELD COP to increase scores in Sar Reading, Math, and ELPAC.

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	 Orange	79.9 points below standard	Increased 3.7 points	All	yellow	76.3	Increase +3
	EL	 Red	119.6 points below standard	Declined 6.5 points	EL	Orange	116.6	Increase +3
	Hisp	 Orange	82.9 points below standard	Increased 3.9 points	Hisp	Yellow	79.9	Increase +3
	AA	 No Performance Color	102.0 points below standard	Declined 16.6 points	AA	No Performance Color	99	Increase +3
	SED	 Orange	80.5 points below standard	Increased 4.2 points	SED	Yellow	77.5	Increase +3
					SWD	Orange	160.2	Increase +3

Metric/Indicator**Baseline****Expected Outcome**

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SWD	 Red	163.2 points below standard	Declined 7.7 points
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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)
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St. Group	Color	DFS/Percentage	Change
All	 Red	128.2 points below standard	Declined 10.1 points
EL	 Red	159.4 points below standard	Declined 15.0 points
Hisp	 Red	132.1 points below standard	Declined 10.7 points
AA	 No Performance Color	137.5 points below standard	Declined 12.4 points
SED	 Red	128.4 points below standard	Declined 9.5 points
SWD	 Red	203.7 points below standard	Declined 11.4 points

St. Group	Color	DFS/Percentage	Change
All	Orange	125.2	Increase +3
EL	Orange	456.4	Increase +3
Hisp	Orange	129.1	Increase +3
AA	No Performance Color	134.5	Increase +3
SED	Orange	125.4	Increase +3
SWD	Orange	17.7	Increase +3

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8
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California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 24.2 (+1.1)

Student Groups English Learners (EL)- 33.9 (-4.7) Hispanic (Hisp)- 25.5% (+1.2) African American (AA) Students with Disabilities (SWD)- 36.2 (+0.2)

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 -27%
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Student Groups English Learners (EL)- 36.9% Hispanic (Hisp)- 28.5% African American (AA) Students with Disabilities (SWD)- 39.2

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Red	30.3%	1 10.1

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	33.3%	Increase +3 (percent)

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner designated Fluent English Proficient (RFEP) Reclassification Rate - 23 students
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English Learner designated Fluent English Proficient (RFEP) Reclassification Rate -33 students

Metric/Indicator	Baseline	Expected Outcome
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL): 7.5% (-146.5 From met) Student Groups English Learners (EL): 9.5% (-146.5 from met) Hispanic (Hisp): 7.6% (-153.2 from met) African American (AA): 11.1% (-167.7 from met) Students with Disabilities (SWD): 0% (-236.1 from met)	All Students (ALL): -143.5 from met Student Groups English Learners (EL):143.5 pts from met Hispanic (Hisp):150.2 pts from met African American (AA): -164.7 from met Students with Disabilities (SWD):-233.1 from met
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Met	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Providing additional small group and individualized evidence-based support in academic subjects during class. This includes providing interventions as part of PST 123 plans, small group instructional support within general education settings, and supporting goal attainment. Progress will be measured by student academic performance improvement based on local and state assessment results.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal/Administration
Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	138,940
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Paraprofessional salaries

Strategy/Activity 2

In order to improve academic outcomes in the four core content areas, the school will begin to implement The AVID program. Advancement Via Individual Determination (AVID) is an in-school academic support program to help lowest performing students increase academic achievement and prepare students for college and/or career readiness. Funding will be used towards AVID Professional Development, AVID materials, AVID licensees, PD travel costs and timecards. Progress will be monitored by student performance improvement on state and local assessments.

Students to be Served by this Strategy/Activity

☒ Low Income
☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, school administrative secretary, AVID trained teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID professional Development Some of this is the Title 1 carryover for AVID PDs for staff. Includes AVID Ignite and January PDs.
Amount	2240

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for attending AVID PD
Amount	8376
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Membership, Curriculum, related instructional materials Some of this is the Title 1 carryover for Carolina Biologicals Supply Science, Solution Tree.
Amount	7464
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Hotel, and travel expenses for AVID training Some of this will be from Title 1 carryover for hotels and travel expenses for AVID trainings for staff.

