School Year: **2025-26**

Board Approved
June 24, 2025

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	Mt. San Jacinto High School/EWEC
Address	30800 Landau Blvd. Cathedral City, CA 92234-5159
County-District-School (CDS) Code	33-67173-3331121
Principal	Brad Seiple
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025 - 6/30/2026
Schoolsite Council (SSC) Approval Date	5/15/2025
Local Board Approval Date	6/24/2025

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

The school's Mission and Vision statements are revisited annually by staff to consider needed or relevant changes.

School's mission:
Mt. San Jacinto High School provides an alternative path to success and empowers all students to create a rewarding future.

School's vision:
Mt. San Jacinto High School's goal is to welcome all students, and accept them at their various levels of academic and social/emotional performance. It is the mission of our school community to empower students to overcome obstacles, to develop the attributes that lead to resiliency, and to acquire the skills that will allow them to persevere in achieving their goals. MSJHS seeks to instill within students a sense of personal responsibility, respect for diversity, and the self-discipline that will help them to be better community members, effective employees, and life-long learners.

School's ESLR's:
Positive:
1. All students will be self-directed by being adaptable and managing complex situations.
2. All students will develop their creativity through curiosity and positive risk-taking.
3. All students will demonstrate higher-order thinking and sound reasoning skills.

Productive:
1. All students will learn to prioritize, plan and manage daily routines.
2. All students will demonstrate effective use of real-world tools.
3. All students will produce relevant, high quality products.

Proud
1. All students will develop effective communication skills in which they incorporate teaming, collaborative and interpersonal skills.
2. All students will develop a sense of personal, social, and civic responsibility.
3. All students will be interactive communicators.

Progressive
1. All students will demonstrate basic, scientific, economic, and technological literacies.
2. All students will demonstrate visual and information literacies.
3. All students will demonstrate multicultural literacy and global awareness.

School Profile

Mount San Jacinto High School is a continuation school at two locations. The main location, in Cathedral City, serves up to 280 students in grades 10-12 in a traditional continuation program. Students participate in a quarter-based instructional cycle in order to accelerate their credit acquisition to receive a high school diploma. Some students return to a traditional setting while the majority graduate from Mt. San Jacinto. At the second campus in Desert Hot Springs (located at the Edward Wenzlaff Education Center), the program serves up to 175 students in grades 10-12. Both campuses offer an Independent Study program to students.

Each year, the administrative team, with input from staff, reviews the policies and practices of the school, as necessary, to ensure all students succeed academically and emotionally. Attendance, credits, GPA, and discipline data is examined quarterly to determine needed additional supports. At Back-to-School Night, the school program is shared with parents and guardians.

The School Plan for Student Achievement is updated annually by the Mt. San Jacinto High School Site Council. The SSC and other leadership groups reviews student achievement data; revisions to the SPSA occur if there are substantial budget and/or material changes during the school year, or if data shows that an action item is unsuccessful or no longer needed. For more information about the school and to review the School Accountability Report Card, please visit the school web page or school office for a hard copy. The school qualifies for state Equity Multiplier funds.

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)

X Schoolwide Program

X Additional Targeted Support and Improvement

Hispanic, Homeless, Socioeconomically Disadvantaged

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.

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

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At the beginning of the 2024-2025 school year three teacher positions of the School Site Council were up for replacement. Teachers were asked to submit their names if interested; four teachers responded and three were elected to SSC in an election concluding on 9/6/24. Parents interested in joining SSC were encouraged to submit their names at Back to School Night and through follow up emails; two parents eventually responded and agreed to be considered for SSC. An election was held via Google Forms and the two parent candidates were elected 9/27/24. Students were asked to submit names if interested in joining SSC for four open positions; four responded. Announcements were made for students to vote for SSC student members via a form sent through email--twelve students voted and selected the four candidates on 9/16/24. The school held three ELAC meetings during the school year, covering all mandatory topics; a representative from the ELAC has attended SSC meetings to share input from the ELAC, and continuing the SSC's responsibility to receive input from the ELAC.

SSC Meeting Dates and Agendas:
9/25/24. SSC and ELAC Training. Agenda: training.
10/08/24. Agenda: Review of Family Engagement Policy, Home/School Compact, SSC Bylaws, Uniform Complaint Procedures, review of testing and attendance data, SPSA goal review, and update to funding in Title 1.
12/10/24. Agenda: Review of student attendance data, including EL students, SPSA goals progress update.
2/25/25. Agenda: Elect replacement SSC members, awareness of School Safety Plan, CA Dashboard update (including student groups designated as ATSI), 25-26 SPSA goal modifications/discussions, 25-26 funding updates, ELAC feedback and discussion occurred at this meeting.
4/29/25. Agenda: Review of student attendance, discussion/review of 25-26 SPSA plan, including a discussion of ATSI student groups and supports in the plan, vote on approval of 2025-2026 SPSA, ELAC feedback.

The teacher representative, who attends DELAC meetings, shares topics of discussion during SSC meetings and is routinely an agenda item. During the February 25, 2025 SSC meeting, state dashboard data was shared and discussed, including the fact that Homeless, Hispanic and SED students had a higher than average suspension rate and struggled on both the math and ELA sections of the CAASSP, resulting in an ATSI designation. We discussed possible interventions and the SSC concurred that additional meetings with their counselors, Wellness Coaches and the Prevention Specialist could help students make better choices. Math students will receive content-specific interventions weekly during the second semester.

ELAC Meeting Dates and Agendas:
11/13/24 Agenda: Purpose of ELAC, ELL data, including attendance, Reclassification Awards, Program Discussion, D/ELAC election

2/7/25 Agenda: Family Engagement department update, ESL classes, LCAP and dashboard data review, SPSA discussion/review.
During the February 7th ELAC meeting the parent had no feedback for the SSC and thought the proposed expenditures and action items were appropriate.

MSJ Leadership Team meetings occur multiple times per semester where student data and school and district information is shared. Discussions about budget and proposals occur at most meetings. This year the Leadership Team discussed the needs of Homeless, Hispanic and SED students as identified on the state dashboard, resulting in ATSI designation. The team discussed needs and agreed that additional meetings with their counselors, Wellness Coaches and the Prevention Specialist could help students make better decisions. Math teachers will provide in-class interventions to help close the achievement gaps for ATSI groups.

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA: reduction in the amount of Title 1 funds available for technology, increase the amount of funding for the bilingual aide, and keep the funding for after school tutoring and potential classes.

Resource Inequities

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

Student equity is a focus at MSJHS. All students come to our school with needs greater than at a traditional school; students are behind in credits and at significant risk of not graduating. We work to utilize available resources to support students in areas in which they demonstrate need, whether that is mental health services, after school arts programs, instructional assistance, or club/sports participation. There is a need to increase supports for mental health, especially in anger management, anxiety, substance abuse and healthy relationships as evidenced by an increase in suspensions in nearly all subgroups including EL, Homeless, LTEL, SED and SWD. The district provides one Bilingual Instructional Aide who is based on the main campus; a Bilingual Instructional Aide has been hired for the DHS campus using Title 1 funds. EL students on both campuses saw an increase in performance in ELA on the CAASPP but saw a large drop from the impressive gains the year prior in making progress on the ELPAC. Math continues to be an area identified in need of additional supports as all identified student groups (EL, Hispanic, LTEL and SED) are in the red category on the CAASPP. An additional noted inequity is an issue with facilities on the main campus; the lack of updated classroom space to build an effective CTE program is an inequity that is in the process of being fixed. We now have possession of the classrooms needed to offer additional CTE courses; those rooms are in need of updated technology infrastructure and finishes appropriate for the subject matter. Also, the Homeless, Hispanic and Socioeconomic Disadvantaged student population is in need of additional supports (ATSI) such as school supplies, mental health, wellness coaching, and after school tutoring and in class support with a bilingual aide.

