School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Mt. San Jacinto High School/EWEC
Address	30800 Landau Blvd. Cathedral City, CA 92234-5159
County-District-School (CDS) Code	33-67173-3331121
Principal	Brad Seiple
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024 - 6/30/2025
Schoolsite Council (SSC) Approval Date	10/08/2024
Local Board Approval Date	12/17/2024

X This certifies that updates to my SPSA are completed

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

Table of Contents

School Vision and Mission

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

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

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

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

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

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

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

School Profile

Mount San Jacinto High School is a continuation school at two locations. The main location, in Cathedral City, serves nearly 300 students in grades 10-12 in a traditional continuation program. Students participate in a quarter-based instructional cycle in order to accelerate their credit acquisition to receive a high school diploma. Some students return to a traditional setting while the majority graduate from Mt. San Jacinto. At the second campus in Desert Hot Springs (located at the Edward Wenzlaff Education Center), the program serves up to 175 students in grades 10-12. Both campuses offer an Independent Study program to students.

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

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

Purpose and Description

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

> X Schoolwide Program
>
> X Additional Targeted Support and Improvement
>
> Homeless

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

> At the beginning of the 2023-2024 school year one teacher position of the School Site Council was up for replacement. Teachers were asked to submit their names if interested; one teacher responded and was elected to SSC. The one non-teacher staff member position was up for replacement as well; staff members were asked to share their interest and one replied. That classified staff member was elected to SSC. Parents were encouraged to submit their names at Back to School Night and through follow up emails; no parent responded or agreed to be considered for SSC, but one community member agreed to serve on the SSC. An election was held via Google Forms and the community member was elected. Students were asked to submit names if interested in joining SSC for four open positions; four responded. Announcements were made for students to vote for SSC student members via a form sent through email--eight students voted and selected the four candidates. The school held three ELAC meetings to date during the school year; a representative from the ELAC has attended SSC meetings to share input from the ELAC, and continuing the SSC's responsibility to act on behalf of the ELAC.
>
> At the beginning of the 2024-2025 school year three teacher positions on the School Site Council was up for replacement. Four teachers were interested in the positions and an election was held, with a tie for the third spot; one of the other teachers who received more votes opted not to accept the position so the three remaining teachers filled the open SSC spots. Multiple emails were sent to parents and announcements made during the Title 1 Parent Night and Back to School Night to solicit parents for the open SSC parent positions. After several weeks, we finally had two parents willing to serve on the SSC. A ballot was sent out to all parents but no parents cast a vote. Announcements were made for students to serve on SSC and four students turned in their names to be considered for the student positions for SSC. A ballot was sent out to all students and the four students were voted as members.
>
> SSC Meeting Dates and Agendas:
> 9/20/23. SSC and ELAC Training. Agenda: training.
> 10/05/23. Agenda: Review of Family Engagement Policy, Home/School Compact, SSC Bylaws, review of testing and attendance data, SPSA goal review, and update to funding in Title 1.
> 12/04/23. Agenda: Review of student attendance data, including EL students, WASC report, funding updates for 24-25.
> 2/29/24. Agenda: Elect replacement SSC members, awareness of School Safety Plan, 24-25 SPSA goal modifications, 24-25 funding updates, ELAC feedback.
> 5/2/24. Agenda: Review of student attendance and state data, discussion/review of 24-25 SPSA plan, ELAC feedback.
>
> During the May, 2024 SSC meeting, data for Homeless and Foster Youth was discussed. The action item of counselors meeting with Homeless and Foster Youth students twice per quarter was agreed upon and added to the SPSA.

10/08/24. Agenda: Title 1 Parent and Family Engagement Policy, Home/School Compact, SSC Bylaws, Uniform Complaint Procedures, Election of officers, Site Developed Data, District Data, SPSA Goal Review, Modifications for SPSA Goals, Strategies, Funding updates, ELAC training. Data was shared and discussed at this meeting. The SSC discussed all goals and action items in the SPSA and brainstormed how to best adjust our action item budgets to accommodate additional funds in Title 1. The SSC voted unanimously to adjust spending in technology and in after school course options.

Further planned meeting dates for SSC are:

12/10/24 Agenda: Review of student attendance and performance data (including EL), ATSI focus, funding updates, ELAC feedback

2/25/25 Agenda: Data review (including EL and ATSI), School Safety Plan, 25-26 SPSA goals modification discussion, ELAC feedback

4/29/25 Agenda: Data review (including EL and ATSI), WASC, discussion/review of 25-26 SPSA, ELAC feedback

ELAC is integrated into SSC meetings. The teacher representative, who attends DELAC meetings, shares topics of discussion during SSC meetings and is routinely an agenda item. During the February 29, 2024 SSC meeting, state dashboard data was shared and discussed, including the fact that Homeless students had a higher than average suspension rate, resulting in an ATSI designation. We discussed possible interventions and the SSC concurred that additional meetings with their counselors could help students make better choices.

ELAC Meeting Dates and Agendas:

10/13/23. Agenda: Purpose of ELAC, ELL data, Program Discussion, D/ELAC election

12/7/23. Agenda: Report from DELAC meetings, Suggestions from parents re ELL performance improvement to SSC, ELL classification info, ELPAC dates.

3/15/24. Agenda: Report from DELAC meetings, Parent input on funding to support ELL students, Parent input to improve ELL student attendance, ELPAC testing update.

4/26/24. Agenda: Report from DELAC meetings, Reclassification data, CABE conference information, Parent input to improve ELL student attendance.

During discussions from ELAC parents during the March 15th ELAC meeting, the only suggestions for student performance improvement was continuing with after school tutoring, which is being funded in the SPSA for 24-25. Parents were told of a plan during that meeting to hold an afterschool class next year to support EL students in skill-building; parents were in favor of the idea.

MSJ Leadership Team meetings occur multiple times per semester where student data and school and district information is shared. Discussions about budget and proposals occur at most meetings. This year the Leadership Team discussed the needs of Homeless students as identified on the state dashboard, resulting in them being ATSI. The team discussed needs and agreed that additional meetings with their counselors could help students make better decisions and stay out of trouble.

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

Resource Inequities

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

Student equity is a focus at MSJHS. All students come to our school with needs greater than at a traditional school; students are behind in credits and at significant risk of not graduating. We work to utilize available resources to support students in areas in which they demonstrate need, whether that is mental health services, after school arts programs, instructional assistance, or club/sports participation. The district provides one Bilingual Instructional Aide who is based on the main campus; a Bilingual Instructional Aide has been hired for the DHS campus using Title 1 funds. An additional noted inequity is an issue with facilities on the main campus; the lack of updated classroom space to build an effective CTE program is an inequity that needs to be fixed. We now have possession of the classrooms needed to offer additional CTE courses, however those rooms are in need of updated technology infrastructure and finishes appropriate for the subject matter. Also, the Homeless student population is in need of additional supports as evidenced by the high suspension rate (ATSI).

