



School Plan for Student Achievement (SPSA) Template

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

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

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

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Desert Springs Middle School
Address	66-755 Two Bunch Palms Trail Desert Hot Springs, CA 9224000- 5723
County-District-School (CDS) Code	33-67173-6108443
Principal	Sue Drummond
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024 - 6/30/25
Schoolsite Council (SSC) Approval Date	05/01/2024
Local Board Approval Date	12/17/24

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Mission: Desert Springs Middle School supports life-long learners in an inclusive, diverse environment where everyone positively contributes to their community.

Vision: Desert Springs Middle School BELIEVE in a community where everyone BELONGS and BECOMES the best version of themselves through perseverance, mutual respect, and a growth mindset in a culture that is supportive of individual needs.

School Profile

Desert Springs Middle School (DSMS) is located in the burgeoning city of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. Our current boundaries bring a diverse population of students and families from our local neighborhood, Sky Valley, as well as transfers students from the local community. It serves sixth, seventh, and eighth grade students from Desert Hot Springs, and Sky Valley. Desert Springs Middle School is currently in its 44th year of operation and serving nearly 800 students. During the 2016-17 school year DSMS was named a 2017 California School to watch for our continuous efforts in assisting every student to reach their potential and improving our instructional approaches. DSMS is moving into Comprehensive Support and Improvement (CSI) status. This move indicates that all student groups need to improve in academic achievement. Extra funding will be allocated to support in this manner. DSMS will work to improve outcomes for all students, and will continue its efforts with specific interventions for African Americans, Students with Disabilities, Homeless Population and students in two or more of these groups as well as continuous work with English Learner students. DSMS will also continue to work towards reclassifying English Learners with both designated and integrated supports.

DSMS provides a variety of opportunities for students to be an integral member of the school community by offering a large number of clubs, after school activities and intramural sports. Desert Springs provides a comprehensive elective programs that include Technology, Music and Foreign Language (Spanish), and will be adding Art for the 2024-2025 school year. Behavior and academic interventions are provided to support at risk students. Approximately 98% percent are eligible for free or discounted lunch, yet all students in the district receive breakfast, lunch and supper. Desert Springs Middle school is on a 2-1-2 weekly calendar. Every Wednesday students are released at 1:05 pm so that teachers and administration can attend professional development opportunities, student data meetings, grade level collaboration and faculty meetings.

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Desert Springs Middle School has been identified for Comprehensive Support and Improvement (CSI). DSMS is a Title I School

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Desert Springs Middle School Site Council (SSC) meets regularly during the year to review and update the school plan including proposed expenditures of Title 1 funds. Schools goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessment, are utilized to further measure and monitor achievement throughout the school year. Schools goals are aligned with the PSUSD LCAP goals and include the same metrics indicators. Input and advice is solicited from school advisory committees including ELAC/DELAC and School Leadership team. The DSMS School Plan addresses how LCFF and Title 1 (and now CSI) funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election process- The selection process was the same for parents, students and staff. Each group was sent a google form for nominations. Forms were sent out via Blackboard, Parent Square, and Social Media for parents. Student forms were posted in Google Classroom, Social Media, and Parent Square. Staff form was sent out via email. Nominations were taken through September 2, 2023. Ballots were distributed through Google Forms to be completed by September 8, 2023. Once nominations were collected, voting was conducted on Google Form. Election results were shared with students, staff, and parents.

2023-2024 SSC Election Dates and Results

- September 8, 2023 – New new parents were elected – Shawndra Garin, Daniel Belew, and Esther Ibarra.

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

- September 8, 2023 – Staff members were elected – Peri Acar and Jennifer Samuels (returning) New members elected, Briana Carrick, Nancy Charles and Dominique Torres.

Nominations were taken through September 8, 2023. Ballots were distributed through Google Forms to be completed by September 8, 2023

- September 8, 2023 – Three students were selected from the DSMS Student Population-Destiny Mendez (returning), Randy Montanez, and Angelina Barron.

2024-2025 SSC Elections Dates & Results

- August 31, 2024 Nominations for open positions were collected by Google Form. Form was sent out on Blackboard, Parent Square and Social Media
- September 16, 2024 All open positions were selected via ballots sent on Google forms. Ballots sent out on Blackboard, Parent Square and Social Media, as well as email and Google Classroom for staff and students.

Selection as follows: Sue Drummond (Principal), Peri Acar (Teacher- Chairperson), Briana Carrick (Teacher), Nancy Charles (Teacher), Domanack Murray (Teacher), Erick Sanchez (Other School Staff), Madison Bunning (Student), Carlos Marquez (Student)

Maya Per Martinez (Student), Esther Gonzalez (Parent), Daisy Barragan (Parent), Nayeli Moreno (Parent)

2023-2024 SSC Meeting Dates and Topics

- September 20, 2023 – SSC Training
- October 2, 2023- Election of officers and office descriptions, reviewed beginning of the year data. Reviewed Parent Engagement Policy, School Parent Compact and Safety Handbook
- October 18, 2023- Budget and SPSA approvals with updates from ELAC
- February 27, 2024 - Review of current SPSA expenditures, Reviewed SBAC Data, Discussed ATSI information beginning needs assessments specific to subgroups, discussed AVID in for instructional improvement for low performing students. Presentation of Dashboard results with updates from ELAC
- April 8, 2024 - CSI information and needs assessments. Beginning of SPSA and Budget approval with updates and SPSA input reviews from ELAC
- May 1, 2024 - Budget & SPSA Approval for 2024-2025 with updates from ELAC
- May 15, 2024 SSC will meet and review any corrections needed for 2023-2024 SPSA with updates from ELAC

2024-2025 SSC Meeting Dates (as of November 15, 2024)

- August 24, 2024 Title I and CSI general information
- September 16, 2024 Training for SSC and development of parent compact
- October 26, 2024- SPSA development and budget revisions- data analysis

2023-2024 DHS Combined ELAC Meeting Dates and Topics

- October 11, 2023 ELAC ELAC training and DELAC REPRESENTATIVE
- October 17, 2023 ELAC training, Attendance Discussion and ELL Support
- January 23, 2024 School Wide Needs Assessment
- March 19, 2024 Reclassification and Collect SPSA input (general information re. CSI sites in DHS)
- April 16, 2024 at 4:00pm Reclassification, CSI and Needs Assessment. SPSA and Budget discussion as well

2023-2024 DSMS Leadership

- August 15, 2023 - MTSS/Synergy, Curriculum / Scope & Sequence / IABs /STAR (Data) & Integrated EL

- September 12, 2023 - Social Contract, Parent Conferences, College/Career Week, General Data (ATSI, Attendance & Discipline)
- October 11, 2023 - Data (PTC Feedback), Progress Advisor (evaluations and walk throughs) -
- November 7, 2023 - Discipline and Exclusion List, & Panorama Data (ATSI, Attendance & Discipline)
- December 12, 2023, Behave in/Discipline and General Staff Collected Data (Climate and Culture Check in)
- February 6, 2024 - Parent Teacher Conferences & Prop 28
- March 19, 2024 - Testing, CSI / Needs Assessments
- April 9, 2024 - Continued CSI Needs Assessments
- May 14, 2024 - CSI, Budget, SPSA & AVID

2023-2024 CSI Meeting Information

- March 19, 2024 - DSMS admin met with PSUSD staff to review CSI requirements and resources for input collection process.
- April 5, 2024 - DSMS and PSUSD staff meeting to review best practices on staff and parent meetings
- April 8, 2024 - SSC CSI information and Needs Assessments
- April 16, 2024 - DHS Combined ELAC discussion of going in (and out) of CSI, input from group
- April 17, 2024 - DSMS Staff Information and Needs Assessments
- March 19, 2024 - DSMS Leadership CSI Needs Assessments
- April 9, 2024 - DSMS Leadership Continued CSI Needs Assessments
- May 14, 2024 - DSMS Leadership Budget and CSI Discussion and Input
- May 15, 2024 - DSMS Parent CSI Information Meeting
- May 16, 2024 - Incoming 6th Grade Orientation with Parent CSI Portion with Information (Q 7A as well)

Based upon the evaluation of the implementation and effectiveness of the SPSA Actions and educational partner input, the SSC recommended the following revisions to the SPSA:

- Continued funding for college field trips, SEL events around area of need from the Dashboard and Panorama data. Support background knowledge in academic content as well as interest to improve student academics, attendance and behavior. Additional events to increase student connectedness to school, including addition of School Climate Team to work on Home Visits/Chronic Absenteeism, Capturing Kids Hearts Program, Instructional Rounds, and other campus events creating connectivity and pride.
- Continue to train teachers with Kagan strategies, allowing for more active involvement for students. Provide planning and observation opportunities for teachers to improve and retain these materials.
- Growing AVID to campus with another section of elective and trained teachers adding strategies to classrooms. This will help rigor and instructional needs. 2024-2025 AVID elective students to be in cohorts for core subjects.
- Include funding for adding Senior Paraprofessional position to help with push in and intervention support in general education settings
- Increase and change the variety of incentives for attendance and behavior and include a parent/student celebration and other family events to bridge the gap between home and school. Expand on the PSUSD MTSS Synergy points program
- Funding spent for extra school lunchtime supervision (internal or external) for student safety.- Bring in "Kicks to Learn" for lunchtime activities to help keep students active and busy at lunch. Allow Site Climate Team time to support lunchtime activities as well.
- Funding for teachers to have activities, clubs and tutoring during lunches, after or before school to expand opportunities and ways for students to be connected to school.

Based upon the CSI input collection process, additional considerations include:

- Professional Development in the area of strengthening professional learning communities, data analysis and instructional decisions based on said data. Time for teachers to work on data analysis and instructional decisions.
- Addition of a culture and climate team to help strengthen the climate and culture on the campus
- Addition of reading intervention for students in the 7th and 8th grade classes
- Addition of EL Intervention for LTELS
- Addition of onboarding program for incoming 6th graders to better prepare the transition into middle school.

Resource Inequities

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

Through our needs assessment in 2023-2024, we identified a resource inequity with all student groups which placed DSMS in CSI for the 2024-2025 School year..

Based on 2023 CA School Dashboard results, our EL students are performing 29. points below our All Students group in ELA and 26.3 below are All Students group in math.

Based on 2023 CA School Dashboard results, our SWD scored 71.8 points below our all student groups in ELA and 74.4 below all student groups in math.

Based on 2023 CA School Dashboard results indicated ELA, Math, Chronic Absenteeism, and Suspension Rates all in the red.