In the 2025-2026 plan we will continue to fund the bilingual aide on the EWEC campus for MSJ EL and other struggling students. We are now working with COD in an ongoing attempt to offer more CTE and/or college courses to increase the number of students designated as "college ready" as indicated by the College/Career Indicator on the CDE Dashboard. We have created our own CTE pathway in Hospitality and Tourism and hired an appropriately credentialed teacher to work to increase student participation and engagement. To further support our Homeless, Hispanic and Socioeconomically Disadvantaged students, counselors will meet with each of those students at least two times per quarter (ATSI).

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

The Graduation Rate at MSJ rose to 85.1% on the California School Dashboard, an increase of 4.2%. This is due to several factors, including efforts to increase student belonging and engagement, increase student attendance, and efforts to employ more hands-on and real world activities in the classroom. The school will continue to focus on all action items that support both academic and personal growth resulting in students attending school, receiving sound instruction, connecting to school, and earning their diploma.

Our students' sense of belonging and school connectedness remained above the district average (one to six percent) according to student responses in the annual Panorama Survey. This comes as a result of efforts to connect students to the school via SEL lessons, group t-shirts, awards for academic and attendance achievement, and teacher integration of circles and icebreaker activities. MSJ will continue to focus on connecting students to the school through as many means as possible; all previous actions and budget items will return for the 24-25 school year.

Students showed improvement on the ELA portion of the CAASPP, increasing scores to 131.8 points below standard, an improvement by 7.5 points. Most subgroups showed improvement--EL student scores increased 6.4 points to 153.7 points below standard, LTEL student scores increased 4.9 points to 153.8 points below standard, and SED students increase scores by 9.1 points to score at 130.8 points below standard. To further support students in their endeavor to close the achievement gap and score at standard on the CAASPP, a focus on increasing teacher efficacy on utilizing EL instructional strategies will continue and expand.

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

ELA and mathematics continue to be an identified area of need as measured by the SBAC exams. Student scores in ELA overall increased 7.5 points from the previous year but is still 131.8 points below standard, and Hispanic students dropped 5.3 points from the prior year. Student scores in math decreased 3.1 points overall, 195.3 points below standard. ELD students dropped 3.5 points from the prior year, landing at 216.5 points below standard. Hispanic students dropped 12.2 points to 195.6 points below standard, LTEL students dropped 11.5 points to 216.7 points below standard and SED students dropped 8.1 points to 199.2 points below standard. The math department has spent time this year analyzing CAASPP testing and developing mini lessons to help fill some knowledge and skill gaps for MSJ students; this approach will continue for next year with professional development and conference attendance playing a role in better preparing students for state testing.

The College and Career Readiness Indicator (CCI) remains a major area of need as all student groups (EL, Hispanic, Homeless, EL and LTEL) remain in the red on the state dashboard. The school is using Equity Multiplier funds and grants to increase the number of students able to take COD courses and the school hired a CTE teacher that will be implementing a new CTE pathway next year.

The Suspension rate increased last year by 3%, with 10.3% of students suspended at least one day. The rate for all student subgroups increased as well--EL students up 8.7% to 12.7%, Homeless students up 4.3% to 17.9%, LTEL students up 9.7% to 13.1 %, SED students up 3% to 10.3%, and SWD up 4.9% to 13%. LCAP funds will continue to be used to support a safe campus and enhance student belonging; Equity Multiplier funds were used to hire Wellness Coaches and create Wellness Centers on both campuses which will allow for students to find a safe space when they are feeling anxious, stressed or angry. The Wellness Coaches will be providing supports in the classroom for drug and alcohol awareness, as well as anger management techniques.

The was a significant reduction in the number of students making adequate progress toward English Fluency (ELPI); only 32% of MSJ EL and LTEL students made progress, and drop in 15.6% from the previous year. Teachers have implemented additional EL instructional strategies in the classroom, which

will expand next year, and will continue to utilize the bilingual aides on both campuses to support student learning. Teachers also began creating lessons focusing on the different areas that are tested on the ELPAC to better prepare students for the tasks involved on the exam; these lessons will be further implemented next year to be used throughout the year.

Overall the campus will continue to work to improve academic performance as measured by IAB's, SBAC exams, and student grades/credits. All core departments will be meeting every other week during collaboration schedule to adjust IAB's based on testing criteria and review student performance data. Teachers will continue to share best practices, lesson plans, and assessments and will adjust instruction and reteach standards as needed based on student performance data. Teachers, counselors, and administration will work together to increase social emotional learning opportunities and to offer mental health supports to students demonstrating need.

Multiple student groups were identified as ATSI in multiple areas on the state dashboard. Hispanic students met ATSI qualifications in ELA, Math and CCI; Homeless students met ATSI qualifications in Suspension Rate and CCI; SED students met qualifications in Math, Suspension Rate and CCI. After school tutoring, as well as a sixth period academic interventions class will prioritize identifying Hispanic and SED students with low academic skills in English and math and convincing parents to enroll them in the class. With the creation of Wellness Centers on both campus and lessons and interventions being conducted by the Wellness Coaches in coordination with the counselors, Prevention Specialist and school Psychologist, suspension rates will be addressed among SED and Homeless students to combat anxiety, substance abuse and anger issues. The creation of a new CTE pathway will help address CCI for all three groups--these student groups will receive priority in enrolling in this pathway and COD classes.

MSJ received Equity Multiplier funds that the school used to hire a CTE teacher to create a hospitality-focused pathway. In addition, the school hired two Wellness Coaches to support students and provide a Wellness Center to help students self-regulate emotions and refocus on academics; the coaches will also help educate students on good habits like adequate sleep and a drug-free lifestyle.

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	1.01%	0.7%	0.28%	3	3	1
African American	3.72%	2.82%	2.80%	11	12	10
Asian	%	0.23%	0.28%		1	1
Filipino	1.35%	0.94%	0.84%	4	4	3
Hispanic/Latino	87.50%	89.2%	91.04%	259	380	325
Pacific Islander	%	0%	%		0	
White	6.08%	4.93%	3.36%	18	21	12
Multiple/No Response	0.34%	1.17%	1.40%	1	5	5
			Total Enrollment	296	426	357

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10			1
Grade 11	100	111	100
Grade 12	196	315	256
Total Enrollment	296	426	357

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	82	153	128	22.90%	27.7%	35.9%
Fluent English Proficient (FEP)	106	152	110	36.00%	35.8%	30.8%
Reclassified Fluent English Proficient (RFEP)				18.3%		

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
357	**94.7%**	**35.9%**	**1.4%**
Total Number of Students enrolled in Mt. San Jacinto High School/EWEC.	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	128	35.9%
Foster Youth	5	1.4%
Homeless	20	5.6%
Socioeconomically Disadvantaged	338	94.7%
Students with Disabilities	28	7.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.8%
American Indian	1	0.3%
Asian	1	0.3%
Filipino	3	0.8%
Hispanic	325	91%
Two or More Races	5	1.4%
Pacific Islander	0	0.0%
White	12	3.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Red		
College/Career Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	0	0