Strategy/Activity 3

In order to provide quality instruction and effective practices, staff will be provided Professional Development opportunities. Opportunities include training in evidence-based strategies, substitutes, attendance costs to PD as well as materials and supplies to support implementation strategies. Trainings and planning including but not limited to admin coaching, Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as trauma informed practices to help teachers work with low performing students. Progress will be monitored by student performance improvement on state and local assessments and student incident referrals

Students to be Served by this Strategy/Activity

X Students with Disabilities

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal/Administration
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	3600
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Kagan, Admin Coach, Instructional Rounds and other PDs
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies to implement AVID and Kagan PDs
Amount	900
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional salaries for classified staff to support organization and implementation of events to support targeted populations.

Strategy/Activity 4

To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, DSMS will provide teachers with supplemental instructional materials to enhance the core curriculum. Materials include but are not limited to science lab materials, math manipulatives, Language Arts trade books, SS relia, technology, technology licenses as well as technology updates and chromebooks, to support classroom instruction. Supplemental library materials and technology licenses will also be provided to increase leveled reading materials with high student interest. Progress will be monitored by student performance improvement on state and local assessments, CAASPP results, and student grades.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Low Income
- ☒ Students with Disabilities

☒ Specific Student Groups:
Intervention groups- targeted students from assessment data

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Secretary
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	7351
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology upgrades and license renewals Some of this will be from Title 1 carryover for student Chromebooks.
Amount	3000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology upgrades and license renewals

Strategy/Activity 5

DSMS will continue to create create systems of data analysis, teacher collaboration, and common instructional planning through the PLC model. Teachers will identify priority standards in their subject areas, align instructional planning to end of year proficiency expectations, and analyzing common assessment results to drive instruction. This action includes additional training, pull-out coaching, and additional planning time for teachers. Progress will be monitored through student performance improvement on state and local assessments, including school common assessments.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

principal
secretary

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development for PLC practices and data analysis
Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for teachers to attend training. Timecards or coverage for teachers for continued work with PLCs, Instructional Rounds, pull-out days for planning and collaboration. Pull out days to provide opportunities for teachers to analyze data and modify instructional plans based on data.
Amount	1000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel expenses for PLC training and conferences
Amount	2000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for planning and mapping PLC process, subs for learning walks and in-house coaching

Strategy/Activity 6

As part of improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted students in grades 6-8. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the evidence based interventions, curriculums and resources. (VR class for LTEL) Progress will be monitored through participating student performance improvement on state and local assessments, course grade improvement and CAASPP results.

Students to be Served by this Strategy/Activity

☒	English Learner
☒	Low Income
☒	Students with Disabilities

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for prep buy out for intervention blocks

Strategy/Activity 7

As part of improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted EL students in grades 6-8. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the evidence based curriculum (VR class for LTEL) program as the primary tool. Progress will be monitored through participating student performance improvement on state and local assessments, course grade improvement and ELPI

Students to be Served by this Strategy/Activity

☒	English Learner
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Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal, MTSS Coach, Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	24000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	prep buy out for intervention program (ELD program for LTEL students)
Amount	1500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards to attend events (extended school day opportunities)- Incentives
Amount	1500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation to incentive events

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

DSMS educational partners clearly acknowledge the role of parents as significant stakeholders in our student's academic, social and emotional development. To that end site teachers and administrators strive to include parents in the fabric of the schools day to day activities and actively seek their guidance and participation in the school's management and operation. We will provide a variety ongoing opportunities for parents to be engage in school.

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

Based on the most recent Panorama survey data, parent perceptions of the school declined compared to the previous year, particularly in areas related to communication, transparency, and overall satisfaction with engagement opportunities. While trust in school staff remains relatively strong, there is a noticeable drop in the areas of parent involvement, student safety perception, and clarity around school rules and expectations.

Key needs identified for 2025–2026 include:

- Rebuilding parent confidence and satisfaction through more meaningful engagement opportunities.
- Improving communication and outreach, especially for underrepresented families, including English Learners and students with disabilities.
- Increasing parent awareness of school expectations, behavior systems, and academic supports.
- Strengthening the consistency of messaging related to student safety, discipline procedures, and campus norms.
- Providing multiple, accessible ways for parents to give input and participate in school activities (e.g., virtual, bilingual, evening options).
- Provide additional opportunities for parents to attend award events and other school / family events

Updates to October 2025 Revision:

- Based on local information, there continues to be a need to increase opportunities for parents to attend award events and other school / family events. There has been an increase of social media, ParentVue, and ParentSquare messages from the site to families to notify of events.
- Based on local information, there continues to be a need to Improve communication and outreach, especially for underrepresented families, including English Learners and students with disabilities. There has been an increase of ParentVue, email, text messages, phone calls, and ParentSquare messages from the site to families to notify of events and/or meetings.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 44	Parent Participation in Stakeholder Input Processes - 60 Parents
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) - 77% (declined 9) Hispanic (Hisp) - 86% School staff treats parent respectfully 86% (declined 7)	Family School Connectedness via Panorama Family Climate Survey ALL - 90% Hispanic (Hisp) - 90% School staff treats parent respectfully 95%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 75% Hispanic (Hisp) - 83%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 90%
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 - approx 350	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 400

Planned Strategies/Activities

Strategy/Activity 1

Based on needs assessments DSMS work more directly with families in working with chronic absenteeism and creating additional events and celebrations for families to be connected to school.

Additional hours for a certificated and/or classified to work events and provide the appropriate translation needed for parents and community members. Staff will work with parents on TDAP compliance and personal invites to school events and celebrations. Progress will be monitored with chronic absenteeism rates as well as parent participation numbers at school events.

Students to be Served by this Strategy/Activity

- ☒ All
- ☐ Specific Student Groups:
- ☒ Clerical staff to work specifically with our low performing, SWD, Homeless and AA students as we continue to bridge the connection between home and school

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries and security extra duty
Amount	1100
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Tables, sandwich boards, speakers, branding items and materials for family events

Strategy/Activity 2

Based on needs assessments DSMS will continue its work with trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth

- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
Focus on subgroups (AA, SWD and EL learners)

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1238
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Salary
Amount	2327
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent Leadership training

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Desert Springs Middle School will ensure that all students are educated in a safe, supportive, and drug-free environment that promotes physical, emotional, and social well-being. Students will have access to meaningful enrichment opportunities designed to increase school engagement, improve behavior, and support academic success.

The ultimate goal is for all students to attend school every day, recognizing the strong connection between consistent attendance and academic achievement.

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

2025–2026 Identified Needs – Goal 3: Maintain a Healthy and Safe Learning Environment

Despite improvement efforts during 2024–2025, updated data highlights the continued need for strategic focus on student engagement, school connectedness, and overall climate and safety:

Key Indicators:

Panorama Data reveals significant gaps in student experience:

Sense of Belonging is critically low at 48% and 40%, ranking in the 0th–19th percentile nationally, with only minor improvement (+6% and +7% respectively).

Safety improved slightly to 58%, but still ranks below the national average (20th–39th percentile).

Key SEL competencies like Self-Efficacy (40%), Perseverance (43%), and Self-Management (53%) remain low, with some areas declining.

CA Dashboard Student Group Data indicates:

Chronic absenteeism rates remain high, particularly for Students with Disabilities (49.5%), African American students (43.9%), and ELs (34.3%).

Suspension rates, while improving, are still disproportionately high for African American students (20%) and Students with Disabilities (18.8%).

Academic performance in ELA, Math, and Science remains extremely low for multiple subgroups, showing a strong need for continued Tier 1 behavioral and engagement interventions.

2025–2026 Identified Needs Summary:

Improve students' sense of belonging and connectedness through consistent implementation of schoolwide programs like Capturing Kids' Hearts, student mentoring, and structured social-emotional learning (SEL). Advisory period has been approved, leaving a place for tier I lessons.

Address student perception of safety and discipline fairness through strengthened supervision, communication, and relationship-building practices.

Expand clubs, lunchtime activities, and after-school programs to engage a broader and more diverse group of students, including historically underserved subgroups.

Intensify supports for chronic absenteeism, with a focus on Students with Disabilities, African American students, and English Learners.

Increase focus on developing SEL competencies like perseverance, self-efficacy, and social awareness through advisory, classroom integration, and small group interventions.

Additional Identified Need – 2025–2026

A review of site data and daily operations indicates a growing number of students are eloping from classrooms, wandering campus, or refusing to attend class altogether. This behavior contributes to safety concerns, instructional loss, and disruption to learning environments. Most of these students overlap with groups experiencing trauma, mental health challenges, or low school connectedness (e.g., chronic absenteeism, SWD, ELs, and African American students).