As part of CSI needs assessments, inequities were noted in the areas of academics (math, ELA which includes reading comprehension), attendance and overall school climate. In looking at local and state assessments as well as panorama data, these areas continued to surface with stakeholder input. CSI input meetings discussed adding the following to the sites multi tiered support program

- Tier I best first instruction to focus on district provided curriculums, scope and sequences and the appropriate rigor of the targets and standards. PD in the area of PLC and data analysis to be provided along with time for teachers to do said work. Instructional rounds by a group of teachers to discuss best first instruction and continuing efforts with academics.

Tier II - To include reading intervention for 7th and 8th grade, LTEL support, small group interventions to support PST123, 504 and Push in Support for SWD in general education settings.

Tier III - To include individual interventions, mentoring programs and time with Panorama Data and Interventions based on such data

As part of general SPSA inequities and review, teams also discussed the following:

In Goal 1 of our 2024-2025 plan, we have addressed these inequities with these specific actions:

- Continued work with two paraprofessionals to work with SpEd students who need extra support with push in support general education settings as well as tier II interventions.
- Additional hours for two paraprofessionals to work specifically on evidence based interventions for students identified through PST123 process, teachers or parent requests
- PLC training for staff to increase knowledge in analyzing data and collaborating as teams to help increase student outcomes
- Instructional Rounds to improve classroom instruction
- AVID training / implementation and building AVID program to work with academics and rigor
- Provide targeted academic support to English Learners to access curriculum and best support integrated ELD strategies
- Provide targeted academic support to students with disabilities to access curriculum and level of mastery of content standards
- Additional course to support students in reading intervention in the 7th and 8th grade
- Additional course to support EL students with math intervention in grades 6-8.

In Goal 3 of our 2024-2025 plan, we have addressed these inequities through the following actions:

- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide
- Site Culture Team to work with students and staff on creating opportunities for students to have connections to school. Work with Capturing Kids Hearts and other programs, home visits and appropriate stakeholders to provide activities, clubs and opportunities for students before, during and after school hours.

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.

General findings discussed with all CSI and stakeholder teams:

- According to the Panorama Survey, in our Winter 2032-2024 Student Climate Survey there was a percentage increase in the following areas: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms and Safety.

Addition and use of Synergy /MTSS Point reward systems. As of May 3, 2024 344 prizes have been redeemed and delivered to students.

Addition of Capturing Kids Hearts program and strategies on campus and in some classes

- Chronic Absenteeism: Based on local progress monitoring and data - Chronic Absenteeism down from 52.1% (May 1, 2023) to 42.2 % (May 1, 2024) Daily attendance rate has gone up from 86.6% (May 1, 2023) to 88.8% (May 1, 2024)

Suspension Rate: Based on local progress monitoring and data - Suspension rate has gone down from 17.7% (May 1, 2023)) to 9.3% (May 1, 2024)

- ELPI: 2023 Dashboard shows, 40.4% making progress towards English language proficiency 36 students reclassified. We held an ELPAC assembly to encourage students to do their best - embrace being bilingual

- Based on outcomes of all CSI discussions, and reviewing data, a multi tiered level of support with best first instruction and ongoing data analysis is needed. Instructional rounds as well as time for teachers to review and make instructional decisions will be needed. For tier II and III, DSMS will need to add a mentoring program and a site culture team to work with panorama data, lessons and activities to best help students and parents feel connected to the school. Specific groups will be created for foster and homeless youth to support their SEL and academic needs

- Ca. Dashboard shows that All students groups (with focus on subgroups English learners, foster youth and homeless youth) fell in the red for ELA, Math, School Climate (Suspension rate) and chronic absenteeism. As a result of this the school has entered CSI status. The funds with CSI will be utilized to support interventions, a site culture team and mentoring for essential students. Training will be provided for all teachers in the areas of PLC growth and data analysis so instructional decisions can be made based on data, using district provided curriculum and scope and sequences. Specific training for teachers on helping foster youth. Teachers receive knowledge and support in working with foster youth, specifically students from group homes. (i.e. ProAct, PSUSD behavior team)

Student Groups not in red are:

ELPA, AA students in math, White students in math, and white students in chronic absenteeism

Some areas of success that were noted were (based on CA Dashboard indicators)

- increase in the following areas: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms and Safety. (Actions included; teachers reviewing all campus policies in first few days, PBIS site rewards program, opportunities for students to be connected to campus)
- Increase in activities offered and attended by students in subgroups; English learners, foster youth and homeless youth.
- Local data shows decrease in chronic absenteeism and decrease in suspension (as noted above) (Actions included, MTSS coach and Dean of Students conducting mediations with counseling team, additional MH services, Other means of corrections, and addition of Kicks to Learn providing structured activities at lunches, as well as the extra supervision aides to support students during passing periods and lunches)
- An increase in ELPI (moving from orange to red) (Actions included, designated and integrated strategies, site Elevation time, onsite tutoring and support)
- An increase in African American in math (going from red to orange) (Actions included - additional paraprofessionals supporting general education classes for SpEd and GenEd students), Interventions through the PST123 process)

Reflections: Success

- An increase in ELA for white students (moving from red to orange) (Actions included - additional paraprofessionals supporting general education classes for SpEd and GenEd students), Interventions through the PST123 process)
- An increase in Math for white students (moving into yellow) (Actions included - additional paraprofessionals supporting general education classes for SpEd and GenEd students), Interventions through the PST123 process)

As discussed in CSI and other SPSA review meetings, these areas of growth were contributed to the following actions:

- The MTSS/PBIS point reward system used at the site
- An increase in opportunities for students to stay after school and get help in the "Scorpion Den"
- Efforts made with the "being Bilingual" campaign, encouraging students on ELPAC, along with designated and integrated ELD strategies
- Supervision aides and the extra supervision this provides
- Kicks to Learn providing structured activities at lunches
- Paraprofessionals supporting students (both SpEd and GenEd in general education settings)
- Paraprofessional intervention supports in the PST123 process

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?

DSMS was designated with CSI status as a result of all student groups being red according to the CA Dashboard results (2023)

The following are the specific groups in the red:

- All Student Groups- ELA, Math Susp. Rate and Chronic Absenteeism
- English Learners in ELA, Math Susp. Rate and Chronic Absenteeism

Other groups in the red are as follows: (and included in CSI Needs Assessments)

- Homeless and foster Youth - Susp Rate and Chronic Absenteeism
- Socioeconomically disadvantaged in ELA, Math Susp. Rate and Chronic Absenteeism
- Students with Disabilities in ELA, Math Susp. Rate and Chronic Absenteeism
- Black / African American - ELA, Susp Rate and Chronic Absenteeism.
- Hispanic - ELA, Math Susp. Rate and Chronic Absenteeism
- White - Susp. Rate

According to Panorama Data Survey in winter 2023-2024 there was a percentage decrease in the following areas: Diversity and Inclusion, Cultural Awareness and Action, Sense of Belonging and SOGI Awareness and Action

Based on 2023 CA dashboard DSMS students are red in all areas:

All student groups in ELA: (based on Renaissance data)

Grade 6, At or above 22% and Below BM 78%
 Grade 7 At or above: 18% and Below BM: 82%
 Grade 8 At or above: 19% Below BM 81%

All student groups in math: (based on Renaissance data)

Grade 6 At or above 9% and Below BM 91%
 Grade 7 At or above: 8% and Below BM: 92%
 Grade 8 At or above: 7% and Below BM 93%
 Chronic Absenteeism 43.3%
 Suspension Rate 9% compared to 16.6% this time the year before

We also have identified a need to better support students with special needs, African American students and students in one or more ethnicity group.

Reflections: Identified Need

- Students with Special Needs are showing the need for support in their general education settings. Help with direction, chunking and staying on course is needed to best support these students. There is also a need to support the same group of students in their elective and P.E classes. Many of these students lack the social, emotional and academic skills needed to be successful in these settings.
- Suspension rates show that students need more ways to feel connected to school. Addition of Site Culture Team to work further with Capturing Kids Hearts and Panorama Data / Playbook to provide lessons and activities for lunches, before and after school to help students find their place.
- Chronic Absenteeism shows that all groups need this same connection to school. Mentoring programs also needed specific to subgroups of African American boys and students with disabilities.
- Paraprofessionals were used primarily to push in to classes already designated for SpEd students, moving forward the help is needed when same students are in their general education setting
- Site found many areas of needs for students through the PST 123 process. Finding the people and time to implement interventions needs to be increased. Addition of emotional needs to academic for problem of practice being focused on

Needs assessments also revealed that we need to find more ways for students to feel connected to school. More activities and events to build community to be planned for the 2024-2025 school year

- Addition of students and parent input into forums as the site moves forward and monitors progress
- Addition of reading intervention and LTEL Intervention courses embedded into master schedule
- Additional work in the area of instruction when it comes to rigor, using district provided curriculum and scope and sequences. Data analysis training and time to meet and analysis data. Time to make instructional decisions based on these findings. Addition of instructional rounds so teachers can learn from each other and observe learning across campus.
- Addition to AVID program to help underserved students with rigor. This included cohorting students with trained teachers. Adding one additional AVID elective course
- Support with 6th grade students and onboarding to aid in transition to middle school
- Create ways for students to feel connected to school (and the same for parents)

Supporting Actions:

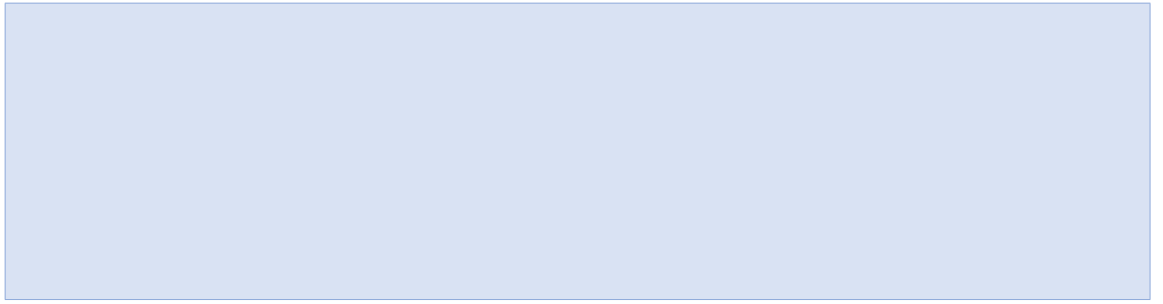
Goal 1:

- Adjustments to special education courses in master schedule providing opportunities to reduce minutes yet maximize support. Additional hours for paraprofessionals to work on interventions, and increase push in support.
- Additional courses to expand reading and math interventions for those targeted groups of students still showing the need for additional support
- Additional electives to increase offerings and opportunities for all students
- Increase in AVID trained teachers and courses offered to help with rigor and equipping low performing students with essential skills, including note-taking, organization, study habits, and time management
- Professional Development and building systems to maximize effectiveness, data analysis abilities and collaboration efforts. Instructional rounds to provide a disciplined, collaborative way for the site to: Diagnose learning needs for students and educators. Focus on and improve learning tasks. Develop a shared vision of high-quality teaching and learning.