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	**English Learners**	**Long-Term English Learners**
Orange	Orange	Orange
131.8 points below standard	153.7 points below standard	153.8 points below standard
Increased 7.5 points	Increased 6.4 points	Increased 4.9 points
79 Students	35 Students	33 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	130.8 points below standard
2 Students	6 Students	Increased 9.1 points
		75 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	6 Students	0 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	135.1 points below standard
	0 Students	Declined 5.3 points
		73 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	0 Students	2 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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	**English Learners**	**Long-Term English Learners**
Red	Red	Red
195.3 points below standard	216.5 points below standard	216.7 points below standard
Declined 3.1 points	Declined 3.5 points	Declined 11.5 points
79 Students	35 Students	33 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	199.2 points below standard
2 Students	7 Students	Declined 8.1 points
		74 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	6 Students	0 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	195.6 points below standard
	0 Students	Declined 12.2 points
		72 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	0 Students	2 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Red
32% making progress.	32.3% making progress.
Number Students: 128 Students	Number Students: 124 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**
31.3%	32%	0.8%	31.3%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
3.7 Prepared	1.1 Prepared	1.2 Prepared
Maintained 0.6	Maintained 1.1	Maintained 1.2
245 Students	88 Students	85 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Red
0 Prepared	2.9 Prepared	3.7 Prepared
0	Maintained 0.7	Maintained 1
11 Students	35 Students	244 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0	7 Students	3 Students
24 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students 0	Less than 11 Students 0	4.3 Prepared
1 Student	2 Students	Maintained 1.2
		210 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	0 Prepared
5 Students		Declined 6.3
		17 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	5	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Green
85.1% graduated	86.4% graduated	87.1% graduated
Increased 4.2%	Increased 7.8%	Increased 8.8%
248 Students	88 Students	85 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Green	Green
81.8% graduated	83.8% graduated	85.4% graduated
11 Students	Increased 5.5%	Increased 4.6%
	37 Students	247 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
92% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 12%	7 Students	3 Students
25 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	86.8% graduated
1 Student	2 Students	Increased 6.4%
		212 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	72.2% graduated
5 Students		Declined 2.8%
		18 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
10.3% suspended at least one day	12.7% suspended at least one day	13.1% suspended at least one day
Increased 3%	Increased 8.7%	Increased 9.7%
603 Students	205 Students	199 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Red
8.3% suspended at least one day	17.9% suspended at least one day	10.3% suspended at least one day
12 Students	Increased 4.3%	Increased 3%
	39 Students	583 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
13% suspended at least one day	14.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 4.9%	Increased 14.3%	4 Students
46 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	9.4% suspended at least one day
1 Student	4 Students	Increased 2.1%
		530 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
8.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	17.2% suspended at least one day
Maintained 0%	2 Students	Increased 6.5%
12 Students		29 Students

Conclusions based on this data:

1.

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Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

All students will learn grade-level and subject specific standards in a rigorous environment. Students will receive the support and technology needed to access the curriculum with a deeper focus on literacy and mathematical skills.

Annual Measurable Outcomes

Metric/Indicator

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)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	124.3 points below standard	Increased significantly +15 points
EL	Yellow	145.1 points below standard	Increased significantly +15 points
Hisp	Orange	114.9 points below standard	Increased significantly +15 points
SED	Orange	124.9 points below standard	Increased significantly +15 points

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	131.8 points below standard	Increased 7.5 points
EL	Orange	153.7 points below standard	Increased 6.4 points
Hisp	Red	135.1 points below standard	Declined 5.3 points
AA	No Performance Color		Less than 11 Students
SED	Orange	130.8 points below standard	Increased 9.1 points
SWD	No Performance Color		Less than 11 Students

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

St. Group	Color	DFS/Percentage	Change
All	Orange	177.2 points below standard	Increased significantly +15 points
EL	Orange	198 points below standard	Increased significantly +15 points
Hisp	Orange	168.3 points below standard	Increased significantly +15 points

St. Group	Color	DFS/Percentage	Change
All	Red	195.3 points below standard	Declined 3.1 points
EL	Red	216.5 points below standard	Declined 3.5 points
Hisp	Red	195.6 points below standard	Declined 12.2 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SED: Orange; 176.1 points below standard; Increased significantly +15 points	AA: No Performance Color; Less than 11 Students SED: Red; 199.2 points below standard; Declined 8.1 points SWD: No Performance Color; Less than 11 Students
California Science Test - Percent of Students Who Meet or Exceed Standard High School -	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 9.48%	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 4.67%
California School Dashboard - English Learner Progress Indicator (ELPI)	English Learner Progress Indicator: Yellow; 49.6%; Increased 1.9%	English Learner Progress Indicator: Red; 32%; Declined 15.6
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35.9%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.4%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All: Green; 81.9% graduated; Increased +1 EL: Yellow; 80.6% graduated; Increased +2 Hisp: Green; 81.4% graduated; Increased +1 SED: Green; 81.8% graduated; Increased +1	All: Green; 85.1% graduated; Increased 4.2% EL: Green; 86.4% graduated; Increased 7.8% Hisp: Green; 86.8% graduated; Increased 6.4% AA: No Performance Color; Fewer than 11 students - data not displayed for privacy SED: Green; 85.4% graduated; Increased 4.6%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		SWD: No Performance Color; 92% graduated; Increased 12%

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

St. Group	Color	DFS/Percentage	Change
All	Very Low	10 prepared	+7
EL	Very Low	10 prepared	+10
Hisp	Very Low	10.1 prepared	+7
SED	Very Low	10.7 prepared	+8

St. Group	Color	DFS/Percentage	Change
All	Red	3.7 Prepared	Maintained 0.6
EL	Red	1.1 Prepared	Maintained 1.1
Hisp	Red	4.3 Prepared	Maintained 1.2
AA	No Performance Color		Less than 11 Students 0
SED	Red	3.7 Prepared	Maintained 1
SWD	No Performance Color	0 Prepared	Maintained 0

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

UC and/or CSU Entrance Requirement Completion Rate
All Students (ALL) - N/A
English Learners (EL) -
Hispanic (Hisp) -
African American (AA) -
Socioeconomically Disadvantaged (SED) -
Students with Disabilities (SWD) -

UC and/or CSU Entrance Requirement Completion Rate
All Students (ALL) - N/A
English Learners (EL) -
Hispanic (Hisp) -
African American (AA) -
Socioeconomically Disadvantaged (SED) -
Students with Disabilities (SWD) -

Career Technical Education (CTE) Program Completion Rate
Reports completion of all CTE program required coursework with a C+ or better grade in each course

Career Technical Education (CTE) Program Completion Rate
Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A