Proposed Strategy: Tiered Check & Connect System for Non-Attending Students

Key Elements:

Establish a daily accountability system where designated staff (e.g., counselors, MTSS support, culture team members) conduct “check and connect” rounds during class periods to re-engage students who are out of class.

Work with Wellness staff to utilize as needed

Implement a Tier 2 “Not in Class” list with a rotating focus on students identified as high-need for support, intervention, or mentoring.

Provide professional development for staff on trauma-informed responses to elopement and de-escalation strategies.

Monitoring:

Track reductions in “out of class” incidents using Synergy logs, referrals, and sweep data.

Monitor re-engagement success rates, including % of students successfully returned to class and chronic absenteeism data.

Collect student feedback on safety and support when not in class.

Updates to October 2025 Revision:

-Based on local data, there continues to be a need on Tier 2 “Not in Class” list with a rotating focus on students identified as high-need for support, intervention, or mentoring. There has been a decrease in "not in class" students, however, there is still a need for it.

-Based on local data, there continues to be a need to decrease chronic absenteeism, with a focus on LTELs, ELs, Foster, Homeless, SD, SWD, Hispanic, 2 or more races.

-Based on local data, academic performance in ELA, Math, and Science remains low for multiple subgroups, showing a strong need for continued Tier 1 behavioral and engagement interventions.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92%	Student Attendance Rates All Students (ALL) - 88.6% as of May 13, 2024																				
Chronic Absenteeism Rates All Students (ALL))- Very High English Learner (EL)- Very High Hispanic (Hisp)- Very High African American (AA)- Very High	<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>42.6% Chronically Absent</td><td>Declined 4.5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	42.6% Chronically Absent	Declined 4.5	<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>39.6%</td><td>Declined 3.0%</td></tr><tr><td>EL</td><td>Yellow</td><td>31.3%</td><td>Declined 3.0%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	39.6%	Declined 3.0%	EL	Yellow	31.3%	Declined 3.0%
St. Group	Color	DFS/Percentage	Change																			
All	Yellow	42.6% Chronically Absent	Declined 4.5																			
St. Group	Color	DFS/Percentage	Change																			
All	Yellow	39.6%	Declined 3.0%																			
EL	Yellow	31.3%	Declined 3.0%																			

Metric/Indicator	Baseline				Expected Outcome			
Socioeconomically Disadvantaged (SED)- Very High Students with Disabilities (SWD)- Very High	EL	Yellow	34.3% Chronically Absent	Declined 7.4	Hispanic	Yellow	38.9%	Declined 3.0%
	Hispanic	Yellow	41.9% Chronically Absent	Declined 4.7	AA	Yellow	39.9%	Declined 4.0%
	AA	Orange	43.9% Chronically Absent	Declined 17.6	SED	Yellow	39.4%	Declined 4.0%
	SED	Yellow	43.4% Chronically Absent	Declined 3.7	SWD	Yellow	41.5%	Declined 8.0%
	SWD	Orange	49.5% Chronically Absent	Declined 4.2				
Suspension Rates: All Students (ALL)- High English Learner (EL)- High Hispanic (Hisp)- High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- High Students with Disabilities (SWD)- Very High	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	10.2% suspended at least one day	Declined 8%	All	Green	7.2%	Declined 3.0%
	EL	Yellow	8.1% suspended at least one day	Declined 7.6%	EL	Green	5.1%	Declined 3.0%
	Hispanic	Yellow	9.7% suspended at least one day	Declined 7.9%	Hispanic	Green	6.7%	Declined 3.0%
	AA	Orange	20% suspended at least one day	Declined 8.6%	AA	Yellow	15%	Declined 5.0%
	SED	Yellow	10.6% suspended at least one day	Declined 7.9%	SED	Green	7.6%	Declined 3.0%
	SWD	Orange	18.8% suspended at least one day	Declined 3%	SWD	Yellow	13.8%	Declined 5.0%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 2 Students Hispanic (Hisp) - 2 Students African American (AA) 0				Expulsion Rates All Students (ALL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 43% English Learner (EL) - 47% Hispanic (Hisp) - 52% African American (AA) - 40%				Panorama Survey – School Connectedness All Students (ALL)- 53% English Learner (EL)- 57% Hispanic (Hisp)- 62% African American (AA)- 50%			