Goal 3:

Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Scorpion Scholar Program)

- Expand staff professional development in Social Emotional Skills, empathy and Restorative Practices schoolwide.
- Provide support, recognition, and incentives for students who demonstrate
- Climate and Culture team to work with Capturing Kids Hearts materials, home visits, before, during and after school activities providing students with opportunities to be connected to school. This team will work with Panorama Data to help increase school morale. Working on activities and programs for students to be involved, and creating activities for teachers to use in classrooms to increase engagement and community.
- Addition of back to school program for incoming 6th graders to better prepare incoming students



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.37%	0.54%	2	3	4
African American	5.88%	5.6%	4.46%	47	45	33
Asian	0.50%	0.62%	0.41%	4	5	3
Filipino	0.38%	0.25%	0.27%	3	2	2
Hispanic/Latino	82.50%	83.19%	84.59%	660	668	626
Pacific Islander	0.13%	0%	0.41%	1	0	3
White	7.25%	7.6%	7.03%	58	61	52
Multiple/No Response	3.13%	2.37%	2.30%	25	19	17
Total Enrollment				800	803	740

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	249	267	252	28.70%	31.1%	34.1%
Fluent English Proficient (FEP)	213	205	192	26.50%	26.6%	25.9%
Reclassified Fluent English Proficient (RFEP)				12.4%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
803	99	33.3	1.5
Total Number of Students enrolled in Desert Springs Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	267	33.3
Foster Youth	12	1.5
Homeless	68	8.5
Socioeconomically Disadvantaged	795	99
Students with Disabilities	110	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	5.6
American Indian	3	0.4
Asian	5	0.6
Filipino	2	0.2
Hispanic	668	83.2
Two or More Races	19	2.4
White	61	7.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

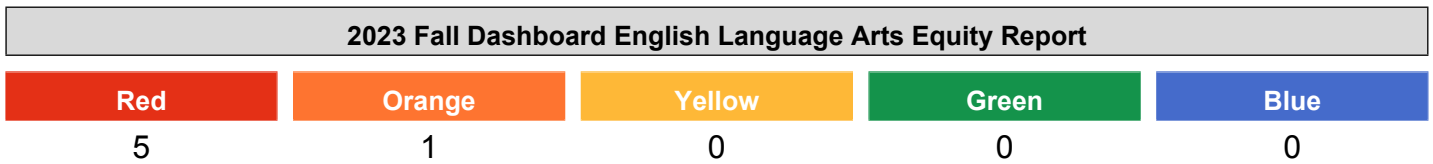
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 83.7 points below standard Decreased Significantly -23.2 points 705 Students	 Red 113.1 points below standard Decreased Significantly -31.6 points 294 Students	Less than 11 Students 8 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
122.3 points below standard Decreased Significantly -23.1 points 52 Students	 Red 84.7 points below standard Decreased Significantly -23.4 points 701 Students	 Red 155.5 points below standard Decreased Significantly -20.8 points 92 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 85.3 points below standard Maintained -0.8 points 36 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 86.8 points below standard Decreased Significantly - 22.4 points 591 Students	132.3 points below standard Decreased Significantly - 117.8 points 18 Students	Less than 11 Students 0 Students	 Orange 44.7 points below standard Decreased Significantly - 23.1 points 51 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.5 points below standard Decreased Significantly -27.8 points 212 Students	34.4 points below standard Decreased Significantly -18 points 82 Students	83.1 points below standard Decreased Significantly -24.9 points 279 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

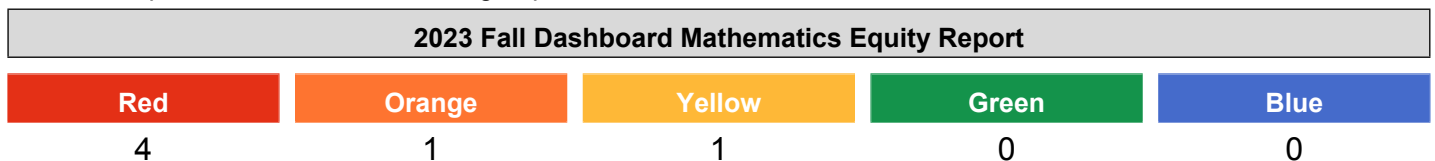
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 118.1 points below standard Decreased -3.5 points 709 Students	 Red 144.4 points below standard Decreased -10.5 points 295 Students	Less than 11 Students 8 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
141.8 points below standard Maintained -1.1 points 52 Students	 Red 119 points below standard Decreased -3 points 705 Students	 Red 192.2 points below standard Decreased -7.5 points 93 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 125 points below standard Increased Significantly +25.5 points 36 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 121.4 points below standard Decreased -3.5 points 594 Students	148.8 points below standard Decreased Significantly - 78.3 points 18 Students	Less than 11 Students 0 Students	 Yellow 81.2 points below standard Increased +7.4 points 52 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
166.8 points below standard Maintained -0.9 points 212 Students	87 points below standard Decreased -13.8 points 83 Students	125.2 points below standard Decreased -12 points 281 Students

Conclusions based on this data:

1.

School and Student Performance Data

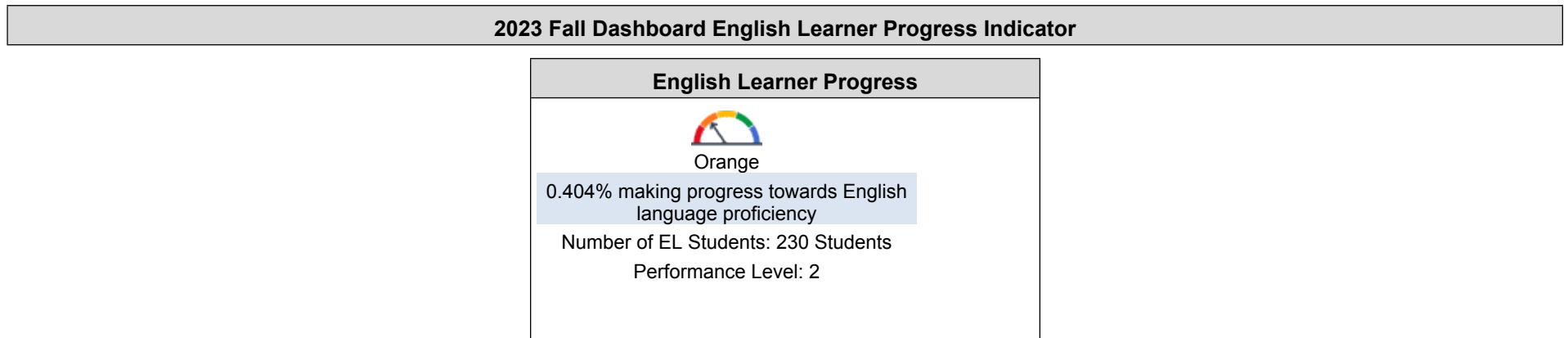
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
59	77	4	87

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

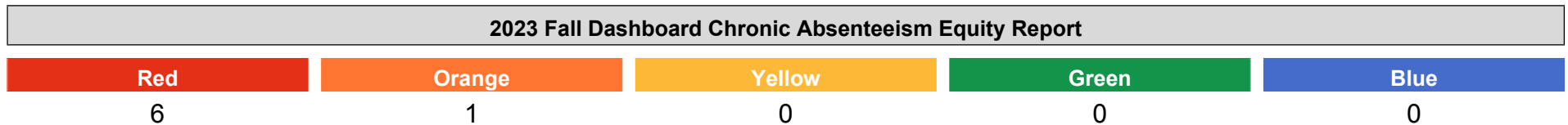
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.




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


2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


All Students
 Red
47.1% Chronically Absent Increased Significantly 8.7
854 Students

English Learners
 Red
41.6% Chronically Absent Increased Significantly 9.2
281 Students




Foster Youth
50% Chronically Absent Increased 16.7 14 Students

Homeless
 Red
60.8% Chronically Absent Increased 6 79 Students

Socioeconomically Disadvantaged
 Red
47.1% Chronically Absent Increased Significantly 8.1 845 Students

Students with Disabilities
 Red
53.8% Chronically Absent Increased 13.8 119 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 61.5% Chronically Absent Increased 8.6 52 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 46.6% Chronically Absent Increased Significantly 10.7 698 Students	60.9% Chronically Absent Increased 14.2 23 Students	Less than 11 Students 4 Students	 Orange 43.3% Chronically Absent Declined -6 67 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

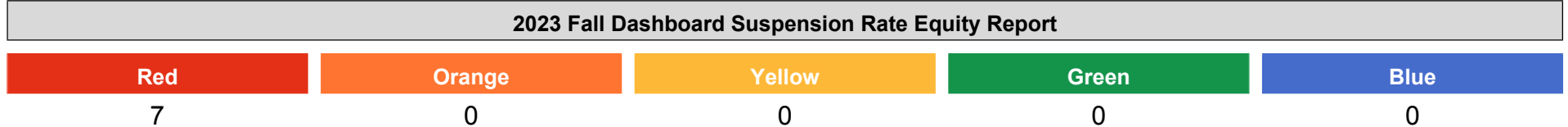
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.




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


2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students
 Red
18.2% suspended at least one day
Increased Significantly 9.3 885 Students

English Learners
 Red
15.7% suspended at least one day
Increased Significantly 6.6 286 Students




Foster Youth
11.8% suspended at least one day
Declined -4 17 Students

Homeless
 Red
19.8% suspended at least one day
Increased 7.8 86 Students

Socioeconomically Disadvantaged
 Red
18.4% suspended at least one day
Increased Significantly 9.3 873 Students

Students with Disabilities
 Red
21.8% suspended at least one day
Increased 14.7 124 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 28.6% suspended at least one day Increased 15.4 56 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 17.5% suspended at least one day Increased Significantly 9.4 719 Students	29.2% suspended at least one day Increased 16.3 24 Students	Less than 11 Students 4 Students	 Red 16.7% suspended at least one day Increased 6.9 72 Students

Conclusions based on this data:

- 1.









Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

Desert Springs Middle School will provide the foundation and opportunities so all students will graduate from high school prepared for college and/or a career. All students at Desert Springs Middle School will meet grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science as measured by interim benchmark assessments and CAASPP. Use technology that is directly tied to the effectiveness of the instructional design, content and teaching strategies employed to support student learning in all content areas

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	57.4	Increase +3	All	 Red	83.7 points below standard	Decreased Significantly - 23.2 points
	EL	Yellow	81.5	0 No Change	EL	 Red	113.1 points below standard	Decreased Significantly - 31.6 points
	Hisp	Yellow	61.5	Increase +3	Hisp	 Red	86.8 points below standard	Decreased Significantly - 22.4 points
	AA	Orange	81.5	Increase +3	AA	 Red	85.3 points below standard	Maintained - 0.8 points
	SED	Yellow	58.3	Increase +3	SED	 Red	84.7 points below standard	Decreased Significantly - 23.4 points
	SWD	Red	131.7	Increase +3	SWD	 Red	155.5 points below standard	Decreased Significantly - 20.8 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	Red	111.6	Increase +3	All	 Red	118.1 points below standard	Decreased - 3.5 points
	EL	Red	130.9	Increase +3	EL	 Red	144.4 points below standard	Decreased - 10.5 points
	Hisp	Red	114.9	Increase +3				





Metric/Indicator

Expected Outcomes

Actual Outcomes

Students with Disabilities (SWD)

AA	Red	147.5	Increase +3
SED	Red	113.0	Increase +3
SWD	Red	180.8	Increase +3

Hisp	 Red	121.4 points below standard	Decreased - 3.5 points
AA	 Orange	125 points below standard	Increased Significantly +25.5 points
SED	 Red	119 points below standard	Decreased -3 points
SWD	 Red	192.2 points below standard	Decreased - 7.5 points

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 13%


Student Groups
 English Learners (EL)- 13%
 Hispanic (Hisp)- 13%
 African American (AA) 13%
 Students with Disabilities (SWD)- 7.5%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 17.6%

Student Groups
 English Learner (EL): 0%
 Hispanic (Hisp): 4.6%
 African American (AA): 11.8%
 Students with Disabilities (SWD): 10.7%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	0.404%	

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner designated Fluent English Proficient (RFEP) Reclassification Rate -31 students DSMS rate is 2.8%, working towards district rate of 3.5%

Orange
 40.4%
 Declined 6.8%

36 students reclassified (up 5 form previous year)

8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)

All Students (ALL): 111.6 below standards met
 Student Groups
 English Learners (EL): -175.6
 Hispanic (Hisp): -128.1
 African American (AA): -102
 Students with Disabilities (SWD): -206.1

All Students (ALL): 110.8 below standards met
 Student Groups
 English Learners (EL): -181.6
 Hispanic (Hisp): -126.9
 African American (AA): -42.2
 Students with Disabilities (SWD): -214.5

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

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Two Sr Para's to provide in class support for teachers in implementation of research based strategies and scaffolding. They will work with SpEd and content teachers with co-teaching and para support strategies to support grade level instruction	Two Sr Para's to provide in class support for teachers in implementation of research based strategies and scaffolding. They will work with SpEd and content teachers with co-teaching and para support strategies to support grade level instruction	Classified Salary 2000-2999: Classified Personnel Salaries Title I 131,868	Classified Salary 2000-2999: Classified Personnel Salaries Title I 131461
In order to improve academic outcomes in the four core content areas, the school will begin to implement The AVID program. Advancement Via Individual Determination (AVID) is an in-school academic support program to help lowest performing students increase academic achievement and prepare students for college and/or career readiness. Funding will be used towards AVID Professional Development, AVID materials, AVID licensences, PD travel costs and timecards.	A team of 8 were sent to AVID training. The school did begin with one AVID elective class. The other trained teachers embedded AVID strategies into their classes. AVID trained teachers met monthly to collect information, work on CCI and plan next steps	AVID professional Development 5000-5999: Services And Other Operating Expenditures Title I 12350	AVID professional Development 5000-5999: Services And Other Operating Expenditures Title I 9040
		Timecards for attending AVID PD 1000-1999: Certificated Personnel Salaries Title I 10530	Timecards for attending AVID PD 1000-1999: Certificated Personnel Salaries Title I 1746
		Membership and Curriculum 4000-4999: Books And Supplies Title I 7719	Membership and Curriculum 4000-4999: Books And Supplies Title I 2428
		Hotel, and travel expenses for AVID training 5000-5999: Services And Other Operating Expenditures	Hotel, and travel expenses for AVID training 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 12610	Title I 6013
<p>Professional Development: Other PD-----Allocated funds for classified and certificated staff to attend virtual and in person Professional Development opportunities. Expenditures include, substitutes, attendance costs to PD as well as materials and supplies to support implementation strategies. Trainings and planning including but not limited to Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as trauma informed practices to help teachers work with low performing students</p>	<p>Teachers were given the opportunity to attend Kagan training, Capturing Kids Hearts and other PDs as requested. Two teachers attended a PD for Special Education Practices</p> <p>Kagan books and supplies purchased for those who attended Kagan and are implementing in the classroom</p> <p>Supplies purchased for SWD classes to provide hands on learning .</p> <p>Substitutes provided for teachers to observe others and plan with TOSAs or site coaches.</p>	<p>Kagan, Instructional Rounds and other PDs 5800: Professional/Consulting Services And Operating Expenditures LCFF 7000</p> <p>Books and supplies to implement AVID and Kagan PDs 4000-4999: Books And Supplies LCFF 2000</p> <p>Additional PD, enrichment programs, or other services to support targeted populations. 5800: Professional/Consulting Services And Operating Expenditures Title I 8949</p> <p>Additional salaries for classified staff to support organization and implementation of events to support targeted populations. 2000-2999: Classified Personnel Salaries Title I 2000</p>	<p>Kagan, Instructional Rounds and other PDs 5800: Professional/Consulting Services And Operating Expenditures LCFF 6570</p> <p>Books and supplies to implement AVID and Kagan PDs 4000-4999: Books And Supplies LCFF 2335</p> <p>Additional PD, enrichment programs, or other services to support targeted populations. 5800: Professional/Consulting Services And Operating Expenditures Title I 10241</p> <p>Additional salaries for classified staff to support organization and implementation of events to support targeted populations. 2000-2999: Classified Personnel Salaries Title I 2261</p>
<p>In response to needs assessments specifically for additional targeted support and improvement in ELA and Math, Interventions to be provided to students who meet the requirements for ATSI subgroups.</p>	<p>Teachers ran the "Scorpion Den" where students were able to attend after school tutoring. Students came into the library 3 times a week to get help in classwork and</p>	<p>Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies LCFF 5000</p>	<p>Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies LCFF 5316</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Expenditures to include, certificated and classified timecards / materials to provide support in intervention activities. Can include after school tutoring, Saturday opportunities, family and community support during the school day or enrichment opportunities for mentioned targeted students.	homework. Teachers were paid with timecards. Timecards were also administered to certificated and classified staff for extended day programs where families were invited as well.	Certificated and Classified salaries 1000-1999: Certificated Personnel Salaries Title I 6500	Certificated and Classified salaries 1000-1999: Certificated Personnel Salaries Title I 5398
To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, purchase supplemental instructional materials - science lab materials, math manipulatives, Language Arts trade books, SS relia, or technology licenses to support classroom instruction. Purchase supplemental library materials and technology licenses to increase leveled reading materials with high student interest. Purchase Edulastic, Quizziz and similar programs. Programs purchased to support collaboration, standard based instruction and integration of technology into instruction. - Technology and license upgrades and renewals	Edulastic, 5 Star and Quiizziz were purchased to better support English Learners and other subgroups of students in school and after school programs. Chromebooks were also purchased to support students who do not have theirs. Edulastic was used by math department to collaborate on short cycle assessments. 5 Star was used to track and monitor students attending extra curricular events that helped students stay engaged with school (including tutoring)	Technology upgrades and license renewals 5000-5999: Services And Other Operating Expenditures Title I 20340	Technology upgrades and license renewals 5000-5999: Services And Other Operating Expenditures Title I 23078
ELs that score at beginning level or early intermediate level who have not been enrolled in US for three or more years or ELs who require extra support to increase ELPAC and SBAC proficiency levels will be	EL Kick off assembly to provide motivation and incentives to students who were taking the ELPAC. The staff has decided to work with students on embracing being bilingual.	Transportation 5000-5999: Services And Other Operating Expenditures LCFF 800	Transportation 5000-5999: Services And Other Operating Expenditures LCFF 952

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>placed in appropriate ELD classes. Supplies will be purchased to supplement and support the class as well as a literacy outdoor camp or other field trips to build student literacy and language development</p>	<p>EI students invited to college field trips to work towards goal setting and emphasizing grades, tests and working towards these goals</p>	<p>Outdoor Camp or other entry fee for EL learner support programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000</p>	<p>Outdoor Camp or other entry fee for EL learner support programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 1600</p>
<p>College and Career Readiness support through Field Trips, career days and motivational speakers. The goal is to get all students access and exposure to college and career options in effort to raise test scores and help students goal set for future plans</p>	<p>Students had three different opportunities to attend a college field trip. Students went to College of the Desert, Cal. State San Bernardino and USC. The USC visit included a "going to college" fair and a basketball game.</p>	<p>Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF 1500</p>	<p>Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000</p>
<p>Funding for teacher prep buy out to cover class sizes for ELA in grades 7</p>	<p>Funding for teacher prep buy out to cover class sizes for ELA in grades 7</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF 5000</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF 5175</p>
<p></p>	<p></p>	<p>Materials and supplies for Career and college days 4000-4999: Books And Supplies LCFF 1200</p>	<p>Materials and supplies for Career and college days 4000-4999: Books And Supplies LCFF 2000</p>
<p></p>	<p></p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 16628</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 17921</p>

Analysis

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

PST123 (version of SST) used at DSMS allowed for students in need to get access to evidence based interventions. A team was able to narrow down to one problem of practice to focus on. After evidence based intervention was utilized with data collection, the team would report back out. If another problem needed to be addressed the process was repeated.

Paraprofessionals were able to offer support to students in push in classes. Often this was in class, other times it involved small group or individual intervention or supports.

36 EL students were reclassified this year. The ELPAC kick off assembly and encouragement of "being bilingual" will continue. More work is needed in classrooms with Elevation strategies. Integrated and designated EL strategies will be a focus in the 2024-2025 school year

Many classes showed use of teacher created materials instead of district provided curriculum. The level of rigor and often the standards being taught were not focused on the target or standard covered on SBAC. in the 2024-2025 school year there will be a focus of using correct portion of standard and district provided curriculums. Instructional Rounds will be used with a team of teachers to work on these practices. There will be a new math curriculum with expectation that is being used as primary resource for instruction

Students did have opportunities to visit colleges on one of the three college visits.