In the 2024-2025 plan we will continue to fund the bilingual aide on the EWEC campus for MSJ EL and other struggling students. We will be working with COD in an ongoing attempt to offer more CTE and/or college courses to increase the number of students designated as "college ready" as indicated by the College/Career Indicator on the CDE Dashboard. We have created our own CTE pathway in ESports and will continue to work this year to increase student participation and engagement through employing a new online curriculum that students may find more engaging. To further support our Homeless students, counselors will meet with each Homeless student at least two times per quarter (ATSI).

Needs Assessment – Review of Performance

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

Reflections: Success	Our students' sense of belonging and school connectedness increase tremendously according to student responses in Panorama Survey (more than 10% improvement). This comes as a result of efforts to connect students to the school via SEL lessons, group t-shirts, awards for academic and attendance achievement, and teacher integration of circles and icebreaker activities. MSJ will continue to focus on connecting students to the school through as many means as possible; all previous actions and budget items will return for the 24-25 school year. EL students showed a 6% gain on the ELA SBAC exam. The Bilingual Aides work directly with EL (and other) students to improve language knowledge. We will continue to fund the Bilingual Aide position on the EWEC campus to support EL students. The suspension rate for all students decreased by 1.3%, including drops for all significant subgroups (except Homeless students). This is likely a result of the increase in student belonging and school connectedness noted earlier. We will continue to focus on building relationships with students and creating a positive and safe campus culture. The SPSA budget will continue to pay for teacher conferences and Professional Development that focus on school culture and best practices for alternative education schools. Attendance improved greatly at MSJ in the 2023-2024 school year. Overall, the student attendance rate for both campuses was 93.39% with our EL students having a higher rate at 94.07% for the year. To begin the 2024-2025 school year, the EL student attendance rate is above our targeted growth at 97.797%.

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

Reflections: Identified Need	ELA and mathematics continue to be an identified area of need as measured by the SBAC exams. Student scores in ELA overall dropped 8.2 points from the previous year and is 139.3 points below standard. Hispanic students dropped 6.6 points and SED students dropped 8.7 points. Though ELD students increased their scores 6.6 points from the previous year their score is still 160.1 points below standard. Student scores in math decreased 17.3 points overall, 192.2 points below standard. ELD students dropped 23.9 points from the prior year, landing at 213 points below standard. Hispanic and SED students also dropped, 16.1 points and 16.2 points respectively. The College and Career Readiness Indicator (CCI) is a massive area of need as MSJ only had three students considered prepared for college or careers. The school is working within the SPSA using LCFF funds to assist outside funding sources to improve the number of students meeting CCI readiness indicators.

Although the overall suspension rate for the school decreased 1.3% to an overall rate of 7.3%, the suspension rate for our Homeless students increased to 13.6%, which identified the school as ATSI in this specific category. Plans are in place to offer additional supports to our Homeless youth and provide additional supports to all students foster belonging and encourage better decision-making.

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

Updates:
Based on the identified achievement gap of our EL students, additional Title 1 funding has been allocated to afterschool intervention courses to target skill building in ELA and math.

MSJ received Equity Multiplier funds that the school will be using to hire CTE teachers to create a hospitality-focused pathway. In addition, through a grant received by the Director of College and Career Readiness, a series of Early Childhood Education classes are being held after school on the EWEC campus; College of the Desert also was able to hire a new professor to offer HVAC classes once again on the Cathedral City MSJ campus.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.01%	0.7%	0.28%	3	3	1
African American	3.72%	2.82%	2.80%	11	12	10
Asian	%	0.23%	0.28%		1	1
Filipino	1.35%	0.94%	0.84%	4	4	3
Hispanic/Latino	87.50%	89.2%	91.04%	259	380	325
Pacific Islander	%	0%	%		0	
White	6.08%	4.93%	3.36%	18	21	12
Multiple/No Response	0.34%	1.17%	1.40%	1	5	5
			Total Enrollment	296	426	357

Student Enrollment
Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	82	153	128	22.90%	27.7%	35.9%
Fluent English Proficient (FEP)	106	152	110	36.00%	35.8%	30.8%
Reclassified Fluent English Proficient (RFEP)				18.3%		

School and Student Performance Data

Student Population

The 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**
426	**99.1**	**35.9**	**0.7**
Total Number of Students enrolled in Mt. San Jacinto High School/EWEC.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	153	35.9
Foster Youth	3	0.7
Homeless	35	8.2
Socioeconomically Disadvantaged	422	99.1
Students with Disabilities	32	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.8
American Indian	3	0.7
Asian	1	0.2
Filipino	4	0.9
Hispanic	380	89.2
Two or More Races	5	1.2
White	21	4.9

Conclusions based on this data:

1.

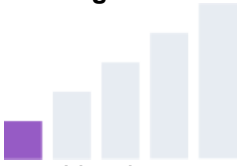# School and Student Performance Data

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.

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data
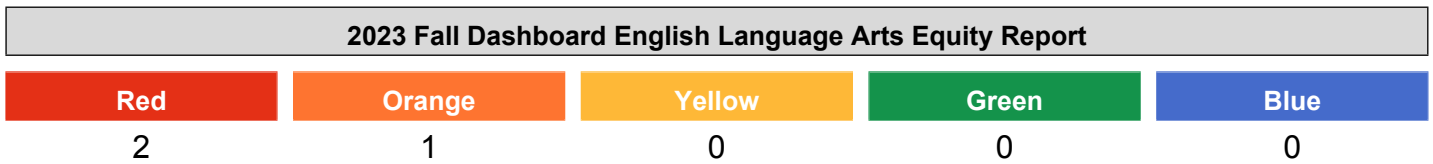
Academic Performance
English Language Arts

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
139.3 points below standard	160.1 points below standard	
Decreased -8.2 points	Increased +6.6 points	1 Student
112 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Less than 11 Students
	139.9 points below standard	
7 Students	Decreased -8.7 points	9 Students
	111 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 129.9 points below standard Decreased -6.6 points 101 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 5 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**
171.1 points below standard Increased +8.2 points 35 Students	Less than 11 Students 9 Students	214.2 points below standard Decreased Significantly -63.6 points 38 Students

Conclusions based on this data:

1.