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 50% English Learner (EL) - 48% Hispanic (Hisp) - 51% African American (AA) - 51%	Panorama Survey – School Safety Perception All Students (ALL)- 60% English Learner (EL)- 58% Hispanic (Hisp)- 61% African American (AA)-61%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Based on needs assessments, in an effort to create additional ways for students to be connected to school, clubs and activities will be provided to students. (Robotics, Band, Drones, Art, GSA etc.) An effort to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library and some classrooms) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention. Progress will be monitored with Panorama Survey Data, Capturing Kids hearts Survey Data and site surveys

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Assistant Principals
Counselors
Secretary

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for certificated staff
Amount	1300
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for security at events and activities outside of the school day
Amount	22325
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries(Additional Clerk)
Amount	838
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	School Branding, supplies for events and Community Outreach to include community

Strategy/Activity 2

Based on needs assessments and review of successes in the previous school year, implementation of the SEL plan for DSMS. The SEL plan utilizes the Synergy MTSS system to provide points for positive behaviors occurring throughout campus using a PBIS model. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and incentives. Progress will measured with incident referrals and suspension data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Assistant Principals
Counselors
Secretary
MTSS

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	1200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries
Amount	1300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives

Strategy/Activity 3

Based on needs assessments and review of attendance data from the previous school year, DSMS will implement a targeted attendance improvement strategy. This strategy includes allocating extra time for certificated and classified staff to conduct home visits to support chronically absent students, with substitutes provided as needed. An STIS (Student-Teacher Intervention Support) coordinator will be funded to organize and assign appropriate academic work for students during absences and coordinate re-engagement efforts. In addition, extra hourly pay will be provided for staff to offer wraparound support to families in need, including assistance with resources, school communication, and reentry plans. Progress will be measured using chronic absenteeism rates, average daily attendance (ADA), and reengagement data collected through Synergy MTSS and site-level tracking.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	900
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials needed to support students and attendance
Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation - incentive field trips
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Salary
Amount	1000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	STIS work planning

Strategy/Activity 4

In an effort to monitor students at activities, lunches and other school activities, students will be provided a school ID card suspended in a plastic pouch from a lanyard. This ID card will be used to get into school events and various areas on campus. Progress will be monitored number of students accessing events and areas on campus with ID

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal
Assistant Principals
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Lanyards, IDs, ID machine and Ink

Strategy/Activity 5

Based on needs assessments, supervision is needed at lunch and in the PE area, lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours. Progress will be monitored with suspension data and class incident referrals.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	36229
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision aid additional hours

Strategy/Activity 6

For safety and sanitary needs, maintenance of band instruments on an A/B schedule (each instrument being cleaned ever other year). Progress will be monitored with a spreadsheet documenting the services.

Students to be Served by this Strategy/Activity

☒ Specific Student Groups: All band students

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, band teacher

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cleaning of band instruments in an A/B schedule (cleaned every other year)

Strategy/Activity 7

Based on needs assessments and successes of previous years, DSMS will bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities). progress will be monitored with suspension data and incident referrals at lunchtime

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

administrator

Proposed Expenditures for this Strategy/Activity

Amount	16396
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Internal or external staff to host lunchtime activities

Strategy/Activity 8

Based on needs assessment outcomes indicate needed work on Tier I instruction in SEL, organization, study skills, team building, restorative practices and other pertinent skills. An MOU for Advisory has been passed for the 2025-2026 school year. DSMS will develop an Advisory Team to meet regularly, analyze

data, work with Capturing Kids Hearts program, and plan activities for teachers to use during Advisory class periods. These actions will be in addition to the Capturing Kids Hearts training that is being paid for by the district. Progress will be monitored through Panorama survey results, absenteeism rates, suspension rates, and CKH survey results.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards and sub coverage for teachers for planning, and extra time
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies needed to execute lessons provided
Amount	4511
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	technology licenses and needs for Advisory planning and lessons

Strategy/Activity 9

Needs assessment indicated that the transition between elementary and middle school creates barriers for student success in 6th grade. DSMS will provide a student transition program for incoming 6th grade students to create a positive transitional period. This will include evidence-based practices related to building

a positive school climate, SEL needs, building positive connections with the staff, and learning middle school course expectations. Progress will be monitored through 6th grade behavior incident patterns, attendance, and course grades.