Edulastic was used for grade 6 math in their pre and post tests as part of their weekly process to move students forward with mastery in the standards. The 6th grade team did show growth and progress on math tests district assessments they feel is in part to this prep and post weekly lesson delivery model.

Scorpion Den was provided as a space for students to get help with homework or other academics after school

Teachers who went and utilized Kagan strategies in their classes on a regular basis did show evidence of student engagement and discourse in walk throughs and class visits

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

School wide academic focus had been structured student engagement, but we were not seeing it in the classrooms. These strategies have slowly begun to change some of this. Classes with some type of student interaction and engagement have less behavior issues and more academic progress as evidence by students referral numbers, grades and unit test scores. Increasing engagement opportunities in classes should help. Classes that participated in Kagan type lessons, showed more involved students. Moving forward there needs to be an after accountability for trainings to hold those who attend accountable for use of learning. This may include time to plan and review.

Adding motivational speakers, clubs, field trips and family nights (STEM) began to help. Students were willing to attend class and do better academically once they knew there was something to earn. More hands on practices needed for many students. Adding Student of the Month and other celebrations will be done moving forward

Some shifting of money was done since the AVID training that teachers are going to will come out of next years budget. SSC approved the purchase of chromebooks for teachers to have in their rooms as back ups for students who do not have theirs

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.

DSMS will be restructuring the push in special education model on the master schedule. Creating more spaces for students to be in this model. This allows for some students to be in different classes, helping behaviors and teachers. Utilizing master schedule to create more opportunities for special ed and general ed students to have more elective opportunities, will allow for more opportunities for engagement and learning. this new model will also allow for support two days a week in Social Studies and Science classes, where reading and other comprehension needs are seen.

There will be new additional courses for work on interventions, including reading intervention for 7th and 8th graders and LTEL elective for support on ELPAC task types through coding and technology class. Math support will be in the Tier I instruction with new math curriculum, ALEKS and following the district scope and sequences. Time to review the framework and make certain lessons follow the correct targets and portion of the standards.

Training and time for teachers will be needed moving forward on data analysis and strengthening the professional learning community. There will also be the addition of time for teachers to review and revisit these PLC models and data analysis. Instructional rounds will be conducted with a team to work together as a site on best support for instructional strategies and rigor to support student learning and success.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 100 Parents	Parent Participation in Stakeholder Input Processes - 60 Parents completed Panorama survey in winter. For those who did complete the survey, the data all increased positively
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey ALL) - 90% Hispanic (Hisp) - 60% School staff treats parent respectfully 95%	Climate of Support for Academic Learning 92% (up 7) Safety 81% (up 21) Hispanic 92% Two or more 92%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 60%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 60%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 350	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 450 (including conferences)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Salary to provide additional hours for a certificated and/or classified office clerk and extra duty for security will be provided. The classified clerk will work specifically to support parent participation and attendance. They will provide non-English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, SST meetings and parent meetings. They will be responsible for contacting all 6th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year. Provide other services that promote parent participation at DSMS events like Opening the School, Back To School Night, Community Nights, and other events. In addition, Security will be present at all after school activities for students and families. Bridging families and parental involvement</p>	<p>Salary provided additional hours for a certificated and/or classified office clerk and extra duty for security was provided. The classified clerk will work specifically to support parent participation, online enrollment and attendance. They provided non English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, PST123 and 504 meetings and parent meetings. They were responsible for contacting all 7th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year. Provide other services that promote parent participation at DSMS events like Opening the School, Back To School Night, Community Nights, and other events. In addition, Security was present at all after school activities for</p>	<p>Classified Salaries and security extra duty 2000-2999: Classified Personnel Salaries LCFF 20180</p> <p>Lights, speakers, and other materials needed for community events 4000-4999: Books And Supplies LCFF 1700</p>	<p>Classified Salaries and security extra duty 2000-2999: Classified Personnel Salaries LCFF 19944</p> <p>Lights, speakers, and other materials needed for community events 4000-4999: Books And Supplies LCFF 2088</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with community events and field trips (with family involvement). Materials and supplies necessary for events will be purchased	students and families. Bridging families and parental involvement with community event		
School branding and community outreach. These funds will allow us to purchase school shirts, hats and other apparel to raffle at family events, as well as purchase one more round of banners for our school's new SEL plan. This will help increase our community and parent partnerships.	Materials were used to engaged students with scorpion prizes through Synergy MTSS program. As of beginning of May 2024 344 prizes have been purchased.	motivational banners, other branding items. 4000-4999: Books And Supplies LCFF 4200	motivational banners, other branding items. 4000-4999: Books And Supplies LCFF 5176
Offer trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program	It was a year of having a hard time to get parents to attend classes. We did however work with many parents individually helping students with behavior and attendance. Suspension rates and chronic absenteeism have improved as a result	Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1155	Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000
		Parent Leadership training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 2000	Parent Leadership training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 3500
		Parent Square, Smore, website services or other parent support programs 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 636	Parent Square, Smore, website services or other parent support programs 5800: Professional/Consulting Services And Operating Expenditures Title I 491

Analysis

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

Based on findings of needs assessments, more work is needed to increase school activities and opportunities for students and parents to be connected to school. Students showing a lack of pride in themselves and the school was evident. Working with students on setting goals and finding ways to be active and connected to school is needed. parents involvement in this area is needed. Several site events were held in an effort to get parents on campus. Family game night and STEM Night were the most well attended.

Extra hours for security and staff at events and for support with parent online enrollment, Parent Square and Synergy support was 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.

No Significant changes in this area

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.

No real changes other than addition of parents to family events. Working closely with FACES by choosing 20-30 families to focus on to support based on their needs.

Opening more forums for parents, grandparent groups, and other family member input






















Annual Review and Update
















SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 86.8% as of May 5, 2023																																																									
Chronic Absenteeism Rates All Students (ALL)- Very High English Learner (EL)- Very High Hispanic (Hisp)- Very High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- Very High Students with Disabilities (SWD)- Very High	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>24.4</td> <td>Decline -0.5</td> </tr> <tr> <td>EL</td> <td></td> <td>22.6</td> <td>Decline -0.5</td> </tr> <tr> <td>Hisp</td> <td></td> <td>23</td> <td>Decline -0.5</td> </tr> <tr> <td>AA</td> <td></td> <td>40.5</td> <td>Decline -0.5</td> </tr> <tr> <td>SED</td> <td></td> <td>24.7</td> <td>Decline -0.5</td> </tr> <tr> <td>SWD</td> <td></td> <td>31.4</td> <td>Decline -0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		24.4	Decline -0.5	EL		22.6	Decline -0.5	Hisp		23	Decline -0.5	AA		40.5	Decline -0.5	SED		24.7	Decline -0.5	SWD		31.4	Decline -0.5	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;"> Red</td> <td>47.1% Chronically Absent</td> <td>Increased Significantly 8.7</td> </tr> <tr> <td>EL</td> <td style="text-align: center;"> Red</td> <td>41.6% Chronically Absent</td> <td>Increased Significantly 9.2</td> </tr> <tr> <td>Hisp</td> <td style="text-align: center;"> Red</td> <td>46.6% Chronically Absent</td> <td>Increased Significantly 10.7</td> </tr> <tr> <td>AA</td> <td style="text-align: center;"> Red</td> <td>61.5% Chronically Absent</td> <td>Increased 8.6</td> </tr> <tr> <td>SED</td> <td style="text-align: center;"> Red</td> <td>47.1% Chronically Absent</td> <td>Increased Significantly 8.1</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;"> Red</td> <td>53.8% Chronically Absent</td> <td>Increased 13.8</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	47.1% Chronically Absent	Increased Significantly 8.7	EL	 Red	41.6% Chronically Absent	Increased Significantly 9.2	Hisp	 Red	46.6% Chronically Absent	Increased Significantly 10.7	AA	 Red	61.5% Chronically Absent	Increased 8.6	SED	 Red	47.1% Chronically Absent	Increased Significantly 8.1	SWD	 Red	53.8% Chronically Absent	Increased 13.8
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Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%	Expulsion Rates All Students (ALL) -2 Students Hispanic (Hisp) -2 Students African American (AA) - 0%																																				
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL)- 53% English Learner (EL)- 57% Hispanic (Hisp)- 62% African American (AA)- 50%	Panorama Survey – School Connectedness All Students (ALL)- 43% English Learner (EL)- 57% Hispanic (Hisp)- 43% African American (AA)- 35% SpEd 47%																																				
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL)- 60% English Learner (EL)- 58% Hispanic (Hisp)- 61% African American (AA)-61%	Panorama Survey – School Safety Perception All Students (ALL)- 50% English Learner (EL)- 58% Hispanic (Hisp)- 53% African American (AA)-43% SpEd 50%																																				
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%																																				

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School clubs and activities will be provided to students. (Robotics, Band, Cheer leading, Dance, etc.) to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention</p>	<p>Students were provided a safe space to learn and get help with academics after school in the library. Teachers were tiemcarded for their service here.</p> <p>Certificated and classified staff were able to facilitate clubs and activities for students. An outside motivational speaker came to speak with students</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 3500</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 3657</p>
		<p>Supplies, shirts, and materials 4000-4999: Books And Supplies LCFF 3000</p>	<p>Supplies, shirts, and materials 4000-4999: Books And Supplies LCFF 2500</p>
		<p>Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 8,469</p>	<p>Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 9672</p>
		<p>Working with students during lunches to provide safe and healthy activities. Providing opportunities for students in enrichment 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000</p>	<p>Working with students during lunches to provide safe and healthy activities. Providing opportunities for students in enrichment 5800: Professional/Consulting Services And Operating Expenditures LCFF 5145</p>
<p>Implementation of the SEL plan for DSMS. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment</p>	<p>Three college field trips were planned. Busses provided for all.</p> <p>344 MTSS awards have been purchased by students at the Synergy MTSS store to date</p>	<p>Transportation / Materials and Supplies 4000-4999: Books And Supplies LCFF 4000</p>	<p>Transportation / Materials and Supplies 4000-4999: Books And Supplies LCFF 4813</p>
		<p>Certificated Salaries</p>	<p>Certificated Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and assemblies</p>		<p>1000-1999: Certificated Personnel Salaries LCFF 3200</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 2227</p>
<p>Transportation will be provided for field trips and activities to include Intramural and 8th grade end of year field trip (as well as incentive trips for 6th and 7th) to support student connectedness to school. Expected test scores to increase as a result of providing enrichment opportunities for students Other material and supplies for extended day enrichment and lunch opportunities</p>	<p>Students had opportunities to attend three college field trips. End of the year incentive events planned as well. Bussing proved difficult at the end of the year so will plan more during the year moving forward</p>	<p>Transportation/Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 5500</p>	<p>Transportation/Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 3600</p>
<p>All students attending DSMS will wear a school issued identification card suspended in a plastic pouch from a lanyard. This action will promote a safe campus for all students. To include ink for ID machine</p>	<p>All students were provided an ID and lanyard</p>	<p>Lanyards and IDs 4000-4999: Books And Supplies LCFF 2500</p>	<p>Lanyards and IDs 4000-4999: Books And Supplies LCFF 1945</p>
<p>In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups via our Prevention Specialist. If</p>	<p>We brought in speaker for students as we did not have mentors</p>	<p>Materials and supplies for mentoring groups and forums 4000-4999: Books And Supplies LCFF 2500</p>	<p>Materials and supplies for mentoring groups and forums 4000-4999: Books And Supplies LCFF 2725</p>
		<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 1500</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 1937</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
community members are not available to come to campus, field trips for these student groups to go out for same outcomes,]. Student and parent forums for their voices and input			
Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day.	Supervision aides were provided	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide 2000-2999: Classified Personnel Salaries LCFF 33,949	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide 2000-2999: Classified Personnel Salaries LCFF 34575
2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours.	Supervision aides were provided	2.75 extra hours for our two 3-hour supervision aides 2000-2999: Classified Personnel Salaries LCFF 16,000	2.75 extra hours for our two 3-hour supervision aides 2000-2999: Classified Personnel Salaries LCFF 17134
Maintenance of band instruments.	New band director was not aware of program. Will inform her moving forward	Cleaning of band instruments in an A/B schedule (cleaned every other year) 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	Cleaning of band instruments in an A/B schedule (cleaned every other year) 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
Bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities)	Kicks to learn was brought in and expanded on per SSC	Internal or external staff to host lunchtime activities 5800: Professional/Consulting Services And Operating Expenditures LCFF 16121	Internal or external staff to host lunchtime activities 5800: Professional/Consulting Services And Operating Expenditures LCFF 16255

