

School Year: **2023-24**

**We are Advancing, Determined, Honorable Scholars. We are Advancing DHS.**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Desert Hot Springs High School
<b>Address</b>	65850 Pierson Blvd Desert Hot Springs, CA 92240
<b>County-District-School (CDS) Code</b>	33-67173-3330818
<b>Principal</b>	Omar Tinoco
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2023-6/30/2024
<b>Schoolsite Council (SSC) Approval Date</b>	October 30, 2023
<b>Local Board Approval Date</b>	December 12, 2023

X This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

Vision: We are Advancing DHS.

Mission: We work together to inspire confident, compassionate, independent learners who are contributing members of the global community. Staff, students, families, supporting adults, and community partners take collective responsibility in motivating and mentoring students to challenge themselves and respond to setbacks to achieve their individual post-secondary education and career goals.

Schoolwide Learner Outcomes

We are Advancing, Determined, Honorable Scholars

- Advancing: Civically Engaged and Community-Minded
- Determined: Motivated, Persistent, and Resourceful
- Honorable: Empathetic, Growth-Minded, and Personally Responsible
- Scholars: Academically Well-Rounded, Career-Prepared, and College-Prepared!

Our Golden Eagles will leave DHSHS with a college or career plan!

## School Profile

Desert Hot Springs High School is one of four comprehensive high schools in the Palm Springs Unified School District. DHSHS opened its doors on September 7, 1999, with an initial enrollment of 642 students. Today it serves approximately 1,700 students from the communities of Desert Hot Springs, North Palm Springs, Sky Valley and the unincorporated areas of Painted Hills and Mission Lakes. These communities reflect a student population that is diverse. The City of Desert Hot Springs is located 10 miles north of Palm Springs and is known for its natural hot springs and beautiful views of the Coachella Valley.

Desert Hot Springs High School continuously reviews existing programs and provides new avenues to meet current student needs. Two linked California Partnership Academies (CPAs) provide students real-world experiences to help them connect class work to their future career or college work. The Renewable Energy Academy of Learning (REAL) prepares students for employment in the green energy field and/or to further their education at the university level. The Public Safety Academy (PSA) prepares students for careers in the law enforcement, fire and emergency medical services and for the next steps in their training at the college level. The Digital Media and Digital Arts pathways and an award-winning Marine Corps JROTC program provide additional options to meet students' interests. The school has also expanded its AVID program, Advanced Placement offerings, and dual and concurrent enrollment opportunities through a partnership with the College of the Desert to meet the growing student and parent demand for rigorous and academically-challenging options. Students have the opportunity to participate in a variety of clubs and other extracurricular activities. DHSHS also has a comprehensive athletic program.

DHSHS staff takes an individualized approach to supporting EACH student on their path to college and career, including those who need additional academic assistance. We welcome all learners to Desert Hot Springs High School and the Golden Eagle family.

Revisions to the School Plan for Student Achievement and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year. The School Plan for Student Achievement is updated annually by the Desert Hot Springs High School School Site Council.

## Purpose and Description

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

- ☑ Schoolwide Program
- ☑ Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals

outlined in the plan. Desert Hot Springs High School is a Title 1 funded school and was identified for Comprehensive School Improvement (CSI) and provided with CSI allocated funds.

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

#### SSC Election Dates and Results:

Parents were encouraged to nominate themselves or other parents and community members using a Google nomination form. This was emailed on two occasions, accompanied by an autodialer and Facebook posts both times. Parents were given until September 9th, 2022 to nominate someone. Three parents/ Community members were nominated. A ballot with the three names and a write-in option was sent home via email and advertised through autodialer and Facebook. It was also advertised on Back to School Night. The election ran from 9/9-9/16/22. The three parent/community members were elected to the council.

There were two openings for teaching staff on the council in August 2022. Staff members were encouraged to nominate themselves or other staff members using a Google nomination form. This was emailed on two occasions. Staff were given from August 28-September 4, 2022 to nominate someone. Two staff members were nominated. A ballot with the two names and a write-in option was emailed to staff. The election ran from 9/9-9/16/22. The two teachers with the most votes were elected to the council.

There were five openings for students on the council in August 2022. Students were encouraged to nominate themselves or other students using a Google nomination form. This was emailed on two occasions, shared in teachers' Google classrooms and advertised in the school news. Students were given from August 28-September 4, 2022 to nominate someone. Five students were nominated. A ballot with the five names and a write-in option was emailed to students and posted in teachers' Google classrooms. The election ran from 9/9-9/16/22. The three students with the most votes were elected to the council, and the fourth was made an alternate.