Career Technical Education (CTE) Program Completion Rate
Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide remediation and classroom support in ELA, math and other identified academic areas for English Learners. The effectiveness will be measured by STAR, ELPAC, other district-level assessments, CAST and SBAC scores.	Remediation and classroom support was offered in multiple subjects by the bilingual aide, though there were a few weeks where no aide was employed as the previous aide accepted another position in the district and we went through the hiring process to replace him. Tutoring occurred throughout the year after school on both campuses in English and math.	Salary for Bilingual Instructional Aide for EWEC campus to provide academic support for students. 2000-2999: Classified Personnel Salaries Title I 23,248.00	Salary for Bilingual Instructional Aide for EWEC campus to provide academic support for students. 2000-2999: Classified Personnel Salaries Title I 19,959.00
		Extra duty / benefits for Bilingual Instructional Aide for EWEC campus to provide academic support for students. 3000-3999: Employee Benefits	Extra duty / benefits for Bilingual Instructional Aide for EWEC campus to provide academic support for students. 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 8,778.00	Title I 7,289.00
		Salary for teachers for extra hours for after school tutoring to provide academic support and remediation for students. 1000-1999: Certificated Personnel Salaries Title I 5,000.00	Salary for teachers for extra hours for after school tutoring to provide academic support and remediation for students. 1000-1999: Certificated Personnel Salaries Title I 1,223.00
		Benefits for teachers for extra hours for after school tutoring to provide academic support and remediation for students. 3000-3999: Employee Benefits Title I 1,253.00	Benefits for teachers for extra hours for after school tutoring to provide academic support and remediation for students. 3000-3999: Employee Benefits Title I 283.05
Provide students with current and researched instructional strategies and technology to optimize learning and instructional time. The effectiveness will be measured by classroom walkthroughs, STAR tests, and Panorama Survey results.	Four English teachers attended the CA Teachers of English conference, four teachers attended the California Continuation Education Association conference and four teachers attended the Culture and Climate Conference. All departments had pull-out days to collaborate on instruction, lesson plan design and curriculum. Diffit, an online reading enhancement program, was purchased for the Social Science department.	Conference and workshop costs for teachers to attend to increase capacity to engage and instruct students. 5000-5999: Services And Other Operating Expenditures Title I 19,961.00	Conference and workshop costs for teachers to attend to increase capacity to engage and instruct students. 5000-5999: Services And Other Operating Expenditures Title I 7,091.00
		Substitute teacher costs for teacher PD pullout days for planning and revising engaging lesson plans and curriculum. 5000-5999: Services And Other Operating Expenditures Title I 3,000.00	Substitute teacher costs for teacher PD pullout days for planning and revising engaging lesson plans and curriculum. 5000-5999: Services And Other Operating Expenditures Title I 3,156.00
		Purchase of updated technology hardware and software to	Purchase of updated technology hardware and software to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		optimize student learning and instructional time. 4000-4999: Books And Supplies Title I 8,844.00	optimize student learning and instructional time. 4000-4999: Books And Supplies Title I 9,735.00
Provide students "out of classroom" experiences and field trips to inspire learning, connect the classroom to the real world, and enrich the curriculum. The effectiveness will be measured by student surveys and local assessments.	There were student field trips to museums (Art and creative writing classes) and dance performances (Dance classes), preservations and deserts (Science classes), and the beach (junior class).	Field trips to connect classroom to real world experiences. 5000-5999: Services And Other Operating Expenditures LCFF 12,000.00	Field trips to connect classroom to real world experiences. 5000-5999: Services And Other Operating Expenditures LCFF 10,093.90
Provide students opportunities for extended learning beyond the regular school day to include Winter/Spring intersession or extra period. Homeless students will be specifically targeted for extra support in credit recovery to meet academic needs and graduation requirements as identified in ATSI. The effectiveness will be measured by the number of credits earned by students per quarter and the Graduation rate.	Spring Break classes were held for math and Social Science. An after school class was held Quarter 2 for EL and LTEL students.	Teacher salaries for intersession or extra-period classes to increase graduation rate. 1000-1999: Certificated Personnel Salaries Title I 9,000.00	Teacher salaries for intersession or extra-period classes to increase graduation rate. 1000-1999: Certificated Personnel Salaries Title I 1,222.41
		Teacher benefits for intersession or extra-period classes to increase graduation rate. 3000-3999: Employee Benefits Title I 2,348.00	Teacher benefits for intersession or extra-period classes to increase graduation rate. 3000-3999: Employee Benefits Title I 284.00
		Teacher salaries for intersession or extra-period classes to increase graduation rate. 1000-1999: Certificated Personnel Salaries LCFF 6,000.00	Teacher salaries for intersession or extra-period classes to increase graduation rate. 1000-1999: Certificated Personnel Salaries LCFF 3,790.00
		Teacher benefits for intersession or extra-period classes to increase graduation rate.	Teacher benefits for intersession or extra-period classes to increase graduation rate.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries LCFF 1,504.00	2000-2999: Classified Personnel Salaries LCFF 878.00
		Security salaries for intersession or extra-period classes to increase graduation rate. 2000-2999: Classified Personnel Salaries LCFF 3,500.00	Security salaries for intersession or extra-period classes to increase graduation rate. 2000-2999: Classified Personnel Salaries LCFF 2,533.18
		Security benefits for intersession or extra-period classes to increase graduation rate. 3000-3999: Employee Benefits LCFF 877.00	Security benefits for intersession or extra-period classes to increase graduation rate. 3000-3999: Employee Benefits LCFF 285.00
Provide students classroom supplies needed to make learning more engaging and hands-on. The effectiveness will be measured by state test scores, local assessments and Panorama survey results.	An array of classroom-related supplies have been purchased this year including: chemicals and species for dissecting in Science, rockets in math, art supplies, software subscriptions in English, and a variety of pens, pencils, rulers, highlighters, binders. Ink cartridges and printers were purchased for classroom use as well.	Purchase of classroom supplies for teachers in core classes to develop hands-on and engaging lessons. 4000-4999: Books And Supplies Title I 5,000.00	Purchase of classroom supplies for teachers in core classes to develop hands-on and engaging lessons. 4000-4999: Books And Supplies Title I 4,511.00
		Purchase of classroom supplies for teachers in all classes to develop hands-on and engaging lessons. 4000-4999: Books And Supplies LCFF 12,000.00	Purchase of classroom supplies for teachers in all classes to develop hands-on and engaging lessons. 4000-4999: Books And Supplies LCFF 4,700.00
		Purchase of school supplies for Foster, Homeless and low-income students. 4000-4999: Books And Supplies Title I	Purchase of school supplies for Foster, Homeless and low-income students. 4000-4999: Books And Supplies Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3,000.00	2,220.00
		Printers and/or replacement ink for classroom printers. 4000-4999: Books And Supplies LCFF 2,000.00	Printers and/or replacement ink for classroom printers. 4000-4999: Books And Supplies LCFF 1,565.00

Analysis

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

Overall, the activities and strategies planned for the 2024-2025 school year were implemented and showed a modicum of success. The bilingual aide on the EWEC campus has become a vital support for EL and LTEL students and provides one-to-one and small group assistance to those who most need it. Limited tutoring is offered and students utilize that when they get behind and need help, either catching up with classwork or some additional one-to-one or small group help. Teachers and counselors having the opportunity to attend conference and trainings outside of the district is essential as this is where our continuation school teachers often learn about best practices specific to the educational setting at MSJ. Field trips are quite effective as they allow MSJ students to experience learning outside of the classroom and see some of what they've learned in the classroom in a real life setting. Spring Break classes were held and more than 30 students were able to earn five additional credits to help them in their endeavor to get back on track to meet graduation requirements on time. The after school class didn't take off as expected but next year the staff would like to take a different approach to get students interested and parents willing to have their students stay after school for additional academic supports. Supplies to make learning more approachable and attainable for MSJ students is important to better engage our population; technology, hands on materials and software that supports the district curriculum are all helpful.

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

There were no major differences this year between the intended implementation and/or the budgeted expenditures.

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.

There will be some changes in the actions and strategies for next year. After school tutoring (Strategy 1 and 2) will be expanding to prioritize and target our student groups struggling academically (EL, LTEL, Hispanic and SED students) as well as a more structured approach to an after school intervention class (Strategy 4) to meet those same students' needs. Teachers and administration will attend conferences to learn other instructional strategies that research demonstrates are most effective for our student subgroups in the red on the CA Dashboard. Finally, some changes will be made due to reduced funding sources in both Title 1 and LCFF.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Parent involvement will increase by providing parents more opportunities for interaction with the school including scheduled times to interact with administration and parent education classes through the district's Parent Center.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 25	Parent Participation in Stakeholder Input Processes - 12
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) - 89% English Learner (EL) - N/A Hispanic (Hisp) - N/A African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL) - N/A Hispanic (Hisp) - N/A African American (AA) - N/A
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) - 100% Hispanic (Hisp) - N/A African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - N/A African American (AA) - N/A
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 - 50%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parents structured opportunities quarterly to meet with administration to provide feedback and to receive updates and information about the school. The effectiveness will be measured by the number of parents/guardians attending meetings and the Panorama Survey.	Quarterly Coffee with Administration was held on both campuses. District FACES were employed to help promote the events and invitations were shared with parents via Parent Square, Peachjar and in person in the parking lot. There was very little success as only a total of 7 parents participated in the quarterly events.	Coffee and snacks for families during parent and family events. 4000-4999: Books And Supplies LCFF 250.00	Coffee and snacks for families during parent and family events. 4000-4999: Books And Supplies LCFF 50.00
Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center. The effectiveness will be measured by the number of parents attending trainings/classes and the Panorama Survey.	While many classes for parent education were held by the Parent Center this year, there was no offering made in partnership with MSJ.	Technology classes for parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,756.00	Technology classes for parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0.00

Analysis

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

Quarterly Coffee with Administration events were held but with little attendance, despite even more publicity that in previous years. On the CC campus, members from the FACES team helped to promote the coffee events by handing out flyers in the parking lot as parents and guardians dropped off and picked up students. Only two sets of parents came to the meetings despite the increased visibility provided by the FACES. Parent Center classes were held throughout the year with communication about these events being sent to families via Parent Square and social media. There was no attempt to collect data for parents attending these classes.