Analysis

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

- Kicks to Learn and Coach Jay: These structured activities during lunch likely provided students with positive and engaging experiences, leading to a decrease in suspensions. Coach Jay's involvement may have also contributed to mentorship and guidance for students.
- Motivational Speaker: While the students enjoyed the speaker, needs assessments revealed that it might not have been the most effective use of funds. This highlights the importance of aligning such activities with the overall goals and needs of the students.
- Increased Supervision: Additional supervision in hallways, during passing periods, and at lunches was necessary for maintaining a safe and structured environment. The involvement of supervision aides likely helped in managing student behavior and ensuring students were attending classes.
- College Visits: Providing students with three opportunities to visit colleges is commendable, as it can motivate them to pursue education and set academic goals.
- Panorama Data and Synergy/MTSS Program: Using Panorama data in conjunction with the Synergy/MTSS program to provide incentives for behavior and attendance has been effective, as evidenced by the increase in attendance and reduction in suspension rates.
- Capturing Kids Hearts and Kagan Training: Training staff in Capturing Kids Hearts and Kagan structures has led to increased consistency in dealing with behaviors and class management. Teachers who used these structured interactions in their classes experienced fewer class management issues.

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

- Increased Need for Conflict Mediations and Behavior Interventions: The needs of the students required more conflict mediations and behavior interventions than originally anticipated. This likely led to additional costs for extra supervision and staff at lunches, including the additional hours for Kicks to Learn.
- Informational Events for Families: The need for social media informational events indicates a shift in priorities to address issues related to student behavior or engagement online. Other needs and topics to bring parents in for came about, extra staffing for these events was needed as well.
- Greater Need for Supervision: The increased need for supervision suggests that more resources were allocated to ensure the safety and well-being of students, this led to extra hours being added to Kicks to Learn contract
- Extra Staff at Lunch: The decision to have extra staff at lunch was found to be helpful and necessary. This was in the form of extra support and timecards for teachers during lunches.
- Instruments were not cleaned as the new band instructor never set it up. She will receive proper training and protocols for moving forward with this in the following years.

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.

Addition of a Site Culture Team to create activities and events for students, parents and teachers to increase student connectedness to schools. Team to work with Capturing Kids Hearts program, Panorama Playbook lessons and strategies to help students. Time for team to analyze Panorama data and create interventions for students in need. Team can hold lunch activities for students. Creating student of the month and other ways to celebrate students and incorporate parents. Adding a mentoring program to support students with the greatest needs. Onboarding program for incoming 6th grade students to help transition.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

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

Based on California Dashboard Data all student subgroups are scoring in the lowest tiers. This puts DSMS into Comprehensive Support and Improvement (CSI). With this CSI status Tier I instruction will be implemented to all students to increase academic outcomes.

ELA Indicator – The Fall 2023 California School Dashboard shows that the school's performance in ELA is at the Very Low performance level. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Achievement gaps can be seen within the subgroups of African American students, EL students, students with disabilities compared to all students. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

Math Indicator – The Fall 2022 California School Dashboard shows that the school's performance in Math is at the Very Low performance level. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Achievement gaps can be seen within the subgroups of African American students, EL students, students with disabilities compared to all students. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for students choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

Science Indicator- On the CAST more than 90% of student did not score at meets or exceeds. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

English Learner Progress Indicator (ELPI) and RFEP Rate--ELPI stagnated this year. We saw a small decline in the rate of progress. As a result, there is a need for ongoing improvement in both first instruction and intervention supports.







Measuring and Reporting Results

Metric/Indicator

Baseline







Expected Outcome

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

St. Group	Color	DFS/Percentage	Change
All	 Red	83.7 points below standard	Decreased Significantly -23.2 points
EL	 Red	113.1 points below standard	Decreased Significantly -31.6 points
Hisp	 Red	86.8 points below standard	Decreased Significantly -22.4 points
AA	 Red	85.3 points below standard	Maintained - 0.8 points
SED	 Red	84.7 points below standard	Decreased Significantly -23.4 points
SWD	 Red	155.5 points below standard	Decreased Significantly -20.8 points

St. Group	Color	DFS/Percentage	Change
All	Orange	80.7	Increase +3
EL	Orange	110.1	Increase +3
Hisp	Orange	83.8	Increase +3
AA	Orange	82.3	Increase +3
SED	Orange	81.7	Increase +3
SWD	Orange	152.5	Increase +3

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	118.1 points below standard	Decreased - 3.5 points
EL	 Red	144.4 points below standard	Decreased - 10.5 points
Hisp	 Red	121.4 points below standard	Decreased - 3.5 points
AA	 Orange	125 points below standard	Increased Significantly +25.5 points
SED	 Red	119 points below standard	Decreased - 3 points
SWD	 Red	192.2 points below standard	Decreased - 7.5 points

St. Group	Color	DFS/Percentage	Change
All	Orange	115.1	Increase +3
EL	Orange	141.4	Increase +3
Hisp	Orange	118.4	Increase +3
AA	Orange	122	Increase +3
SED	Orange	116	Increase +3
SWD	Orange	189.2	Increase +3




California Science Test - Percent of
Students Who Meet or Exceed
Standard
Grade 8

California Science Test - Percent of Students Who
Meet or Exceed Standard
Grade 8 - 11.55%

Student Groups
English Learners (EL)- 12.2%
Hispanic (Hisp)- 10.5%

California Science Test - Percent of Students Who Meet or
Exceed Standard
Grade 8 - 13%

Student Groups
English Learners (EL)- 13%
Hispanic (Hisp)- 13%

Metric/Indicator	Baseline	Expected Outcome																
	African American (AA) 12.5% Students with Disabilities (SWD)- 6.9%	African American (AA) 13% Students with Disabilities (SWD)- 7.5%																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Orange</td> <td>0.404%</td> <td></td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Orange	0.404%		<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Yellow</td> <td>42.4</td> <td>Increase +2</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Yellow	42.4	Increase +2
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Orange	0.404%																
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Yellow	42.4	Increase +2															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner designated Fluent English Proficient (RFEP) Reclassification Rate - 26 students	English Learner designated Fluent English Proficient (RFEP) Reclassification Rate -36 students																
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL): 114.6 below standards met Student Groups English Learners (EL): -178.6 Hispanic (Hisp): -131.1 African American (AA): -105 Students with Disabilities (SWD): -209.1</p>	<p>All Students (ALL): 118.1 pts below Declined 3.5 Student Groups English Learners (EL):144.4 pts below Declined 10.5 Hispanic (Hisp):121.4 pts below Declined 2.5</p> <p>African American (AA): 125 pts below Increased 25.5 Students with Disabilities (SWD):192.2 pts below Declined 7.5</p>																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Met	Williams Textbook/Materials Compliance - 100%																

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal/Administration
Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	141,904
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Paraprofessional salaries

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, school administrative secretary, AVID trained teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID professional Development
Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for attending AVID PD
Amount	8000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Membership, Curriculum, related instructional materials
Amount	12000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Hotel, and travel expenses for AVID training

Strategy/Activity 3

Professional Development:
 Other PD-----Allocated funds for classified and certificated staff to attend virtual and in person Professional Development opportunities. Expenditures include, substitutes, attendance costs to PD as well as materials and supplies to support implementation strategies. Trainings and planning including but not limited to Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as trauma informed practices to help teachers work with low performing students. Progress will be monitored by student performance improvement on state and local assessments and student incident referrals

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income

- Students with Disabilities
- Specific Student Groups:
African American subgroup, EL Learners and Intervention groups as data shows

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal/Administration
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	2600
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Kagan, Instructional Rounds and other PDs
Amount	4617
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies to implement AVID and Kagan PDs
Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional salaries for classified staff to support organization and implementation of events to support targeted populations.