#### SSC Meeting Dates and Topics

October 12, 2022: Mandatory School Site Council Annual Training, Parent-School Compact discussion, and review of School Site Council bylaws.

November 8, 2022: Approval of SSC Bylaws, Parent-School Compact for 2021, and approval of Revisions of SPSA.

November 17, 2022: Review of bylaws, Attendance report, in depth view of SPSA expenditures.

January 27, 2023: Review the following - ELAC, Discipline Data, ELPAC update

March 16, 2023: Attendance Report, Approval of Site Funds, Approval of SPSA recommendations.

May 3rd, 2022: Discussion and approval of 2022-2023 school budget.

#### ELAC Meeting Dates and Topics:

Sept. 27, 4pm: ELAC Member Election/Ballot, Importance of ELAC Membership

Oct. 13, 4:30pm: ELAC Roles & Responsibilities, Q&A to Support Parents, Safety & Discipline

Nov. 3, 4:30pm: Survey of Needs, Q&A to Support Parents, Requests to inform SPSA Budget & EL Student Needs

Feb. 2, 4:30pm: ELPAC Exam Information, RFEP Reclassification, Attendance

March 9, 4:30pm: ELPAC Q&A, Parent Support

Leadership Team Meetings:

Aug 16 (CCKO Update, Welcome Back PPT, USB/Master Event Calendar, SpEd Update, Discipline Assemblies, review Staff Handbook)

Sept 14 (Collection of Department and PLT meeting rooms, Review of Graduation Rate, Sequential Discipline, Attendance review, ALICE training)

Oct 19th (Tardy policy, CSI- where are we, Department walks, Senior Spreadsheet, UDL discussion)

Nov 16th (ALICE training follow up, ELA/SS and Math/Admin updates, Winter School, Attendance Review)

Jan 18th (Schedule changes, course requests, Financial Aid workshops, 23-24 Budget Projections, UDL List, Panorama Survey)

Feb 15th (SPSA approval, final projections, CSI update, Review of Suspension Data)

March 15th (23-24 staffing update, admin walk thrus, CSI work, Lead Nominations)

April 26 (Spending review/budget, CSI collab days, Course Requests)

May 24th (End of year wrap up)

District Involvement in Supporting the CSI Plan Development -

March 1, 2023 - The DHSHS CSI Leadership Team worked to identify strategies and actions to include in our School Plan including how we will be monitoring and evaluating the effectiveness of the action included in our School Plan.

April 18, 2023- A Parent/Family meeting was scheduled for 5:00pm for community input.

May 3, 2023 - CSI funding approved via School Site Council

Based on the evaluation and the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section), the review of the California School Dashboard, district benchmarks, and Panorama Survey Input, the results of the CSI and WASC self-study processes, the SSC recommended the SPSA be rewritten completely to reflect the current needs of our students and parents, and the recommendations of WASC stakeholders.

Goal 1: Increase the percentage of students who are college and career prepared.

- Expand PLC training and implementation schoolwide.
- Review Year 2 of Instructional Leadership Team to plan instruction of schoolwide learner outcomes and support implementation of instructional strategies, and onboard, support, and retain new teachers. Continue model in some aspect site wide.
- Continue Accountability Team to monitor D/F rates, study grading practices, common assessments, and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.
- Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams, college applications, and financial aid forms.
- Extend learning opportunities beyond the school day/school week
- Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.
- Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.
- Expand real-world, pre-professional and artistic experiences and supports for low-SES students
- Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings

Goal 2: Improve connections between families and the school

- Continue our community member advisory council of parents and community members (PAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making.
- Expand support for parents and responsible adults to guide their children through high school and college and career preparation.
- Expand community cultural and celebratory events in which families, students, and staff engage in informal and social interaction.

Goal 3: Improve students' social-emotional skills and their connections to school.

- Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)
- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide.
- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.
- Provide additional security for student and staff safety, especially in the evening.

## Resource Inequities

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

Through our needs assessment in 2022-23, we identified a resource inequity within our Goal 1 (Academic Achievement). Our African American students, English learners, and disabled students continue to perform below our All Students group in English, Math, and College and Career Preparation, and our Special Education students are performing below our All Students group in graduation rates.