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

Despite a goal to partner with the Parent Center to provide classes for MSJ parents specifically, there was no partnership with the Parent Center for a class for parents. A small amount of money was spent on refreshments for the Coffee with Administration events.

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.

While a parent class in internet safety and awareness will be offered, it will be a staff member (or members) who offers the class instead. An additional strategy will be added to develop a structured format for teachers and staff to reach out to parents for invitations to various awards assemblies and school activities; sign in sheets for all events will be kept (separately from traditional sign in sheets) to be able to track numbers of parents in attendance.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

Establish and maintain a supportive, engaging school environment that provides students the Social and Emotional support necessary to become successful learners and attend school regularly.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.00%	Student Attendance Rates All Students (ALL) - 95.46% (as of Quarter 3)
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL)) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) - Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL)) - 73.5% English Learner (EL) - 73.9% Hispanic (Hisp) - 72.6% African American (AA) - 65% Socioeconomically Disadvantaged (SED) - 74.7% Students with Disabilities (SWD) 80.4%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 14.2% English Learner (EL) - 17.0% Hispanic (Hisp) - 14.4% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 14.3% Students with Disabilities (SWD) - 11.7%	High School 4-Year Dropout Rate All Students (ALL) 9.8% English Learner (EL) 8% Hispanic (Hisp) 8.6% African American (AA) N/A Socioeconomically Disadvantaged (SED) 9.8% Students with Disabilities (SWD) 8.3%
Suspension Rates: All Students (ALL)	St. Group | Color | DFS/Percentage | Change	St. Group | Color | DFS/Percentage | Change

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><td>All</td><td> Yellow</td><td>7.3% suspended at least one day</td><td>Declined -1.3</td></tr><tr><td>EL</td><td> Green</td><td>4% suspended at least one day</td><td>Declined Significantly -2</td></tr><tr><td>Hisp</td><td> Yellow</td><td>7.3% suspended at least one day</td><td>Declined -1.4</td></tr><tr><td>AA</td><td> </td><td>0% suspended at least one day</td><td>Declined -4.3</td></tr><tr><td>SED</td><td> Yellow</td><td>7.3% suspended at least one day</td><td>Declined -1.4</td></tr><tr><td>SWD</td><td> Orange</td><td>8.2% suspended at least one day</td><td>Increased 0.5</td></tr></table>	<table><tr><td>All</td><td> Red</td><td>10.3% suspended at least one day</td><td>Increased 3%</td></tr><tr><td>EL</td><td> Red</td><td>12.7% suspended at least one day</td><td>Increased 8.7%</td></tr><tr><td>Hisp</td><td> Orange</td><td>9.4% suspended at least one day</td><td>Increased 2.1%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>14.3% suspended at least one day</td><td>Increased 14.3%</td></tr><tr><td>SED</td><td> Red</td><td>10.3% suspended at least one day</td><td>Increased 3%</td></tr><tr><td>SWD</td><td> Red</td><td>13% suspended at least one day</td><td>Increased 4.9%</td></tr></table>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) -0.02% English Learner (EL) - 0.0% Hispanic (Hisp) - 0.02% African American (AA) - 0.00% Socioeconomically Disadvantaged (SED) 0.0% Students with Disabilities (SWD) 0.00%	Expulsion Rates All Students (ALL) 0.5% English Learner (EL) 0.0% Hispanic (Hisp) 0.6% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) 0.00% Students with Disabilities (SWD) 0.00%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 66% English Learner (EL) - 63% Hispanic (Hisp) - 66% African American (AA) - N/A SED: N/A	Panorama Survey - School Connectedness All students: 57% EL: 62% AA: N/A Hisp: 62% SED: N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 82% English Learner (EL) - 80% Hispanic (Hisp) - 81% African American (AA) - N/A SED: N/A	Panorama Survey - School Safety All students: 78% EL: 77% AA: N/A Hisp: 79% SED: N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results will remain at 100%	Williams Facilities Inspection Results remained at 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide students with a campus that is safe, supportive and equitable through effective teacher-led SEL lessons, Restorative Circles and other researched-based strategies. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.	Teachers received training in circles and implemented using them in the classroom. Teachers also attended conferences focusing on campus culture and climate, and on working with continuation school students.	CCEA, PBIS, student equity, cyber bullying, and other conferences and trainings to facilitate campus supports. 5000-5999: Services And Other Operating Expenditures LCFF 14,750.00	CCEA, PBIS, student equity, cyber bullying, and other conferences and trainings to facilitate campus supports. 5000-5999: Services And Other Operating Expenditures LCFF 11,131.00
Provide students with sports and PE offerings that promote healthy lifestyles, teamwork, leadership skills and belonging. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.	A variety of new equipment, including softball gloves, balls and bats, pickleball nets, footballs, and other equipment for PE were purchased.	Sports equipment and team jerseys for PE classes and sports teams. 4000-4999: Books And Supplies LCFF 3,000.00	Sports equipment and team jerseys for PE classes and sports teams. 4000-4999: Books And Supplies LCFF 3,000.00
Provide recognition for students who are attending school regularly, achieving academic success, and joining clubs and student groups to promote a culture of belonging and academia. Recognition may be in the form of quarterly assemblies, field trips, weekly drawings and group shirts and hats. The effectiveness will be measured by student responses on the	Certificates, pens, pencils, water bottles and other small recognition items were purchased. A recognition field trip to the coast took place for student recognition in testing. Shirts were purchased for ASB and GSA clubs.	T-shirts or hats for ASB, Mathletes, GSA and other student clubs and organizations. 4000-4999: Books And Supplies LCFF 3,000.00	T-shirts or hats for ASB, Mathletes, GSA and other student clubs and organizations. 4000-4999: Books And Supplies LCFF 2,056.00
		Trips and speakers to motivate students and support school involvement.	Trips and speakers to motivate students and support school involvement.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Panorama survey and other site surveys.		5000-5999: Services And Other Operating Expenditures LCFF 7,449.00	5000-5999: Services And Other Operating Expenditures LCFF 10,094.00
		Awards and certificates to recognize students for good attendance, behavior and effort. 4000-4999: Books And Supplies LCFF 2,000.00	Awards and certificates to recognize students for good attendance, behavior and effort. 4000-4999: Books And Supplies LCFF 1,690.00
Provide Homeless students additional supports via counselors and/or Prevention Specialist to reduce suspension rate. The effectiveness will be measured by a reduction in the suspension rate of Homeless students. ATSI goal	Counselors met multiple times per quarter with homeless students on their caseloads to offer needed supports.	Counselors and/or Prevention Specialist will meet with all Homeless students at least twice quarterly to offer additional supports.	Counselors and/or Prevention Specialist will meet with all Homeless students at least twice quarterly to offer additional supports.