School and Student Performance Data
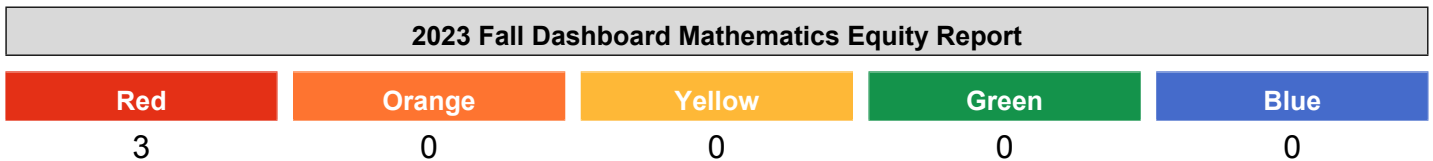
Academic Performance
Mathematics

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
192.2 points below standard	213 points below standard	
Decreased Significantly -17.3 points	Decreased Significantly -23.9 points	1 Student
115 Students	44 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Less than 11 Students
	191.1 points below standard	
7 Students	Decreased Significantly -16.2 points	9 Students
	113 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	Less than 11 Students
4 Students	0 Students	0 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	No Performance Color	Less than 11 Students
183.3 points below standard	1 Student	0 Students	6 Students
Decreased Significantly - 16.1 points			
104 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
218.9 points below standard	Less than 11 Students	247.4 points below standard
Decreased Significantly -25.2 points		Decreased Significantly -18.7 points
35 Students	10 Students	39 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
## English Learner Progress

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."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
47.7% making progress towards English language proficiency
Number of EL Students: 172 Students
Performance Level: 3
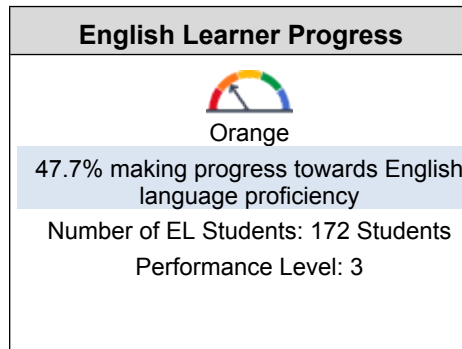
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
17	56	1	81

Conclusions based on this data:

1.

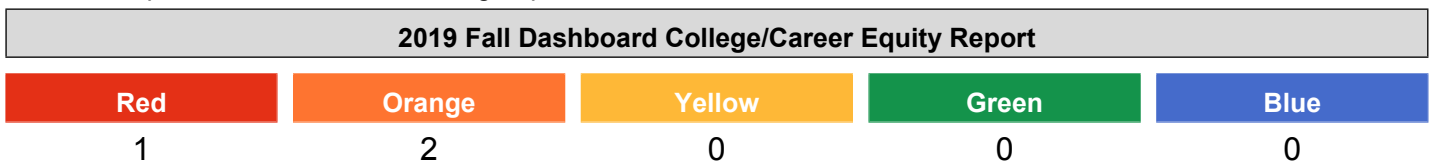# School and Student Performance Data

Academic Performance
College/Career

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
4.9	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.9	Maintained 0	
144	31	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
0	5.2	0
11	Increased +5.2	Maintained 0
	134	14

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
8	2		2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
2.7	Less than 11 Students - Data Not Displayed for Privacy	0 Students	18.8
Increased +2.7			Increased Significantly +18.8
113	3		16

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	0 **Prepared**	4.9 **Prepared**
Approaching Prepared	7.7 **Approaching Prepared**	5.6 **Approaching Prepared**
Not Prepared	92.3 **Not Prepared**	89.6 **Not Prepared**

Conclusions based on this data:
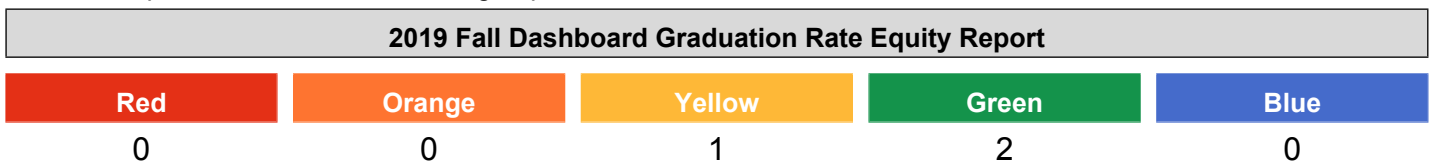
1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
84.7	77.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +7.6	Maintained +1.6	3
144	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
72.7	83.6	71.4
11	Increased +6	Declined -7.1
	134	14

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
8	2		2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
84.1	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Increased +6.9	3		Increased +23.1
113			16

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
77.2	84.7

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
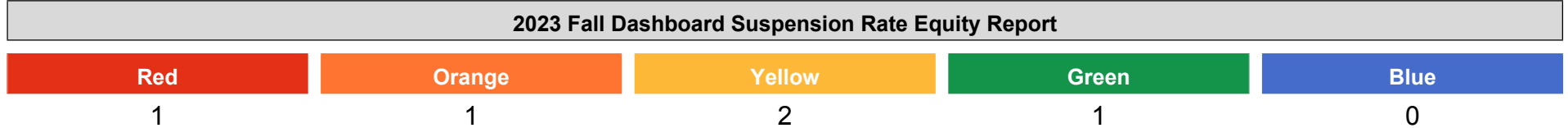## Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Yellow

7.3% suspended at least one day

Declined -1.3

714 Students

English Learners

Green

4% suspended at least one day

Declined Significantly -2

253 Students

Foster Youth

Less than 11 Students

7 Students

Homeless

Red

13.6% suspended at least one day

Increased 2.8

66 Students

Socioeconomically Disadvantaged

Yellow

7.3% suspended at least one day

Declined -1.4

702 Students

Students with Disabilities

Orange

8.2% suspended at least one day

Increased 0.5

49 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -4.3 21 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 7.3% suspended at least one day Declined -1.4 641 Students	8.3% suspended at least one day 12 Students	No Performance Color 0 Students	10.7% suspended at least one day Increased 7.4 28 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	108.7 points below standard	+15
EL	Orange	143.3 points below standard	+15
Hisp	Yellow	101.9 points below standard	+15
AA	N/A	N/A	N/A
SED	Yellow	108.7	+15
SWD	N/A	N/A	N/A