We have identified the following subgroups to have performance gaps:

Graduation Rate: Students with Disabilities (55.9%), English Learners (65.7%), Homeless (59%), and White (88.6%)  
College and Career Indicator: CCI results were not published for the Fall 2022 Dashboard and will return for the Fall 2023 Dashboard.

In Goal 1 of our 23-24 plan, we have addressed these inequities through three specific actions:

- Continue Accountability Team to monitor D/F rates, study grading practices, common assessments, and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.
- Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams, college applications, and financial aid forms. This includes a CCGI site-wide model that will begin this upcoming school year.
- Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.
- Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.
- Expand real-world, pre-professional and artistic experiences and supports for low-SES students

In 2022, we identified a resource inequity within Goal 3 (Safe Learning Environment). African American and disabled students had a higher rate of chronic absenteeism than the All Students group. Students with disabilities had a higher dropout rate than the All student group. African American, English learner, and disabled students had higher suspension rates than the All Students group. At year end we expect for these numbers to go down due to a more restorative approach when dealing with discipline. This included use of our Wellness Center to provide counseling and therapy sessions as part of our program.

In Goal 3 of our 2023-24 plan, we have addressed these inequities through the following actions:

- Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)
- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide.
- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.

## Needs Assessment – Review of Performance



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

~According to the Panorama Survey, in our Winter 2023 Student SEL Survey there was a percentage increase in the following areas: Growth Mindset, Social Awareness, Grit, and Self-Efficacy.

- According to the Panorama Survey, in Winter 2023 there was a 5% increase of Sense of Belonging.

## Reflections: Success

During the 2022-23 school year, we implemented additional messaging about A-G completion, increased supports for AP testing, and planned college trips for every grade level to encourage students to complete A-G during the 2022-23 school year.

In the start of the 2022-2023 school year, we included Senior Expectations that include completing of FASFA, applying to two universities/colleges, and completing of scholarship packet to increase graduation rate and continuing with schooling after high school.

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

From the Fall 2022 Dashboard Data, we have identified the following student groups to have performance gaps:

Math CAASPP: All groups (156.5 points below); English learners (205.3 points below standard) and Students with Disabilities (253 points below standard)  
 English Language Arts CAASPP: All groups (59.7 points below); English learners (124.1 points below standard), Students with Disabilities (183.3 points below standard).  
 Suspension: All groups (10.3%); African Americans (20.1%), Students with Disabilities (18.3%), Homeless (12.4%), Foster (20%), and Two or More Races (10.6%, No Color) student groups  
 Absenteeism 2021-2022: no data provided- baseline.

From available data on the graduating class of 2022, we have identified the following student groups to have performance gaps:

Graduation Rate: All groups (80.3%); Students with Disabilities (55.9%), English Learners (65.7%), Homeless (59%), and White (88.6%)  
 College and Career Indicator: CCI results were not published for the Fall 2022 Dashboard and will return for the Fall 2023 Dashboard.

A-G: 38.4% all groups; AA 37%, Hispanic 39%; White 18%; EL 25%

We plan to address these performance gaps with our action items under goals 1 and 3.

Goal 1: Increase the percentage of students who are college and career prepared.

- Expand PLC training and implementation schoolwide.
- Continue a model of the Instructional Leadership Team to plan instruction of schoolwide learner outcomes and support implementation of instructional strategies, and onboard, support, and retain new teachers.
- Accountability Team will continue to monitor D/F rates, study grading practices, common assessments, and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.
- Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams, college applications, and financial aid forms.
- Extend learning opportunities beyond the school day/school week
- Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.

## Reflections: Identified Need



- Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.
- Expand real-world, pre-professional and artistic experiences and supports for low-SES students
- Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings
- Provide intervention support in mathematics and language arts for struggling students.

Goal 2: Improve connections between families and the school.

- Continue our Student of the Month program to invite families on campus to celebrate their students.
- Provide a parent workshop once every other month, driven by the parents and what they need.
- Continue to use social media to reach families that may not receive our calls and/or emails.
- Four times a year provide times that families can come in and meet with the principal to voice any concerns they may have.
- Hold a Freshman orientation for parents that consists of a campus tour and meeting with the principal.

Goal 3: Improve students' social-emotional skills and their connections to school.

- Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)
- Expand staff professional development in Social Emotional Skills and Restorative Practices schoolwide.
- Provide support, recognition, and incentives for students who demonstrate understanding and meet the expectations outlined in the Schoolwide Learner Outcomes
- Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.
- Provide additional security for student and staff safety, especially in the evening.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.39%	0.46%	11	7	8
African American	6.5%	6.31%	7%	120	114	122
Asian	0.5%	0.33%	0.29%	10	6	5
Filipino	0.6%	0.50%	0.34%	11	9	6
Hispanic/Latino	79.9%	81.18%	81.17%	1,473	1467	1414
Pacific Islander	0.1%	0.11%	0.06%	2	2	1
White	9.9%	9.13%	8.09%	183	165	141
Multiple/No Response	1.8%	2.05%	2.58%	34	37	45
	<b>Total Enrollment</b>			1,844	1807	1742

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	544	473	449
Grade 10	493	492	461
Grade 11	411	457	458
Grade 12	396	385	374
<b>Total Enrollment</b>	1,844	1,807	1,742

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	368	425	456	20.8%	23.8%	24.70%
Fluent English Proficient (FEP)	720	662	636	40.7%	37.0%	34.50%
Reclassified Fluent English Proficient (RFEP)	60	14	38	14.7%	3.8%	8.3%

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,807</b>	<b>97.6</b>	<b>26.2</b>	<b>0.8</b>
Total Number of Students enrolled in Desert Hot Springs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	474	26.2
Foster Youth	14	0.8
Homeless	22	1.2
Socioeconomically Disadvantaged	1,763	97.6
Students with Disabilities	294	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	114	6.3
American Indian	7	0.4
Asian	6	0.3
Filipino	9	0.5
Hispanic	1,467	81.2
Two or More Races	37	2.0
Pacific Islander	2	0.1
White	165	9.1

### Conclusions based on this data:

1.

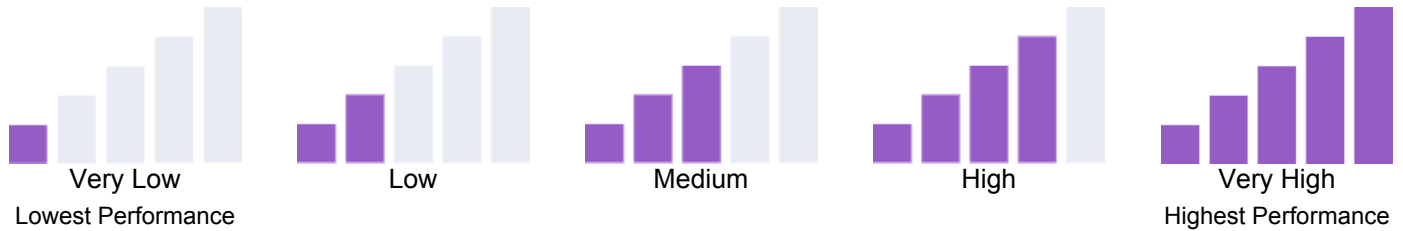


# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Very Low	<b>Graduation Rate</b>  Medium	<b>Suspension Rate</b>  Very High
<b>Mathematics</b>  Very Low	<b>Chronic Absenteeism</b>  No Performance Level	
<b>English Learner Progress</b>  VeryLow		
<b>College/Career</b> Not Reported in 2022		