Analysis

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

Overall, the strategies and activities in Goal #3 were implemented with varying degrees of success. Teachers attended conferences and trainings that have guided and will guide instruction and interventions to better educate students and support them behaviorally as well as academically. The implementation of circles and other SEL strategies further support students and keep students attending school and feeling a sense of belonging. Club shirts were purchased, helping maintain student belonging, as well as the purchase of sports equipment to enhance student buy-in and attendance. Recognizing students for positive behavior, attendance and grades with small items supports student achievement as well. Counselors continue to offer supports to our Homeless students, working to discover specific needs and help students and families fulfill those needs.

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

There were no major differences between the planned implementation and what was completed.

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.

While the goal itself will remain the same, some of the strategies/activities will be adjusted to better meet student needs. Strategy 1 will be more focused to include attending conferences/trainings to specifically support student groups in red to help reduce the suspension rate. To further support groups in ATSI (Homeless, Hispanic and SED) we will utilize the Wellness Coaches and Prevention Specialist to enhance student supports, specifically in drug awareness and anger management and anxiety.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students will learn grade-level and subject specific standards in a rigorous environment. Students will receive the support and technology needed to access the curriculum with a deeper focus on literacy and mathematical skills.

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

Student performance on the SBAC exam in both math and ELA need to increase by 15 points in meeting or exceeding standards. While students in our mathletes class did quite well on the math test the majority of students did not, especially English Learners, Hispanic, and SED students. Overall the scores in ELA increased by 7.5 points, but the school, on average, is nearly 132 points below standard. As expected, English Learners scored lower than the school's average and Hispanic students are now in the red group at 135.1 points below standard.

Student performance on the CAST exam needs to increase by at least 3% in meeting or exceeding standards.

Student growth in ELPI (32.9%) decreased significantly from the previous year and the student RFEP Reclassification rate (5.4%) is significantly low.

The student graduation rate increased (85.1%) from last year; all student subgroups increased their graduation rate as well. Students still need additional opportunities outside of the school day for credit recovery to help increase graduation rate.

All student groups are in the red designation at MSJ. All students need more opportunities to meet the College and Career Readiness Indicator. COD is offering additional classes on both campuses to help students meet CCI indicators, and a CTE teacher has been hired and a Hospitality Pathway has been created which should result in a significant increase in the CCI.

MSJ offers no AP exams on campus at this time and there are no plans to implement an AP program at this continuation high school. While this isn't a "need," it is a data point that needs explanation.

Although all content-area courses are aligned to grade-level standards, classes at MSJ are not a--g approved. There is not plan to implement a--g approved courses at MSJ as there is not enough time to cover the curriculum agreed upon between the CS/UC systems and PSUSD. Again, while this isn't a "need," it's a data point that needs explanation.

Measuring and Reporting Results

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Orange	131.8 points below standard	Increased 7.5 points
EL	Orange	153.7 points below standard	Increased 6.4 points
Hisp	Red	135.1 points below standard	Declined 5.3 points
AA	No Performance Color		Less than 11 Students
SED	Orange	130.8 points below standard	Increased 9.1 points
SWD	No Performance Color		Less than 11 Students

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	116.8	Increase 15 points
EL	Yellow	138.7	Increase 15 points
Hisp	Orange	120.1	Increase 15 points
SED	Yellow	115.8	Increase 15 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
All	Red	195.3 points below standard	Declined 3.1 points
EL	Red	216.5 points below standard	Declined 3.5 points
Hisp	Red	195.6 points below standard	Declined 12.2 points
AA	No Performance Color		Less than 11 Students
SED	Red	199.2 points below standard	Declined 8.1 points
SWD			Less than 11 Students

St. Group	Color	DFS/Percentage	Change
All	Orange	180.3	Increase 15 points
EL	Orange	201.5	Increase 15 points
Hisp	Orange	180.6	Increase 15 points
SED	Orange	184.2	Increase 15 points

Metric/Indicator	Baseline	Expected Outcome
	<table><tr><td></td><td>No Performance Color</td><td></td><td></td></tr></table>	
California Science Test - Percent of Students Who Meet or Exceed Standard High School -	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 6.49%	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 9.48%
California School Dashboard - English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Red</td><td>32%</td><td>Declined 15.6</td></tr></table>	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Yellow</td><td>42%</td><td>Increase 10</td></tr></table>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.4%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 8.4%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>85.1% graduated</td><td>Increased 4.2%</td></tr><tr><td>EL</td><td>Green</td><td>86.4% graduated</td><td>Increased 7.8%</td></tr><tr><td>Hisp</td><td>Green</td><td>86.8% graduated</td><td>Increased 6.4%</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td>Green</td><td>85.4% graduated</td><td>Increased 4.6%</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>92% graduated</td><td>Increased 12%</td></tr></table>	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>86.1%</td><td>Increase 1%</td></tr><tr><td>EL</td><td>Green</td><td>87.4%</td><td>Increase 1%</td></tr><tr><td>Hisp</td><td>Green</td><td>87.8%</td><td>Increase 1%</td></tr><tr><td>SED</td><td>Green</td><td>86.4%</td><td>Increase 1%</td></tr></table>
College and Career Indicator (CCI) \ All Students (ALL)	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr></table>	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr></table>

Metric/Indicator	Baseline	Expected Outcome
English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><td>All</td><td> Red</td><td>3.7 Prepared</td><td>Maintained 0.6</td></tr><tr><td>EL</td><td> Red</td><td>1.1 Prepared</td><td>Maintained 1.1</td></tr><tr><td>Hisp</td><td> Red</td><td>4.3 Prepared</td><td>Maintained 1.2</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students 0</td></tr><tr><td>SED</td><td> Red</td><td>3.7 Prepared</td><td>Maintained 1</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>0 Prepared</td><td>Maintained 0</td></tr></table>	<table><tr><td>All</td><td>Orange</td><td>5.7</td><td>Increase 2</td></tr><tr><td>EL</td><td>Orange</td><td>3.1</td><td>Increase 2</td></tr><tr><td>Hisp</td><td>Orange</td><td>6.3</td><td>Increase 2</td></tr><tr><td>SED</td><td>Orange</td><td>5.7</td><td>Increase 2</td></tr></table>
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - 0%	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - 3%
Advanced Placement (AP) Test Results	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 0%

Metric/Indicator	Baseline	Expected Outcome
Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%	English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Provide remediation and classroom support in ELA, math and other identified academic areas for English Learners. The effectiveness will be measured by STAR, ELPAC, other district-level assessments, CAST and SBAC scores.

Students to be Served by this Strategy/Activity

X English Learner

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	21,127.00
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Bilingual Instructional Aide for EWEC campus to provide academic support for students.
Amount	8,406.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty / benefits for Bilingual Instructional Aide for EWEC campus to provide academic support for students.
Amount	4,400.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for teachers for extra hours for after school tutoring to provide academic support and remediation for students.
Amount	1,253.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for teachers for extra hours for after school tutoring to provide academic support and remediation for students.

Strategy/Activity 2

Provide students with current and researched instructional strategies and technology to optimize learning and instructional time. Strategies that research shows is effective to instruct Hispanic, EL and SED students identified through ATSI will be prioritized. The effectiveness will be measured by classroom walkthroughs, STAR tests, and Panorama Survey results.

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X All
- X Specific Student Groups: Hispanic

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration to approve all conferences and pullout days. Site secretary to assist with scheduling as needed.

Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and workshop costs for teachers to attend to increase capacity to engage and instruct students.
Amount	2,500.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teacher costs for teacher PD pullout days for planning and revising engaging lesson plans and curriculum.
Amount	4,500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of updated technology hardware and software to optimize student learning and instructional time.