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	139.3 points below standard	Decreased - 8.2 points
EL	Orange	160.1 points below standard	Increased +6.6 points
Hisp	Red	129.9 points below standard	Decreased - 6.6 points
AA			Less than 11 Students
SED	Red	139.9 points below standard	Decreased - 8.7 points
SWD			Less than 11 Students

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	143.6 points below standard	+15
EL	Yellow	158.8 points below standard	+15
Hisp	Yellow	138.6 points below standard	+15
AA	N/A	N/A	N/A
SED	Yellow	143.6 points below standard	+15

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	192.2 points below standard	Decreased Significantly - 17.3 points
EL	Red	213 points below standard	Decreased Significantly - 23.9 points
Hisp	Red	183.3 points below standard	Decreased Significantly - 16.1 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

SWD	N/A	N/A	N/A

	Color		
AA	(gauge)		Less than 11 Students
SED	(gauge) Red	191.1 points below standard	Decreased Significantly - 16.2 points
SWD	(gauge)		Less than 11 Students

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

California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 9.48%

California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 6.35%

California School Dashboard - English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	(gauge) Orange	47.7%	

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35.9%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6.5%

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

St. Group	Color	DFS/Percentage	Change
All	Green	83.9% graduated	+3
EL	Green	81.1% graduated	+3
Hisp	Green	83.7% graduated	+3
AA	N/A	N/A	N/A
SED	Green	84.3% Graduated	+3
SWD	N/A	N/A	N/A

St. Group	Color	DFS/Percentage	Change
All	(gauge) Yellow	80.9% graduated	Maintained 0
EL	(gauge) Orange	78.6% graduated	Maintained 0.4
Hisp	(gauge) Yellow	80.4% graduated	Maintained -0.3
AA	(gauge)		Less than 11 Students
SED	(gauge) Yellow	80.8% graduated	Maintained -0.5
SWD	(gauge)	80% graduated	Decreased Significantly - 5.7
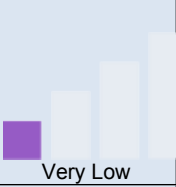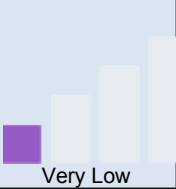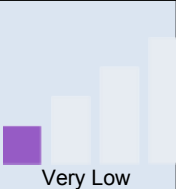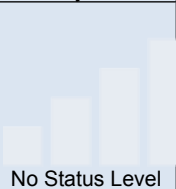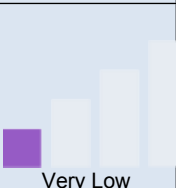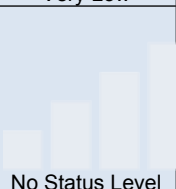
Metric/Indicator	Expected Outcomes	Actual Outcomes

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Very Low	3 Prepared	
EL	Very Low	0 Prepared	
Hisp	Very Low	3.1 Prepared	
AA	No Status Level		Less than 11 Students
SED	Very Low	2.7 Prepared	
SWD	No Status Level	0 Prepared	

| UC and/or CSU Entrance Requirement Completion Rate | UC and/or CSU Entrance Requirement Completion Rate | UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - N/A |

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All Students (ALL) - N/A English Learners (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) - Students with Disabilities (SWD) -	English Learners (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) - Students with Disabilities (SWD) -
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide bilingual instructional aide for the EWEC campus for targeted interventions for students in ELA and math.	A bilingual instructional aide for the EWEC campus assisted students in ELA and math.	Salary for Bilingual Instructional Aide for EWEC campus. 2000-2999: Classified Personnel Salaries Title I 21,479.00	Salary for Bilingual Instructional Aide for EWEC campus. 2000-2999: Classified Personnel Salaries Title I 21,479.00
		Extra duty / benefits for Bilingual Instructional Aide for EWEC campus. 3000-3999: Employee Benefits Title I 8,778.00	Extra duty / benefits for Bilingual Instructional Aide for EWEC campus. 3000-3999: Employee Benefits Title I 8,778.00
After school tutoring will be held to provide additional support and targeted interventions for struggling students in literacy and math.	After school tutoring was held periodically throughout the year on both campuses.	Teacher extra duty salary for after school tutoring. 1000-1999: Certificated Personnel Salaries Title I 7,500.00	Teacher extra duty salary for after school tutoring. 1000-1999: Certificated Personnel Salaries Title I 1,222.41
		Teacher extra duty salary for after school tutoring. 3000-3999: Employee Benefits Title I 2,302.00	Teacher extra duty salary for after school tutoring. 3000-3999: Employee Benefits Title I 283.05
Professional development opportunities for teachers to attend conferences and training with the goal to build greater capacity to support increased student expectations and opportunities. Opportunities to include CCEA state conference, PBIS training, STEAM, and others. PLC opportunities to attend department pullout days to share best practices, visit model programs,	Staff attended multiple conferences during the year including the CCEA state conference and others. Each core department had at least one pullout day to meet, plan and review curriculum and assessments.	Conferences and related fees and expenses. 5000-5999: Services And Other Operating Expenditures Title I 15,000.00	Conferences and related fees and expenses. 5000-5999: Services And Other Operating Expenditures Title I 9,408.89
		Substitute teachers for pull-out days and/or conferences for ELA and math teachers 5000-5999: Services And Other Operating Expenditures Title I	Substitute teachers for pull-out days and/or conferences for ELA and math teachers 5000-5999: Services And Other Operating Expenditures Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and develop more rigorous, engaging lessons.		2,500.00	3,156.00
		Substitute teachers for pull-out days for Science, Social Science, and elective teachers 5000-5999: Services And Other Operating Expenditures LCFF 3,000.00	Substitute teachers for pull-out days for Science, Social Science, and elective teachers 5000-5999: Services And Other Operating Expenditures LCFF 3,587.32
Replace, upgrade and install technology to help students develop their abilities in ELA, math, technical skills, and other classroom applications.	Technology and software was purchased as needed during the school year.	Technology supplies and upgrades. 4000-4999: Books And Supplies Title I 11,251.00	Technology supplies and upgrades. 4000-4999: Books And Supplies Title I 6,321.00
Purchase manipulatives and supplies for hands-on activities in math and English classes.	Manipulatives, including rockets for math classes, were puchased.	Purchase of rockets, and other supplemental classroom materials for engaging lessons in math and ELA 4000-4999: Books And Supplies Title I 4,000.00	Purchase of rockets, and other supplemental classroom materials for engaging lessons in math and ELA 4000-4999: Books And Supplies Title I 4,694.79
Students will participate in site-approved, curriculum-based, and/or enrichment-focused field trips to enhance and inspire learning (Ex: trips to plays, musicals, museums, schools/colleges).	Math, science, social science and art classes went on field trips during the year.	Field Trips, Registration, Transportation, Substitute Teachers 5000-5999: Services And Other Operating Expenditures LCFF 12,000.00	Field Trips, Registration, Transportation, Substitute Teachers 5000-5999: Services And Other Operating Expenditures LCFF 10,093.90
Offer enrichment opportunities for students outside of school hours to include Winter and/or Spring Intersession classes and after school programs.	Two classes were held during Spring Break--one history and one PE.	Teacher extra duty salary during Spring Break. 1000-1999: Certificated Personnel Salaries LCFF 6,000.00	Teacher extra duty salary during Spring Break. 1000-1999: Certificated Personnel Salaries LCFF 3,789.41