Students to be Served by this Strategy/Activity

X Specific Student Groups:
incoming 6th grade students

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	1800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for teachers
Amount	1000
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Timecards for classified staff
Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for incoming 6th grade transition program

Centralized Services for Planned Improvements in Student Performance

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				
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)
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 IV
Middle School Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

School Goal #2: Increase Parent and Community Partnerships				
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)
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				
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)
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	3,000	Title IV

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.

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	\$172,733
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$340,235.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	187,131	0.00
Title I Part A: Parent Involvement	3,565	0.00
LCFF	148,539	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	\$187,131.00
Title I Part A: Parent Involvement	\$3,565.00

Subtotal of additional federal funds included for this school: \$190,696.00

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 (\$)
	\$1,000.00
LCFF	\$148,539.00

Subtotal of state or local funds included for this school: \$149,539.00

Total of federal, state, and/or local funds for this school: \$340,235.00

Expenditures by Funding Source

Funding Source	Amount
	1,000.00
LCFF	148,539.00
Title I	187,131.00
Title I Part A: Parent Involvement	3,565.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,978.00
2000-2999: Classified Personnel Salaries	202,694.00
4000-4999: Books And Supplies	19,714.00
5000-5999: Services And Other Operating Expenditures	34,126.00
5800: Professional/Consulting Services And Operating Expenditures	38,723.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries		1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	41,740.00
2000-2999: Classified Personnel Salaries	LCFF	62,754.00
4000-4999: Books And Supplies	LCFF	11,338.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,311.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	21,396.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	138,940.00
4000-4999: Books And Supplies	Title I	8,376.00
5000-5999: Services And Other Operating Expenditures	Title I	22,815.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,238.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,327.00

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
- 3 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
Janet Cardoso				X	
Areli Cruz Ibarra				X	
Joe Krska	X				
Nancy Charles		X			
Elvira Torres				X	
Erick Sanchez			X		
Randy George		X			
Caleb Mendez					X
Marybelle Camacho					X
Nashley Morales					X
Domanick Murray		X			
Numbers of members of each category:	1	3	1	3	3

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 10/28/2025.

Attested:

	Principal, Joe Krska on 10/28/2025
	SSC Chairperson, Domanick Murray on 10/28/2025

Title I and LCFF Funded Program Evaluation

Goal #1:
Goal 1: Academic Achievement Desert Springs Middle School will provide a strong academic foundation to ensure all students are prepared for high school, college, and careers. Students will receive rigorous instruction and the support they need to reach grade-level proficiency in core subjects—especially English and math—as measured by CAASPP and local assessments.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Providing additional small group and individualized evidence-based support in academic subjects during class. This includes providing interventions as part of PST 123 plans, small group instructional support within general education settings, and supporting goal attainment. Progress will be measured by student academic performance improvement based on local and state assessment results.			
In order to improve academic outcomes in the four core content areas, the school will begin to implement The AVID program. Advancement Via Individual Determination (AVID) is an in-school academic support program to help lowest performing students increase academic achievement and prepare students for college and/or career readiness. Funding will be used towards AVID Professional Development, AVID materials, AVID licensees, PD travel costs and timecards. Progress will be monitored by student performance improvement on state and local assessments.			
In order to provide quality instruction and effective practices, staff will be provided Professional Development opportunities. Opportunities include training in evidence-based strategies, substitutes, attendance costs to PD as well as materials and supplies to support implementation strategies. Trainings and planning including but not limited to admin			

coaching, Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as trauma informed practices to help teachers work with low performing students. Progress will be monitored by student performance improvement on state and local assessments and student incident referrals			
To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, DSMS will provide teachers with supplemental instructional materials to enhance the core curriculum. Materials include but are not limited to science lab materials, math manipulatives, Language Arts trade books, SS relia, technology, technology licenses as well as technology updates and chromebooks, to support classroom instruction. Supplemental library materials and technology licenses will also be provided to increase leveled reading materials with high student interest. Progress will be monitored by student performance improvement on state and local assessments, CAASPP results, and student grades.			
DSMS will continue to create create systems of data analysis, teacher collaboration, and common instructional planning through the PLC model. Teachers will identify priority standards in their subject areas, align instructional planning to end of year proficiency expectations, and analyzing common assessment results to drive instruction. This action includes additional training, pull-out coaching, and additional planning time for teachers. Progress will be monitored through student performance improvement on state and local assessments, including school common assessments.			
As part of improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted students in grades 6-8. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the evidence based interventions,			

curriculums and resources. (VR class for LTEL) Progress will be monitored through participating student performance improvement on state and local assessments, course grade improvement and CAASPP results.			
As part of improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted EL students in grades 6-8. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the evidence based curriculum (VR class for LTEL) program as the primary tool. Progress will be monitored through participating student performance improvement on state and local assessments, course grade improvement and ELPI			