Strategy/Activity 4

In response to needs assessments specifically for additional targeted support and improvement in ELA and Math, Interventions to be provided to students in subgroups needing extra support. Expenditures to include, certificated and classified timecards / materials to provide support in intervention activities. Can

include after school tutoring, Saturday opportunities, family and community support during the school day or enrichment opportunities for mentioned targeted students. Progress will be monitored by student performance improvement on state and local assessments and student grades in their classes.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Students with Disabilities
- Specific Student Groups:
AA Students and Homeless population, targeted intervention groups based on interim assessments

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal/Administration
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials and Technology

Strategy/Activity 5

To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, purchase supplemental instructional materials - science lab materials, math manipulatives, Language Arts trade books, SS relia, technology, technology licenses as well as technology updates and chromebooks, to support classroom instruction. Purchase supplemental library materials and technology licenses to increase leveled reading materials with high student interest. Progress will be monitored by student performance improvement on state and local assessments, attendance rate and student grades.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income

- Students with Disabilities
- Specific Student Groups:
Intervention groups- targeted students from assessment data

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Secretary
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	13235
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology upgrades and license renewals
Amount	3000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology upgrades and license renewals

Strategy/Activity 6

DSMS will increase outcomes of English Learners by supporting students in ELD classes as well as in general education settings with integrated and designated EL strategies. Extended day programs, interventions within the school day, and or other field trips will be provided to build student English Language comprehension and language development. Progress will be monitored by local and state assessments, including but limited to ELPAC scores

Students to be Served by this Strategy/Activity

- English Learner

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, administrative secretary

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation
Amount	1500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for staff who work during prep periods or outside of school day
Amount	800
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Transportation

Strategy/Activity 7

Based on needs assessments, students need exposure to college and career settings.. Students will work with counselors to set goals for middle school and work towards being successful in high school. Progress will be monitored with surveys and data collected at the site as well as Panorama Survey Data

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for Staff assisting after school hours
Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Career and college days

Strategy/Activity 8

To increase course offerings in an equity built master schedule so that students have access to as many honors, intervention and elective courses, DSMS will find for one teacher in ELA in grades 7 to maximize sections. Progress will be monitored with Synergy data and student grades

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, administrative secretary

Proposed Expenditures for this Strategy/Activity

Amount	23595
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Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salary

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-9/30/2025

Person(s) Responsible

principal
secretary

Proposed Expenditures for this Strategy/Activity

Amount	37000
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development for PLC practices and data analysis
Amount	6400
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for teachers to attend training

Amount	4600
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel expenses for PLC training and conferences
Amount	15000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards or coverage for teachers for continued work with PLCs, Instructional Rounds, pull-out days for planning and collaboration. Pull out days to provide opportunities for teachers to analyze data and modify instructional plans based on data.

Strategy/Activity 10

As part of CSI improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted students in 7th and/or 8th grade. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the Language! Live program as the primary curriculum tool. Students will be supported in making connections between reading comprehension skills and academic content in core subjects. Progress will be monitored through participating student performance improvement on state and local assessments and course grade improvement.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-9/30/2025

Person(s) Responsible

Principal, MTSS Coach, Reading Intervention Teacher, Two Program Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	18817
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	prep buy out for new intervention program (reading intervention for 7th and 8th grade students)
Amount	4000
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licenses for reading intervention program
Amount	1000
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Training for teacher to use intervention program
Amount	22219
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	prep buy out for new intervention program (ELD program for LTEL students)
Amount	1000
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Materials for math intervention for English Learners

Strategy/Activity 11

CSI input identified a need to support Students with Disabilities in SDC placements with supports during their general education mainstream classes. Additional paraprofessional hours allows for these students to receive individualized and small group evidence based supports as needed to improve academic outcomes during mainstream course instructional times. Progress will be monitored through participating students performance on academic assessments and course grades within mainstream classes.

Students to be Served by this Strategy/Activity

- Students with Disabilities

Timeline

7/1/2024-9/30/2025

Person(s) Responsible

Principal, administrative secretary for time and effort monitoring, paraprofessionals, participating teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	CSI Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 2 hours for paraprofessional
Amount	800
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Purchase curriculum and materials for new elective courses to provide more opportunities to students

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

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

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

Panorama data shows parents trust adults on campus. There were some identified needs still in the area of student safety. We will continue to still focus on parent involvement and Knowledge of Discipline, Rules, and Norms.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 39	Parent Participation in Stakeholder Input Processes - 60 Parents
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 86% Hispanic (Hisp) - 96% School staff treats parent respectfully 95%	Family School Connectedness via Panorama Family Climate Survey ALL) - 90% Hispanic (Hisp) - 96% School staff treats parent respectfully 95%

Metric/Indicator	Baseline	Expected Outcome
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) - 83% Hispanic (Hisp) - 55%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 60%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 250	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 350

Planned Strategies/Activities

Strategy/Activity 1

Based on needs assessments DSMS work more directly with families in working with chronic absenteeism and creating additional events and celebrations for families to be connected to school. Additional hours for a certificated and/or classified to work events and provide the appropriate translation needed for parents and community members. Staff will work with parents on TDAP compliance and personal invites to school events and celebrations. Progress will be monitored with chronic absenteeism rates as well as parent participation numbers at school events.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	3300
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries and security extra duty
Amount	1200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Lights, speakers, and other materials needed for community events

Strategy/Activity 2

Based on needs assessments, DSMS will work on culture and climate with rebranding. DSMS will work with site and district staff at bridging the relationships with stakeholders in the greater school community with branding and community outreach. Branding to include incentives, shirts, hats and other apparel to raffle at family events. This will help increase our community and parent partnerships. Purchase of other supplies for family events. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, administrative secretary

Proposed Expenditures for this Strategy/Activity

Amount	2100
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

motivational banners, other branding items.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1155
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Salary
Amount	2072
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Parent Leadership training
Amount	636
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent Square, Smore, website services or other parent support programs

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

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

To Improve suspension data and student connectedness to school the following will be implemented: Capturing Kids hearts will be implemented school wide - a relationship-building approach to discipline that creates self-managing groups. Mentoring program for African American boys to help them set and achieve goals SEL and other activities to be added to get students interested in school via activities. Clubs, sports and after school activities will be provided to try to develop stronger student connections to school. PBIS/Scorpion Ticket Incentive program

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92%	Student Attendance Rates All Students (ALL) - 88.6% as of May 13, 2024																												
Chronic Absenteeism Rates All Students (ALL)- Very High English Learner (EL)- Very High Hispanic (Hisp)- Very High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- Very High Students with Disabilities (SWD)- Very High	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>47.1% Chronically Absent</td> <td>Increased Significantly 8.7</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>41.6% Chronically Absent</td> <td>Increased Significantly 9.2</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	47.1% Chronically Absent	Increased Significantly 8.7	EL	Red	41.6% Chronically Absent	Increased Significantly 9.2	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>46.6</td> <td>-0.5</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>41.4</td> <td>-0.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>46.1</td> <td>-0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	46.6	-0.5	EL	Orange	41.4	-0.5	Hisp	Orange	46.1	-0.5
St. Group	Color	DFS/Percentage	Change																											
All	Red	47.1% Chronically Absent	Increased Significantly 8.7																											
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St. Group	Color	DFS/Percentage	Change																											
All	Orange	46.6	-0.5																											
EL	Orange	41.4	-0.5																											
Hisp	Orange	46.1	-0.5																											

Metric/Indicator

Baseline

Expected Outcome

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Hisp	Red	46.6% Chronically Absent	Increased Significantly 10.7
AA	Red	61.5% Chronically Absent	Increased 8.6
SED	Red	47.1% Chronically Absent	Increased Significantly 8.1
SWD	Red	53.8% Chronically Absent	Increased 13.8

AA	Orange	61	-0.5
SED	Orange	46.5	-0.5
SWD	Orange	53.3	-0.5

Suspension Rates:
 All Students (ALL)- High
 English Learner (EL)- High
 Hispanic (Hisp)- High
 African American (AA)- Very High
 Socioeconomically Disadvantaged (SED)- High
 Students with Disabilities (SWD)- Very High

St. Group	Color	DFS/Percentage	Change
All	Red	18.2% suspended at least one day	Increased Significantly 9.3
EL	Red	15.7% suspended at least one day	Increased Significantly 6.6
Hisp	Red	17.5% suspended at least one day	Increased Significantly 9.4
AA	Red	28.6% suspended at least one day	Increased 15.4
SED	Red	18.4% suspended at least one day	Increased Significantly 9.3
SWD	Red	21.8% suspended at least one day	Increased 14.7

St. Group	Color	DFS/Percentage	Change
All	Orange	17.9	-0.3
EL	Orange	15.4	-0.3
Hisp	Orange	17.2	-0.3
AA	Orange	28.3	-0.3
SED	Orange	18.1	-0.3
SWD	Orange	21.5	-0.3

Expulsion Rates
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Expulsion Rates
 All Students (ALL) 2 Students
 Hispanic (Hisp) - 2 Students
 African American (AA) 0

Expulsion Rates
 All Students (ALL) - 0%
 Hispanic (Hisp) - 0%
 African American (AA) - 0%

Panorama Survey – School Connectedness
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Panorama Survey – School Connectedness
 All Students (ALL) - 43%
 English Learner (EL) - 47%
 Hispanic (Hisp) - 52%
 African American (AA) - 40%

Panorama Survey – School Connectedness
 All Students (ALL)- 53%
 English Learner (EL)- 57%
 Hispanic (Hisp)- 62%
 African American (AA)- 50%

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
 Assistant Principals
 Counselors
 ASB Adviser
 Secretary
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries
Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies, shirts, and materials
Amount	19696
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries(Additional Clerk)

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
 Assistant Principals
 Counselors
 ASB Adviser

Secretary
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1900
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	1800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries

Strategy/Activity 3

Based on Panorama Data and other needs assessments, intramural and other site engagement activities and field trips will be provided to support student connectedness to school. Field trips will be used for incentives for attendance as well. Progress will be monitored with chronic absenteeism data as well as class incident referrals

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principals
Counselors
ASB Adviser
Secretary
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation/Field Trips

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principals
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Lanyards, IDs, ID machine and Ink

Strategy/Activity 5

In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups via our Prevention Specialist. If community members are not available

to come to campus, field trips for these student groups to go out for same outcomes,]. Student and parent forums for their voices and input. progress will be monitored with chronic absenteeism data.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
African American student group and SWD

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principals
Health Paraprofessionals
Prevention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for mentoring groups and forums
Amount	1300
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries

Strategy/Activity 6

Based on needs assessments, supervision is needed at lunch and in the PE area. Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day. Progress will be monitored with suspension data and class incident referrals.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	44714
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide

Strategy/Activity 7

Based on needs assessments, supervision is needed at lunch and in the PE area, 2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours. Progress will be monitored with suspension data and class incident referrals.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	27252
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Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2.75 extra hours for our two 3-hour supervision aides

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

Specific Student Groups:
All band students

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, band teacher

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

administrator

Proposed Expenditures for this Strategy/Activity

Amount	14396
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Internal or external staff to host lunchtime activities

Strategy/Activity 10

CSI needs assessment outcomes indicate needed work on improving school climate to help students feel connected to the school. DSMS will develop a site culture team to meet regularly, analyze data, work with Capturing Kids Hearts program, and plan SEL activities for teachers to use during assigned class periods. The team will also conduct home visits to support student needs and utilize plan days and work on campus culture. These actions will be supplementary to the Capturing Kids Hearts training that is being paid for by the district. Progress will be monitored through Panorama survey results, absenteeism rates, suspension rates, and CKH survey results.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 9/30/2025

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards and sub coverage for teachers for planning, and extra time

Amount	4000
Source	CSI Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Timecards and sub coverage for teachers for planning, and extra time
Amount	4000
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Materials related to SEL lessons and activities

Strategy/Activity 11

As part of CSI improvement efforts, DSMS will provide a new evidence-based School-Based Mentoring Program. The program will provide small group student support through goal setting, topic discussions based on identified group needs, and self-monitoring practices led by an adult mentor. Progress will be monitored through participating student performance improvement in attendance, behavior incident rates, and course performance.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 9/30/2025

Person(s) Responsible

Principal, Assistant principal

Proposed Expenditures for this Strategy/Activity

Amount	11307
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mentoring program consultation and service contract

Amount	1012
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for mentoring program

Strategy/Activity 12

The CSI needs assessment indicated that the transition between elementary and middle school creates barriers for student success in 6th grade. DSMS will provide a student transition program for incoming 6th grade students to create a positive transitional period. This will include evidence-based practices related to building a positive school climate, SEL needs, building positive connections with the staff, and learning middle school course expectations. Progress will be monitored through 6th grade behavior incident patterns, attendance, and course grades.