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Teacher extra duty benefits during Spring Break. 3000-3999: Employee Benefits LCFF 1,562.00	Teacher extra duty benefits during Spring Break. 3000-3999: Employee Benefits LCFF 877.94
		After school arts and/or enrichment program. 5000-5999: Services And Other Operating Expenditures LCFF 5,000.00	After school arts and/or enrichment program. 5000-5999: Services And Other Operating Expenditures LCFF 0.00
		Security for extra duty salary during Spring Break and after school. 2000-2999: Classified Personnel Salaries LCFF 4,000.00	Security for extra duty salary during Spring Break and after school. 2000-2999: Classified Personnel Salaries LCFF 3,200.00
		Security extra duty benefits during Spring Break and after school. 3000-3999: Employee Benefits LCFF 1,606.00	Security extra duty benefits during Spring Break and after school. 3000-3999: Employee Benefits LCFF 1,280.00
Additional classroom supplies and equipment for science (including STEAM), art, and other elective classrooms to further engage students.	A plethora of class supplies in art, science...	Instructional supplies and equipment for Social Science, Science, art and other elective classrooms. 4000-4999: Books And Supplies LCFF 10,000.00	Instructional supplies and equipment for Social Science, Science, art and other elective classrooms. 4000-4999: Books And Supplies LCFF 8793.68
Update and replace printers and printer cartridges as needed for student and staff use.	Printer cartridges for many rooms and one printer were purchased.	Printers and replacement ink. 4000-4999: Books And Supplies LCFF 2,000.00	Printers and replacement ink. 4000-4999: Books And Supplies LCFF 1350.34

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase school supplies for low-income, foster youth and homeless students.	A variety of pens, pencils, binders, backpacks and other school supplies were purchased for low income students.	Necessary supplies for low-income, foster and homeless students in support of graduation (ATSI). 4000-4999: Books And Supplies Title I 5,000.00	Necessary supplies for low-income, foster and homeless students in support of graduation (ATSI). 4000-4999: Books And Supplies Title I 4,555.00
ATSI subgroup will receive additional counseling sessions and monitoring to close gap in graduation rate.	Counselors attempted to meet with all students identified as homeless twice each quarter to monitor student progress.		
Offer an extra period of math and/or ELA support targeting the lowest academic performing students during the second semester. Curriculum will focus on skill-building and closing achievement gaps.	This item did not happen. Not enough teachers were available after school to make the support classes happen.	Salary for teacher prep buy-outs to offer after-school classes. 1000-1999: Certificated Personnel Salaries Title I 16,028	Salary for teacher prep buy-outs to offer after-school classes. 1000-1999: Certificated Personnel Salaries Title I 0.00
		3,500	0.00

Analysis

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

The additional bilingual aide was able to assist EL and other students who were struggling academically; determining the effectiveness of having an additional aide is challenging in that useable student progress data is difficult to track at MSJ. Students come to the school every nine weeks at a variety of levels. SBAC, ELPAC and STAR scores vary each year but perhaps the most important data to view is the graduation rate, which increased slightly at .4% among EL students. After school tutoring was held on both campuses to assist students in both ELA and math who were behind or struggling. Staff attended conferences and workshops to update pedagogy and instructional strategies; staff returned with to the site with valuable knowledge and shared with the rest of the staff during collaboration days. Field trips in Social Science, Art and English took place to expose students to new experiences. Social Science and PE classes occurred during Spring Break to allow more than 30 students an additional opportunity to catch up on credits. Supplies for academic and elective classes were purchased and school supplies for homeless/foster youth were purchased as well, removing barriers for students to be prepared daily for class. Counselors attempted to meet with all homeless/foster students twice per quarter (once per quarter is the norm) as part of our ATSI plan.

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

Most items budgeted for occurred to some degree with the exception of the after school ELA/Math class(es). This item was a late addition to the SPSA and there was not enough preparation to develop the class and the staffing properly to offer the class. Next school year the class will be better developed and teachers recruited earlier in the process.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no significant changes to the goals in the SPSA for 24-25. With all strategies focusing more on student production rather than items purchased it allows for a slight shift in mindset. That, paired with specific data sets in mind to measure progress, the SPSA goals/strategies could be altered more significantly in the future. Because EL students consistently have shown the largest achievement gap over the past couple of years, more monitoring and strategies specific to addressing this need is being added to the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 35	Parent Participation in Stakeholder Input Processes - 11
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) - 100% English Learner (EL) - N/A Hispanic (Hisp) - 100% African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 86% English Learner (EL) - N/A Hispanic (Hisp) - N/A% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey • All Students (ALL) • Hispanic (Hisp) • African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - N/A% African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 20%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide coffee/snacks for parents at quarterly Coffee With Administration events and at Teen Mental Health Awareness and Behavior Challenges events each semester.	Coffee and snacks were purchased for Coffee with Administration events.	Coffee and snacks for families during parent and family events. 4000-4999: Books And Supplies LCFF 250.00	Coffee and snacks for families during parent and family events. 4000-4999: Books And Supplies LCFF 110.00
Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center	Parents were provided information about a variety of classes available through the district Parent Center. No money was shared from MSJ to the Parent Center.	Technology classes for parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,671.00	Technology classes for parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0.00

Analysis

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

Despite repeated attempts to hold informational meetings with parents on both campuses, turn out was poor. Turn out at Back To School Night was about average, but only 2 parents came to Coffee wtih Admin during the year.

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

The plan for parent education was to work with the Parent Center for the district to offer education classes. Parents were offered multiple opportunities during the year for classes, but the Title 1 funds earmarked for the classes were not transferred to the Parent Center.