Strategy/Activity 3

Provide students "out of classroom" experiences and field trips to inspire learning, connect the classroom to the real world, and enrich the curriculum. The effectiveness will be measured by student surveys and local assessments.

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X All
- X Specific Student Groups:

Hispanic

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration to approve all field trips.

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips to connect classroom to real world experiences.

Strategy/Activity 4

Provide students opportunities for extended learning beyond the regular school day to include Winter/Spring intersession or extra period. Hispanic, EL and SED students identified through ATSI will be targeted and prioritized for remediation. The effectiveness will be measured by the number of credits earned by students per quarter and the Graduation rate.

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X Specific Student Groups:
  Hispanic

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, counseling and teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher salaries for intersession or extra-period classes to increase graduation rate.
Amount	1,504.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teacher benefits for intersession or extra-period classes to increase graduation rate.
Amount	6,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher salaries for intersession or extra-period classes to increase graduation rate.
Amount	1,504.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Teacher benefits for intersession or extra-period classes to increase graduation rate.
Amount	3,500.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Security salaries for intersession or extra-period classes to increase graduation rate.
Amount	877.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Description	Security benefits for intersession or extra-period classes to increase graduation rate.

Strategy/Activity 5

Provide students classroom supplies needed to make learning more engaging and hands-on. Hispanic, EL and SED students identified through ATSI will be prioritized. The effectiveness will be measured by state test scores, local assessments and Panorama survey results.

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X All
- X Specific Student Groups:
  Hispanic

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, staff, and site secretary.

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of classroom supplies for teachers in core classes to develop hands-on and engaging lessons.
Amount	10,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of classroom supplies for teachers in all classes to develop hands-on and engaging lessons.
Amount	2,500.00

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of school supplies for Homeless and low-income students.
Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Printers and/or replacement ink for classroom printers.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Parent involvement will increase by providing parents more opportunities for interaction with the school including scheduled times to interact with administration, invitations to attend awards assemblies and special events, and a parent education class.

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

There is a need to increase family connectedness to the school as evidenced by the low number of parents providing input to the school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 15	Parent Participation in Stakeholder Input Processes - 25
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 100% English Learner (EL) N/A Hispanic (Hisp) N/A African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL) - N/A Hispanic (Hisp) - N/A African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - N/A

Metric/Indicator	Baseline	Expected Outcome
• All Students (ALL) • Hispanic (Hisp) • African American (AA)	Hispanic (Hisp) - N/A African American (AA) - N/A	African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site:	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Planned Strategies/Activities

Strategy/Activity 1

Provide parents structured opportunities quarterly to meet with administration to provide feedback and to receive updates and information about the school. The effectiveness will be measured by the number of parents/guardians attending meetings and the Panorama Survey.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Coffee and snacks (refreshments) for families during parent and family events.

Strategy/Activity 2

Provide a parent education class (in both English and Spanish) in technology and/or internet safety. The effectiveness will be measured by the number of parents attending the training/classes and the Panorama Survey.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, counselors, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	1,442.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Technology classes for parents.

Strategy/Activity 3

Provide personalized invitations to parents and guardians to attend awards assemblies and literary journal readings. The effectiveness will be measured in the number of parents/guardians attending these events.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, teachers, counselors, office staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Description	All staff will invite parents/guardians of students when students will be honored and involved in an event.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Establish and maintain a supportive, engaging school environment that provides students the Social and Emotional support necessary to become successful learners and attend school regularly.

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

There is a need to increase student attendance back above and maintain it above 95%. As of end of Quarter 3 the attendance rate at MSJ was 95.46%, but there is traditionally a dip in attendance during Quarter 4.

The Chronic Absenteeism rate is something that has not been discussed or reviewed by the school as the school works off of positive attendance and the CA rate is not a dashboard metric for alternative schools. There are plans and policies in place to increase student attendance but not for specifically decreasing chronic absences.

The four-year drop out rate dropped significantly for all groups to single-digit percentages but there is still a need to reduce the rate closer to the district average.

Suspension rates increased significantly for all student groups: All (10.3%), EL (12.7%), SED (10.3%), and SWD (13%) student groups are identified in the red categories. African-American students weren't identified as red but the suspension rate is listed as 14.3%. Homeless and SED students (which make up 94.7% of MSJ students) are identified as ATSI in this area. The majority of suspensions were for drug violations; the second highest offense was for fighting. There need to be more interventions for students to help with drug addiction and to help with anger management and de-escalation strategies. The school has received significant funds from the state called Equity Multiplier funds to further address areas of need on the state dashboard. The school has hired Wellness Coaches who will work in tandem with the Prevention Specialist and mental health to provide more comprehensive supports in drug awareness. We are also opening a Wellness Center to help students cope with anxiety and anger management that also lead to suspensions.

The expulsion rate remained low (.5%) but still needs to be monitored to ensure rates do not grow.

Student connectedness to the school dropped by roughly 6% as evidenced by an approval rate of 57%, which is still above the district average, and students feeling safe at school dropped slightly to 78% on the Panorama Survey, which is also above the district average.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.46% (as of 3/14/25)	Student Attendance Rates All Students (ALL) - 95.00%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL)) - 73.5% English Learner (EL) - 73.9% Hispanic (Hisp) - 72.6% African American (AA) - 65% Socioeconomically Disadvantaged (SED) - 74.7% Students with Disabilities (SWD) 80.4%	Chronic Absenteeism Rates All Students (ALL) - 70.5% English Learner (EL) - 70.9% Hispanic (Hisp) - 69.6% African American (AA) - 62% Socioeconomically Disadvantaged (SED) - 71.7% Students with Disabilities (SWD) - 77.4%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 9.8% English Learner (EL) 8% Hispanic (Hisp) 8.6% African American (AA) N/A Socioeconomically Disadvantaged (SED) 9.8% Students with Disabilities (SWD) 8.3%	High School 4-Year Dropout Rate All Students (ALL) - 9.5% English Learner (EL) - 7.7% Hispanic (Hisp) - 8.3% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 9.5% Students with Disabilities (SWD) - 8%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

St. Group	Color	DFS/Percentage	Change
All	 Red	10.3% suspended at least one day	Increased 3%
EL	 Red	12.7% suspended at least one day	Increased 8.7%
Hisp	 Orange	9.4% suspended at least one day	Increased 2.1%
AA	 No Performance Color	14.3% suspended at least one day	Increased 14.3%

St. Group	Color	DFS/Percentage	Change
All	Orange	10%	Decrease .3%
EL	Orange	12.4%	Decrease .3%
Hisp	Yellow	9.1%	Decrease .3%
SED	Orange	10%	Decrease .3%
SWD	Orange	12.7%	Decrease .3%

Metric/Indicator	Baseline	Expected Outcome
	<table><tr><td>SED</td><td> Red</td><td>10.3% suspended at least one day</td><td>Increased 3%</td></tr><tr><td>SWD</td><td> Red</td><td>13% suspended at least one day</td><td>Increased 4.9%</td></tr></table>	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.5% English Learner (EL) 0.0% Hispanic (Hisp) 0.6% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) 0.00% Students with Disabilities (SWD) 0.00%	Expulsion Rates All Students (ALL) -0.2% English Learner (EL) - 0.0% Hispanic (Hisp) - 0.03% African American (AA) - 0.00% Socioeconomically Disadvantaged (SED) 0.0% Students with Disabilities (SWD) 0.00%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: All students: 57% EL: 62% AA: N/A Hisp: 62% SED: N/A	Panorama Survey – School Connectedness All Students (ALL) - 60% English Learner (EL) - 65% Hispanic (Hisp) - 65% African American (AA) - N/A SED: N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 78% EL: 77% AA: N/A Hisp: 79% SED: N/A	Panorama Survey – School Safety All Students (ALL) - 81% English Learner (EL) - 80% Hispanic (Hisp) - 82% African American (AA) - N/A SED: N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% compliant	Williams Facilities Inspection Results will remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

Provide students with a campus that is safe, supportive and equitable through effective teacher-led SEL lessons, Restorative Circles and other researched-based strategies. Strategies that effectively reduce student behaviors including drug use and fighting will be prioritized to effectively reduce the suspension rate of all students. The effectiveness will be measured by the suspension rate and student responses on the Panorama survey and other site surveys.