Goal #2:
All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. DSMS educational partners clearly acknowledge the role of parents as significant stakeholders in our student's academic, social and emotional development. To that end site teachers and administrators strive to include parents in the fabric of the schools day to day activities and actively seek their guidance and participation in the school's management and operation. We will provide a variety ongoing opportunities for parents to be engage in school.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Based on needs assessments DSMS work more directly with families in working with chronic absenteeism and creating additional events and celebrations for families to be connected to school. Additional hours for a certificated and/or classified to work events and provide the appropriate translation needed for parents and community members. Staff will work with parents on TDAP compliance and personal invites to school events and celebrations. Progress will be			

monitored with chronic absenteeism rates as well as parent participation numbers at school events.			
Based on needs assessments DSMS will continue its work with trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums			

Goal #3:
Desert Springs Middle School will ensure that all students are educated in a safe, supportive, and drug-free environment that promotes physical, emotional, and social well-being. Students will have access to meaningful enrichment opportunities designed to increase school engagement, improve behavior, and support academic success. The ultimate goal is for all students to attend school every day, recognizing the strong connection between consistent attendance and academic achievement.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Based on needs assessments, in an effort to create additional ways for students to be connected to school, clubs and activities will be provided to students. (Robotics, Band, Drones, Art, GSA etc.) An effort to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library and some classrooms) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention. Progress will be monitored with Panorama Survey Data, Capturing			

Kids hearts Survey Data and site surveys			
Based on needs assessments and review of successes in the previous school year, implementation of the SEL plan for DSMS. The SEL plan utilizes the Synergy MTSS system to provide points for positive behaviors occurring throughout campus using a PBIS model. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and incentives. Progress will measured with incident referrals and suspension data.			
Based on needs assessments and review of attendance data from the previous school year, DSMS will implement a targeted attendance improvement strategy. This strategy includes allocating extra time for certificated and classified staff to conduct home visits to support chronically absent students, with substitutes provided as needed. An STIS (Student-Teacher Intervention Support) coordinator will be funded to organize and assign appropriate academic work for students during absences and coordinate re-engagement efforts. In addition, extra hourly pay will be provided for staff to offer wraparound support to families in need, including assistance with resources, school communication, and reentry plans. Progress will be measured using chronic absenteeism rates, average daily attendance (ADA), and reengagement data collected through Synergy MTSS and site-level tracking.			
In an effort to monitor students at activities, lunches and other school activities, students will be provided a school ID card suspended in a plastic pouch from a lanyard. This ID card will be used to get into school events and various areas on campus. Progress will be monitored number of students accessing events and areas on campus with ID			
Based on needs assessments, supervision is needed at lunch and in the PE area, lunch time			

supervision aide will be provided to ensure the safety of our student population during the lunch hours. Progress will be monitored with suspension data and class incident referrals.			
For safety and sanitary needs, maintenance of band instruments on an A/B schedule (each instrument being cleaned ever other year). Progress will be monitored with a spreadsheet documenting the services.			
Based on needs assessments and successes of previous years, DSMS will bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities). progress will be monitored with suspension data and incident referrals at lunchtime			
Based on needs assessment outcomes indicate needed work on Tier I instruction in SEL, organization, study skills, team building, restorative practices and other pertinent skills. An MOU for Advisory has been passed for the 2025-2026 school year. DSMS will develop an Advisory Team to meet regularly, analyze data, work with Capturing Kids Hearts program, and plan activities for teachers to use during Advisory class periods. These actions will be in addition to the Capturing Kids Hearts training that is being paid for by the district. Progress will be monitored through Panorama survey results, absenteeism rates, suspension rates, and CKH survey results.			
Needs assessment indicated that the transition between elementary and middle school creates barriers for student success in 6th grade. DSMS will provide a student transition program for incoming 6th grade students to create a positive transitional period. This will include evidence-based practices related to building a positive school climate, SEL needs, building positive connections with the staff, and learning middle school course expectations. Progress will be monitored through 6th grade behavior incident patterns, attendance, and course grades.			

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.

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.

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.

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.

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/>

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