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 major changes will be made. A meeting between the school and the Coordinator for the Parent Center will be scheduled to discuss potential partnerships to educate parents.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.00%	Student Attendance Rates All Students (ALL) - 94.33% (as of 12/15/23)
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - N/A English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - N/A English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 15.2% English Learner (EL) - 18.7% Hispanic (Hisp) - 15.8% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 14.8%	High School 4-Year Dropout Rate All Students (ALL) - 14.5% English Learner (EL) - 17.3% Hispanic (Hisp) - 14.7% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 14.6% Students with Disabilities (SWD) - 12.0%

Suspension Rates: All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Expected Outcomes				Actual Outcomes			

English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

All	Yellow	8.2	-0.3
EL	Green	5.6	-0.3
Hisp	Yellow	8.5	-0.3
SED	Yellow	8.4	-0.3
SWD	Yellow	7.4	-0.3

All	Yellow	7.3% suspended at least one day	Declined -1.3
EL	Green	4% suspended at least one day	Declined Significantly -2
Hisp	Yellow	7.3% suspended at least one day	Declined -1.4
AA		0% suspended at least one day	Declined -4.3
SED	Yellow	7.3% suspended at least one day	Declined -1.4
SWD	Orange	8.2% suspended at least one day	Increased 0.5

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

Expulsion Rates
All Students (ALL) -0.02%
English Learner (EL) - 0.0%
Hispanic (Hisp) - 0.02%
African American (AA) - 0.00%
Socioeconomically Disadvantaged (SED) 0.0%
Students with Disabilities (SWD)   0.00%

Expulsion Rates
All Students (ALL) -0.3%
English Learner (EL) - 0.0%
Hispanic (Hisp) - 0.3%
African American (AA) - 0.00%
Socioeconomically Disadvantaged (SED) 0.0%
Students with Disabilities (SWD)   0.00%

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

Panorama Survey – School Connectedness
All Students (ALL) - 59%
English Learner (EL) - 61%
Hispanic (Hisp) - 55%
African American (AA) - N/A
Hisp: 56%
SED: N/A

Panorama Survey – School Connectedness
All Students (ALL) - 63%
English Learner (EL) - 60%
Hispanic (Hisp) - 63%
African American (AA) - N/A
Hisp: 63%
SED: N/A

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

Panorama Survey – School Safety
All Students (ALL) - 81%
English Learner (EL) - 63%
Hispanic (Hisp) - 83%
African American (AA) - N/A
SED: N/A

Panorama Survey – School Safety
All Students (ALL) - 79%
English Learner (EL) - 77%
Hispanic (Hisp) - 78%
African American (AA) - N/A
SED: N/A

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administration, counselors, and staff will attend conferences and training to increase efficacy in Social Emotional learning, Equity-Based decision making, and campus culture. Conferences and training to include PBIS implementation, cyber bullying, student equity, vaping, trauma-based decision making, etc.	Administrators and teachers attending multiple conferences, including the state CCEA conference and the School Climate Conference.	CCEA, PBIS, student equity, cyber bullying, and other conferences and training. 5000-5999: Services And Other Operating Expenditures LCFF 14,004.00	CCEA, PBIS, student equity, cyber bullying, and other conferences and training. 5000-5999: Services And Other Operating Expenditures LCFF 11,130.71
Increase student access to intramural sports and PE to promote belonging.	A variety of sports equipment was purchased and the number of students taking PE classes and participating on sports teams increased.	Sports equipment and team jerseys 4000-4999: Books And Supplies LCFF 3,000.00	Sports equipment and team jerseys 4000-4999: Books And Supplies LCFF 2,075.38
Increase student attendance and belonging by providing shirts for various clubs and programs on campus.	T-shirts for the mathletes, ASB and GSA were purchased	T-shirts for ASB, Mathletes, GSA and other student clubs and organizations 4000-4999: Books And Supplies LCFF 4,000.00	T-shirts for ASB, Mathletes, GSA and other student clubs and organizations 4000-4999: Books And Supplies LCFF 1,285.20
Provide student awards and awards for attendance and academic success.	Certificates and a variety of small school-related items were purchased for student rewards.	School pencils, pens, and other small items as trivial awards. 4000-4999: Books And Supplies LCFF 2,000.00	School pencils, pens, and other small items as trivial awards. 4000-4999: Books And Supplies LCFF 2,905.21

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Motivational speakers, trips and other incentives for improving graduation and attendance rates.	Student trips for state testing participation took place and school supplies were purchased for attendance incentives.	Purchase SunBus passes, hire motivational speakers, pay for motivational trips and student school supplies. 5000-5999: Services And Other Operating Expenditures LCFF 7,500.00	Purchase SunBus passes, hire motivational speakers, pay for motivational trips and student school supplies. 5000-5999: Services And Other Operating Expenditures LCFF 10,094.00
ATSI subgroup will be monitored for behavior and receive additional counseling as deemed necessary.	Counselors attempted to meet with all Homeless/Foster youth twice per quarter.		

Analysis

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

In general, all strategies and activities were implemented this year. Conferences and workshops were attended by staff members, resulting in a greater understanding of SEL strategies and Restorative Practice and Circles concepts. New sports equipment and uniforms were purchased, resulting in a greater than ever number of students participating in sports teams on both the EWEC and CC campuses. School supplies were handed out and awarded to students, recognizing them for their good attendance and attitudes. Overall, the school's attendance figures were up for both campuses as of December 15, the last time we were able to receive attendance data from the district office. Finally, field trips occurred to reward students for good participation in state testing and staying out of trouble. To promote student belonging, which saw a 4% gain on the Panorama Survey, t-shirts were bought for clubs and student groups.

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

There were no major differences between the intended implementation and the actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals were rewritten but the intent is mostly the same. Students will be supported through a variety of rewards, awards, trips and t-shirts/hats to promote greater connectedness to the school, thereby increasing attendance and student safety/attitude.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

Student performance on the SBAC exam in both math and ELA need to increase by 15 points in meeting or exceeding standards. While students in our mathletes class did quite well on the math test the majority of students did not, especially English Learners. Other subgroups performed near to the school's average. In ELA it was again the English Learners who scored lower than the school's average by more than 20 points, but the group showed growth by nearly 7 points from the year prior.

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

Student growth in ELPI (58.2%%) was above the state average but still needs to increase and the student RFEP Reclassification rate (32.9%) needs to show growth toward meeting the state average.

The student graduation rate remained about the same (80.9%) last year compared to the year prior; the state considers the rate to be lower than desired, but it should be noted that nearly 81% grad rate at a Continuation School is quite high. Students need additional opportunities to make up credits outside of the school day to have a greater opportunity to graduate on time.

Students need more opportunities to meet the College and Career Readiness Indicator. Those opportunities will be supplemented via other funding sources.