Students to be Served by this Strategy/Activity

Specific Student Groups:
incoming 6th grade students

Timeline

7/1/2024 - 9/30/2025

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	5300
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for teachers
Amount	2600
Source	CSI Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Timecards for classified staff

Amount	1957
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Materials for incoming 6th grade transition program

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2024 - June 30, 2025	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title IV
Middle School Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

School Goal #2: Increase Parent and Community Partnerships

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	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)
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials.	2,962	Title IV

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$200,619
Total Federal Funds Provided to the School from the LEA for CSI	\$155,012
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$522,084.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	196,756	0.00
Title I Part A: Parent Involvement	3,863	0.00
LCFF	166,453	0.00
CSI Funding	155,012	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 (\$)
CSI Funding	\$155,012.00
Title I	\$196,756.00
Title I Part A: Parent Involvement	\$3,863.00

Subtotal of additional federal funds included for this school: **\$355,631.00**

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

State or Local Programs	Allocation (\$)
LCFF	\$166,453.00

Subtotal of state or local funds included for this school: \$166,453.00

Total of federal, state, and/or local funds for this school: \$522,084.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	155,012.00
LCFF	166,453.00
Title I	196,756.00
Title I Part A: Parent Involvement	3,863.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	117,186.00
2000-2999: Classified Personnel Salaries	248,766.00
4000-4999: Books And Supplies	33,586.00
5000-5999: Services And Other Operating Expenditures	47,335.00
5800: Professional/Consulting Services And Operating Expenditures	75,211.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	79,736.00
2000-2999: Classified Personnel Salaries	CSI Funding	8,600.00
4000-4999: Books And Supplies	CSI Funding	8,769.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	4,600.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	53,307.00
1000-1999: Certificated Personnel Salaries	LCFF	31,295.00
2000-2999: Classified Personnel Salaries	LCFF	96,262.00
4000-4999: Books And Supplies	LCFF	12,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	19,196.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	143,904.00
4000-4999: Books And Supplies	Title I	12,617.00
5000-5999: Services And Other Operating Expenditures	Title I	35,235.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,155.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,708.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Esther Gonzalez				X	
Nayeli Moreno				X	
Daisy Barragan				X	
Briana Carrick		X			
Peri Acar		X			
Erick Sanchez			X		
Domanack Murray		X			
Nancy Charles		X			
Sue Drummond	X				
Madison Bunning					X
Carlos Marquez					X
Maya Per Martinez					X
Numbers of members of each category:	1	4	1	3	3

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/01/2024.

Attested:

	Principal, Sue Drummond on 11/14/24
	SSC Chairperson, Peri Acar on 11/14/24

Title I and LCFF Funded Program Evaluation

Goal #1:
Desert Springs Middle School will provide the foundation and opportunities so all students will graduate from high school prepared for college and/or a career. All students at Desert Springs Middle School will meet grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science as measured by interim benchmark assessments and CAASPP.

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

<p>not limited to Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as trauma informed practices to help teachers work with low performing students. Progress will be monitored by student performance improvement on state and local assessments and student incident referrals</p>			
<p>In response to needs assessments specifically for additional targeted support and improvement in ELA and Math, Interventions to be provided to students in subgroups needing extra support. Expenditures to include, certificated and classified timecards / materials to provide support in intervention activities. Can include after school tutoring, Saturday opportunities, family and community support during the school day or enrichment opportunities for mentioned targeted students. Progress will be monitored by student performance improvement on state and local assessments and student grades in their classes.</p>			
<p>To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, purchase supplemental instructional materials - science lab materials, math manipulatives, Language Arts trade books, SS relia, technology, technology licenses as well as technology updates and chromebooks, to support classroom instruction. Purchase supplemental library materials and technology licenses to increase leveled reading materials with high student interest. Progress will be monitored by student performance improvement on state and local assessments, attendance rate and student grades.</p>			
<p>DSMS will increase outcomes of English Learners by supporting students in ELD classes as well as in general education settings with integrated and designated EL strategies. Extended day programs, interventions within the school day, and or other field trips will be provided to build student English Language comprehension and language development. Progress</p>			

will be monitored by local and state assessments, including but limited to ELPAC scores			
Based on needs assessments, students need exposure to college and career settings.. Students will work with counselors to set goals for middle school and work towards being successful in high school. Progress will be monitored with surveys and data collected at the site as well as Panorama Survey Data			
To increase course offerings in an equity built master schedule so that students have access to as many honors, intervention and elective courses, DSMS will find for one teacher in ELA in grades 7 to maximize sections. Progress will be monitored with Synergy data and student grades			
As part of the CSI improvement efforts, DSMS will create systems of data analysis, teacher collaboration, and common instructional planning through the PLC model. Teachers will identify priority standards in their subject areas, align instructional planning to end of year proficiency expectations, and analyzing common assessment results to drive instruction. This action includes additional training, pull-out coaching, and additional planning time for teachers. Progress will be monitored through student performance improvement on state and local assessments, including school common assessments.			
As part of CSI improvement efforts, DSMS will be expanding the evidence-based intervention program for targeted students in 7th and/or 8th grade. Students will be identified via local benchmark and diagnostic assessment tools, and supported through an intervention class during the school day using the Language! Live program as the primary curriculum tool. Students will be supported in making connections between reading comprehension skills and academic content in core subjects. Progress will be monitored through participating student performance improvement on state and local assessments and course grade improvement.			

<p>CSI input identified a need to support Students with Disabilities in SDC placements with supports during their general education mainstream classes. Additional paraprofessional hours allows for these students to receive individualized and small group evidence based supports as needed to improve academic outcomes during mainstream course instructional times. Progress will be monitored through participating students performance on academic assessments and course grades within mainstream classes.</p>			
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Goal #2:

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

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

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

<p>stakeholders in the greater school community with branding and community outreach. Branding to include incentives, shirts, hats and other apparel to raffle at family events. This will help increase our community and parent partnerships. Purchase of other supplies for family events. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums</p>			
<p>Based on needs assessments DSMS will continue its work with trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program. Progress will be monitored with Panorama Survey Data, Site Surveys, capturing Kids Hearts Surveys and general input at open forums</p>			

Goal #3:

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

<p>Actions/ Activities (Strategies)</p>	<p>What is working and why? (Effective indicators)</p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p>What is not working and why? (Ineffective indicators)</p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p>Modification(s) based on evaluation results</p> <p><i>Continue or discontinue and why?</i></p>
<p>Based on needs assessments, in an effort to create additional ways for students to be connected to school, clubs and activities will be provided to students. (Robotics, Band, Drones, Art, GSA etc.) An effort to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library and some classrooms) during lunch, before and after school Certificated</p>			

<p>and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention. Progress will be monitored with Panorama Survey Data, Capturing Kids hearts Survey Data and site surveys</p>			
<p>Based on needs assessments and review of successes in the previous school year, implementation of the SEL plan for DSMS. The SEL plan utilizes the Synergy MTSS system to provide points for positive behaviors occurring throughout campus using a PBIS model. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and incentives. Progress will measured with incident referrals and suspension data.</p>			
<p>Based on Panorama Data and other needs assessments, intramural and other site engagement activities and field trips will be provided to support student connectedness to school. Field trips will be used for incentives for attendance as well. Progress will be monitored with chronic absenteeism data as well as class incident referrals</p>			
<p>In an effort to monitor students at activities, lunches and other school activities, students will be provided a school ID card suspended in a plastic pouch from a lanyard. This ID card will be used to get into school events and various areas on campus. Progress will be monitored number of students accessing events and areas on campus with ID</p>			
<p>In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups</p>			

<p>via our Prevention Specialist. If community members are not available to come to campus, field trips for these student groups to go out for same outcomes,]. Student and parent forums for their voices and input. progress will be monitored with chronic absenteeism data.</p>			
<p>Based on needs assessments, supervision is needed at lunch and in the PE area. Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day. Progress will be monitored with suspension data and class incident referrals.</p>			
<p>Based on needs assessments, supervision is needed at lunch and in the PE area, 2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours. Progress will be monitored with suspension data and class incident referrals.</p>			
<p>For safety and sanitary needs, maintenance of band instruments on an A/B schedule (each instrument being cleaned ever other year). Progress will be monitored with a spreadsheet documenting the services.</p>			
<p>Based on needs assessments and successes of previous years, DSMS will bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities). progress will be monitored with suspension data and incident referrals at lunchtime</p>			
<p>CSI needs assessment outcomes indicate needed work on improving school climate to help students feel connected to the school. DSMS will develop a site culture team to meet regularly, analyze data, work with Capturing Kids Hearts program, and plan SEL activities for teachers to use during assigned class periods. The team will also conduct home visits to support student needs and utilize plan days and work on campus culture. These actions will be supplementary to the Capturing Kids Hearts training that is being paid for by the district. Progress will</p>			

<p>be monitored through Panorama survey results, absenteeism rates, suspension rates, and CKH survey results.</p>			
<p>As part of CSI improvement efforts, DSMS will provide a new evidence-based School-Based Mentoring Program. The program will provide small group student support through goal setting, topic discussions based on identified group needs, and self-monitoring practices led by an adult mentor. Progress will be monitored through participating student performance improvement in attendance, behavior incident rates, and course performance.</p>			
<p>The CSI needs assessment indicated that the transition between elementary and middle school creates barriers for student success in 6th grade. DSMS will provide a student transition program for incoming 6th grade students to create a positive transitional period. This will include evidence-based practices related to building a positive school climate, SEL needs, building positive connections with the staff, and learning middle school course expectations. Progress will be monitored through 6th grade behavior incident patterns, attendance, and course grades.</p>			

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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