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X Students with Disabilities
- X All
- X Specific Student Groups: Homeless

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, counselors, and staff.

Proposed Expenditures for this Strategy/Activity

Amount	13,770.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	CCEA, PBIS, Campus Climate & Culture, student equity, cyber bullying, and other conferences and trainings to facilitate campus supports.

Strategy/Activity 2

Provide students with sports and PE offerings that promote healthy lifestyles, teamwork, leadership skills and belonging. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.

Students to be Served by this Strategy/Activity

- X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, coaches, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	2,250.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Sports equipment and team jerseys for PE classes and sports teams.

Strategy/Activity 3

Provide positive recognition for students who are attending school regularly, achieving academic success, making good decisions, and joining clubs and student groups to promote a culture of belonging and academia. Recognition may be in the form of quarterly assemblies, field trips, weekly drawings and group shirts and hats. Additional recognition will specifically focus on improved behavior for students in groups in the red on the state dashboard for suspension rate. The effectiveness will be measured by the suspension rate and student responses on the Panorama survey and other site surveys.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Principal, club advisers, site secretaries.

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	T-shirts or hats for ASB, Mathletes, GSA and other student clubs and organizations.
Amount	7,449.00

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Trips and speakers to motivate students and support school involvement.
Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards and certificates to recognize students for good attendance, behavior and effort.

Strategy/Activity 4

Provide Homeless, Hispanic and SED students additional supports via counselors, Wellness Coaches, and/or Prevention Specialist to reduce suspension rate. The effectiveness will be measured by a reduction in the suspension rate of these student groups. ATSI goal

Students to be Served by this Strategy/Activity

X Low Income

X Specific Student Groups:
Homeless, Hispanic

Timeline

October 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, counselors and site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Counselors, Wellness Coaches and/or Prevention Specialist will meet with all Homeless, Hispanic and SED students at least twice quarterly to offer additional supports.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
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 I

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.	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$71,632
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$133,232.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	70,190	0.00
Title I Part A: Parent Involvement	1,442	0.00
LCFF	61,600	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	$70,190.00
Title I Part A: Parent Involvement	$1,442.00

Subtotal of additional federal funds included for this school: $71,632.00

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 ($)
	$0.00
LCFF	$61,600.00

Subtotal of state or local funds included for this school: $61,600.00

Total of federal, state, and/or local funds for this school: $133,232.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	61,600.00
Title I	70,190.00
Title I Part A: Parent Involvement	1,442.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	16,400.00
2000-2999: Classified Personnel Salaries	27,573.00
3000-3999: Employee Benefits	12,040.00
4000-4999: Books And Supplies	29,500.00
5000-5999: Services And Other Operating Expenditures	47,719.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
2000-2999: Classified Personnel Salaries	LCFF	5,004.00
3000-3999: Employee Benefits	LCFF	877.00
4000-4999: Books And Supplies	LCFF	18,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	31,219.00
1000-1999: Certificated Personnel Salaries	Title I	10,400.00
2000-2999: Classified Personnel Salaries	Title I	21,127.00
3000-3999: Employee Benefits	Title I	11,163.00
4000-4999: Books And Supplies	Title I	11,000.00
5000-5999: Services And Other Operating Expenditures	Title I	16,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,442.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Baker-Aidukas, J Eric				X	
Davis-Coleman, Susanne		X			
Duong, Kieu		X			
Galvez, Gianna					X
Gonzalez, Cathy			X		
Keane, Andrew		X			
Medina, Aaron					X
Pascal, Andrea		X			
Seiple, Brad	X				
Solorzano, Cameron					X
Stein-Steele, Kristoph					X
Verdugo, Gabriela				X	
Numbers of members of each category:	**1**	**4**	**1**	**2**	**4**

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

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 5/15/2025.

Attested:

Principal, Brad Seiple on 5/15/2025

SSC Chairperson, Andrea Pascal on 5/15/2025

Title I and LCFF Funded Program Evaluation

Goal #1:
All students will learn grade-level and subject specific standards in a rigorous environment. Students will receive the support and technology needed to access the curriculum with a deeper focus on literacy and mathematical skills.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
Provide remediation and classroom support in ELA, math and other identified academic areas for English Learners. The effectiveness will be measured by STAR, ELPAC, other district-level assessments, CAST and SBAC scores.			
Provide students with current and researched instructional strategies and technology to optimize learning and instructional time. Strategies that research shows is effective to instruct Hispanic, EL and SED students identified through ATSI will be prioritized. The effectiveness will be measured by classroom walkthroughs, STAR tests, and Panorama Survey results.			
Provide students "out of classroom" experiences and field trips to inspire learning, connect the classroom to the real world, and enrich the curriculum. The effectiveness will be measured by student surveys and local assessments.			
Provide students opportunities for extended learning beyond the regular school day to include Winter/Spring intersession or extra period. Hispanic, EL and SED students identified through ATSI will be targeted and prioritized for remediation. The effectiveness will be measured by the number of credits earned by students per quarter and the Graduation rate.			
Provide students classroom supplies needed to make learning more engaging and hands-on. Hispanic, EL and SED students identified through ATSI will be prioritized. The effectiveness will be measured by			

state test scores, local assessments and Panorama survey results.			

Goal #2:
Parent involvement will increase by providing parents more opportunities for interaction with the school including scheduled times to interact with administration, invitations to attend awards assemblies and special events, and a parent education class.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
Provide parents structured opportunities quarterly to meet with administration to provide feedback and to receive updates and information about the school. The effectiveness will be measured by the number of parents/guardians attending meetings and the Panorama Survey.			
Provide a parent education class (in both English and Spanish) in technology and/or internet safety. The effectiveness will be measured by the number of parents attending the training/classes and the Panorama Survey.			
Provide personalized invitations to parents and guardians to attend awards assemblies and literary journal readings. The effectiveness will be measured in the number of parents/guardians attending these events.			

Goal #3:
Establish and maintain a supportive, engaging school environment that provides students the Social and Emotional support necessary to become successful learners and attend school regularly.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
Provide students with a campus that is safe, supportive and equitable through effective teacher-led SEL			

lessons, Restorative Circles and other researched-based strategies. Strategies that effectively reduce student behaviors including drug use and fighting will be prioritized to effectively reduce the suspension rate of all students. The effectiveness will be measured by the suspension rate and student responses on the Panorama survey and other site surveys.			
Provide students with sports and PE offerings that promote healthy lifestyles, teamwork, leadership skills and belonging. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.			
Provide positive recognition for students who are attending school regularly, achieving academic success, making good decisions, and joining clubs and student groups to promote a culture of belonging and academia. Recognition may be in the form of quarterly assemblies, field trips, weekly drawings and group shirts and hats. Additional recognition will specifically focus on improved behavior for students in groups in the red on the state dashboard for suspension rate. The effectiveness will be measured by the suspension rate and student responses on the Panorama survey and other site surveys.			
Provide Homeless, Hispanic and SED students additional supports via counselors, Wellness Coaches, and/or Prevention Specialist to reduce suspension rate. The effectiveness will be measured by a reduction in the suspension rate of these student groups. ATSI goal			

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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