MSJ offers no AP exams on campus at this time.

Although all content-area courses are aligned to standards classes at MSJ are not a--g approved.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	139.3 points below standard	Decreased -8.2 points
EL	Orange	160.1 points below standard	Increased +6.6 points
Hisp	Red	129.9 points below standard	Decreased -6.6 points
AA			Less than 11 Students
SED	Red	139.9 points below standard	Decreased -8.7 points
SWD			Less than 11 Students

Expected Outcome:

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

Metric/Indicator: 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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	192.2 points below standard	Decreased Significantly -17.3 points
EL	Red	213 points below standard	Decreased Significantly -23.9 points
Hisp	Red	183.3 points below standard	Decreased Significantly -16.1 points
AA			Less than 11 Students
SED	Red	191.1 points below standard	Decreased Significantly -16.2 points
SWD			Less than 11 Students

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Orange	177.2 points below standard	Increased significantly +15 points
EL	Orange	198 points below standard	Increased significantly +15 points
Hisp	Orange	168.3 points below standard	Increased significantly +15 points
SED	Orange	176.1 points below standard	Increased significantly +15 points

Metric/Indicator: California Science Test - Percent of Students Who Meet or Exceed Standard
High School -

Baseline: California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 6.49%

Expected Outcome: California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 9.48%

Metric/Indicator	Baseline	Expected Outcome

California School Dashboard - English Learner Progress Indicator (ELPI)

Baseline:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	47.7%	

Expected Outcome:

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

Baseline: English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 32.9%

Expected Outcome: English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35.9%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Yellow	80.9% graduated	Maintained 0
EL	Orange	78.6% graduated	Maintained 0.4
Hisp	Yellow	80.4% graduated	Maintained -0.3
AA			Less than 11 Students
SED	Yellow	80.8% graduated	Maintained -0.5
SWD		80% graduated	Decreased Significantly -5.7

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	81.9% graduated	Increased +1
EL	Yellow	80.6% graduated	Increased +2
Hisp	Green	81.4% graduated	Increased +1
SED	Green	81.8% graduated	Increased +1

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Very Low	3 Prepared	
EL	Very Low	0 Prepared	
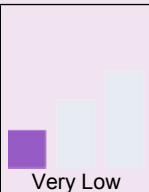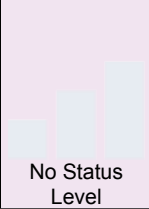
Expected Outcome:

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

Metric/Indicator	Baseline	Expected Outcome

Hisp			3.1 Prepared	
	Very Low			Less than 11 Students
AA				
	No Status Level			
SED			2.7 Prepared	
	Very Low			
SWD			0 Prepared	
	No Status Level			

Metric/Indicator	Baseline	Expected Outcome
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - N/A English Learners (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) - Students with Disabilities (SWD) -	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - N/A English Learners (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) - Students with Disabilities (SWD) -
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	23,248.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Bilingual Instructional Aide for EWEC campus to provide academic support for students.
Amount	8,778.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty / benefits for Bilingual Instructional Aide for EWEC campus to provide academic support for students.
Amount	5,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for teachers for extra hours for after school tutoring to provide academic support and remediation for students.
Amount	1,253.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for teachers for extra hours for after school tutoring to provide academic support and remediation for students.

Strategy/Activity 2

Provide students with current and researched instructional strategies and technology to optimize learning and instructional time. The effectiveness will be measured by classroom walkthroughs, STAR tests, and Panorama Survey results.

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	19,961.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and workshop costs for teachers to attend to increase capacity to engage and instruct students.

Amount	3,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teacher costs for teacher PD pullout days for planning and revising engaging lesson plans and curriculum.

Amount	8,844.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of updated technology hardware and software to optimize student learning and instructional time.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration to approve all field trips.

Proposed Expenditures for this Strategy/Activity

Amount	12,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips to connect classroom to real world experiences.

Strategy/Activity 4

Provide students opportunities for extended learning beyond the regular school day to include Winter/Spring intersession or extra period. Homeless students will be specifically targeted for extra support in credit recovery to meet academic needs and graduation requirements as identified in ATSI. The effectiveness will be measured by the number of credits earned by students per quarter and the Graduation rate.

Students to be Served by this Strategy/Activity

X	All
X	Specific Student Groups: Homeless

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, counseling and teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher salaries for intersession or extra-period classes to increase graduation rate.
Amount	2,348.00
Source	Title I

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

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, staff, and site secretary.

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of classroom supplies for teachers in core classes to develop hands-on and engaging lessons.

Amount	12,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of classroom supplies for teachers in all classes to develop hands-on and engaging lessons.

Amount	3,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of school supplies for Foster, Homeless and low-income students.

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Printers and/or replacement ink for classroom printers.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

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

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 11	Parent Participation in Stakeholder Input Processes - 25
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 86% English Learner (EL) N/A Hispanic (Hisp) N/A African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 89% English Learner (EL) - N/A Hispanic (Hisp) - N/A African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - N/A

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, site secretaries

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center. The effectiveness will be measured by the number of parents attending trainings/classes and the Panorama Survey.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, counselors, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	1,756.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Technology classes for parents.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

There is a need to increase student attendance back above 95%. As of Quarter 2 the attendance rate at MSJ was 94.33%

The four year drop out rate dropped by roughly 1% but there is still a need to reduce the rate closer to the district average.

Suspension rates (especially among Homeless and Foster Youth, which is not included as a subgroup in reports, but is more than 2% above the overall rate -- ATSI) need to decrease dramatically. The overall suspension rate declined by more than 1% but still is an area of concern.

The expulsion rate remained low (.3%) but still needs to be monitored to ensure rates do not grow.

Student connectedness to the school grew by nearly 5% as evidenced by an approval rate of 63% and students feeling safe at school dropped slightly to 79% on the Panorama Survey. The EL subgroup feels slightly less safe on campus at 77%, which is a double-digit growth from the previous year.

The SSC discussed the attendance rate for the 2023-2024 school year, which was 93.39% for the entire school year, an increase from the previous year. Though the school attendance rate grew significantly from the previous year, it is still short of the 95% attendance goal that was set by the school. The SSC also reviewed the EL student attendance rate for the first two months of the 2024-2025 school year, which is 96.90% through the end of September.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.33% (as of 12/15/23)	Student Attendance Rates All Students (ALL) - 95.00%

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL)) - N/A English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - N/A English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 14.5% English Learner (EL) 17.3 % Hispanic (Hisp) 14.7% African American (AA) N/A Socioeconomically Disadvantaged (SED) 14.6% Students with Disabilities (SWD) 12.0%	High School 4-Year Dropout Rate All Students (ALL) - 14.2% English Learner (EL) - 17.0% Hispanic (Hisp) - 14.4% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 14.3% Students with Disabilities (SWD) - 11.7%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Yellow	7.3% suspended at least one day	Declined -1.3
EL	Green	4% suspended at least one day	Declined Significantly -2
Hisp	Yellow	7.3% suspended at least one day	Declined -1.4
AA		0% suspended at least one day	Declined -4.3
SED	Yellow	7.3% suspended at least one day	Declined -1.4
SWD	Orange	8.2% suspended at least one day	Increased 0.5

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	6.8% suspended at least one day	Declined -0.5
EL	Green	3.5% suspended at least one day	Declined -0.5
Hisp	Green	6.8% suspended at least one day	Declined -0.5
AA		0% suspended at least one day	Maintained 0.0
SED	Green	6.8% suspended at least one day	Declined -0.5
SWD	Yellow	7.7% suspended at least one day	Declined -0.5

Metric/Indicator	**Baseline**	**Expected Outcome**
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.3% English Learner (EL) 0.0% Hispanic (Hisp) 0.3% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) 0.00% Students with Disabilities (SWD) 0.00%	Expulsion Rates All Students (ALL) -0.02% English Learner (EL) - 0.0% Hispanic (Hisp) - 0.02% African American (AA) - 0.00% Socioeconomically Disadvantaged (SED) 0.0% Students with Disabilities (SWD) 0.00%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: All students: 63% EL: 60% AA: N/A Hisp: 63% SED: N/A	Panorama Survey – School Connectedness All Students (ALL) - 6% English Learner (EL) - 63% Hispanic (Hisp) - 66% African American (AA) - N/A SED: N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 79% EL: 77% AA: N/A Hisp: 78% SED: N/A	Panorama Survey – School Safety All Students (ALL) - 82% English Learner (EL) - 80% Hispanic (Hisp) - 81% African American (AA) - N/A SED: N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% compliant	Williams Facilities Inspection Results will remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

Provide students with a campus that is safe, supportive and equitable through effective teacher-led SEL lessons, Restorative Circles and other researched-based strategies. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, counselors, and staff.

Proposed Expenditures for this Strategy/Activity

Amount	14,750.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	CCEA, PBIS, student equity, cyber bullying, and other conferences and trainings to facilitate campus supports.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, coaches, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Sports equipment and team jerseys for PE classes and sports teams.

Strategy/Activity 3

Provide recognition for students who are attending school regularly, achieving academic success, and joining clubs and student groups to promote a culture of belonging and academia. Recognition may be in the form of quarterly assemblies, field trips, weekly drawings and group shirts and hats. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

July 1, 2024 to June 30, 2025

Person(s) Responsible

Principal, club advisers, site secretaries.

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	T-shirts or hats for ASB, Mathletes, GSA and other student clubs and organizations.

Amount	7,449.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Trips and speakers to motivate students and support school involvement.

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards and certificates to recognize students for good attendance, behavior and effort.

Strategy/Activity 4

Provide Homeless students additional supports via counselors and/or Prevention Specialist to reduce suspension rate. The effectiveness will be measured by a reduction in the suspension rate of Homeless students. ATSI goal

Students to be Served by this Strategy/Activity

X	Specific Student Groups: Homeless students.

Timeline

October 1, 2024 to June 30, 2025

Person(s) Responsible

Administration, counselors and site secretaries

Proposed Expenditures for this Strategy/Activity

Description

Counselors and/or Prevention Specialist will meet with all Homeless students at least twice quarterly to offer additional supports.

Centralized Services for Planned Improvements in Student Performance

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

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

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 I

School Goal #2: Increase Parent and Community Partnerships

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 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

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	$91,188
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$159,518.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	89,432	0.00
Title I Part A: Parent Involvement	1,756	0.00
LCFF	68,330	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$89,432.00
Title I Part A: Parent Involvement	$1,756.00

Subtotal of additional federal funds included for this school: $91,188.00

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	$68,330.00

Subtotal of state or local funds included for this school: $68,330.00

Total of federal, state, and/or local funds for this school: $159,518.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	68,330.00
Title I	89,432.00
Title I Part A: Parent Involvement	1,756.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	30,008.00
3000-3999: Employee Benefits	13,256.00
4000-4999: Books And Supplies	39,094.00
5000-5999: Services And Other Operating Expenditures	57,160.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
2000-2999: Classified Personnel Salaries	LCFF	5,004.00
3000-3999: Employee Benefits	LCFF	877.00
4000-4999: Books And Supplies	LCFF	22,250.00
5000-5999: Services And Other Operating Expenditures	LCFF	34,199.00
1000-1999: Certificated Personnel Salaries	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	23,248.00
3000-3999: Employee Benefits	Title I	12,379.00
4000-4999: Books And Supplies	Title I	16,844.00
5000-5999: Services And Other Operating Expenditures	Title I	22,961.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,756.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 10/08/2024.

Attested:

[signature]	Principal, Brad Seiple on 10/25/2024
[signature]	SSC Chairperson, Andrea Pascal on 10/25/2024

Title I and LCFF Funded Program Evaluation

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

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

Goal #2:
Parent involvement will increase by providing parents more opportunities for interaction with the school including scheduled times to interact with administration and parent education classes through the district's Parent Center.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Provide parents structured opportunities quarterly to meet with administration to provide feedback and to receive updates and information about the school. The effectiveness will be measured by the number of parents/guardians attending meetings and the Panorama Survey.			
Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center. The effectiveness will be measured by the number of parents attending trainings/classes and the Panorama Survey.			

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Provide students with a campus that is safe, supportive and equitable through effective teacher-led SEL lessons, Restorative Circles and other researched-based strategies. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.			
Provide students with sports and PE offerings that promote healthy lifestyles, teamwork, leadership skills and belonging. The effectiveness will be measured by			

student responses on the Panorama survey and other site surveys.			
Provide recognition for students who are attending school regularly, achieving academic success, and joining clubs and student groups to promote a culture of belonging and academia. Recognition may be in the form of quarterly assemblies, field trips, weekly drawings and group shirts and hats. The effectiveness will be measured by student responses on the Panorama survey and other site surveys.			
Provide Homeless students additional supports via counselors and/or Prevention Specialist to reduce suspension rate. The effectiveness will be measured by a reduction in the suspension rate of Homeless students. ATSI goal			

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.

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

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

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

Purpose and Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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