**Conclusions based on this data:**

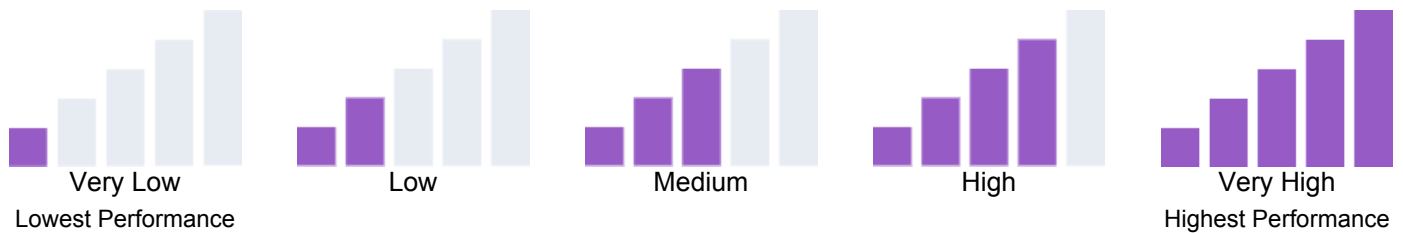
**1.**

# School and Student Performance Data

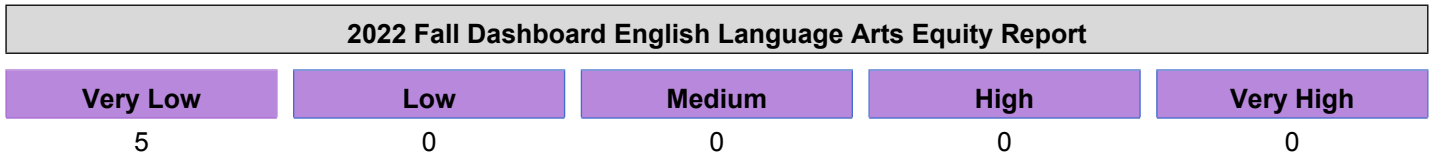
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

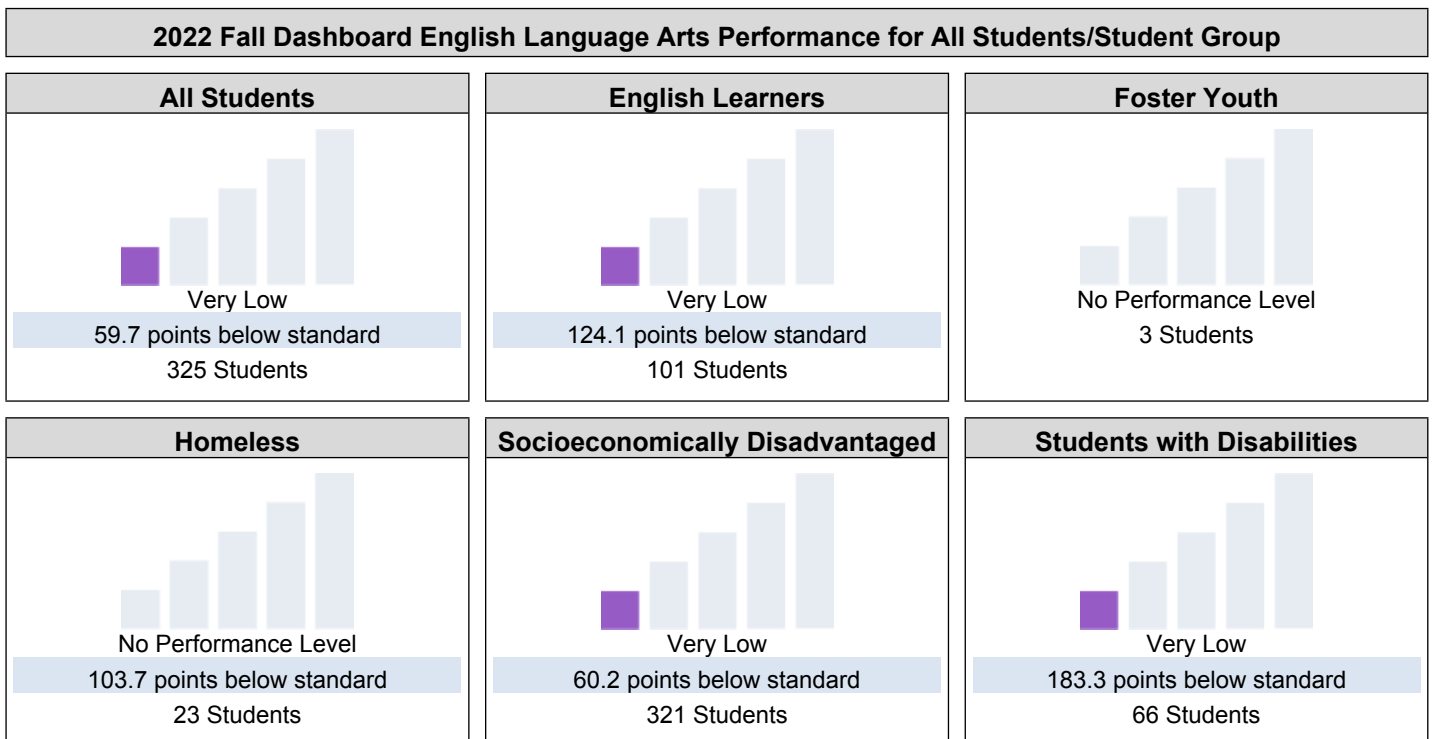
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



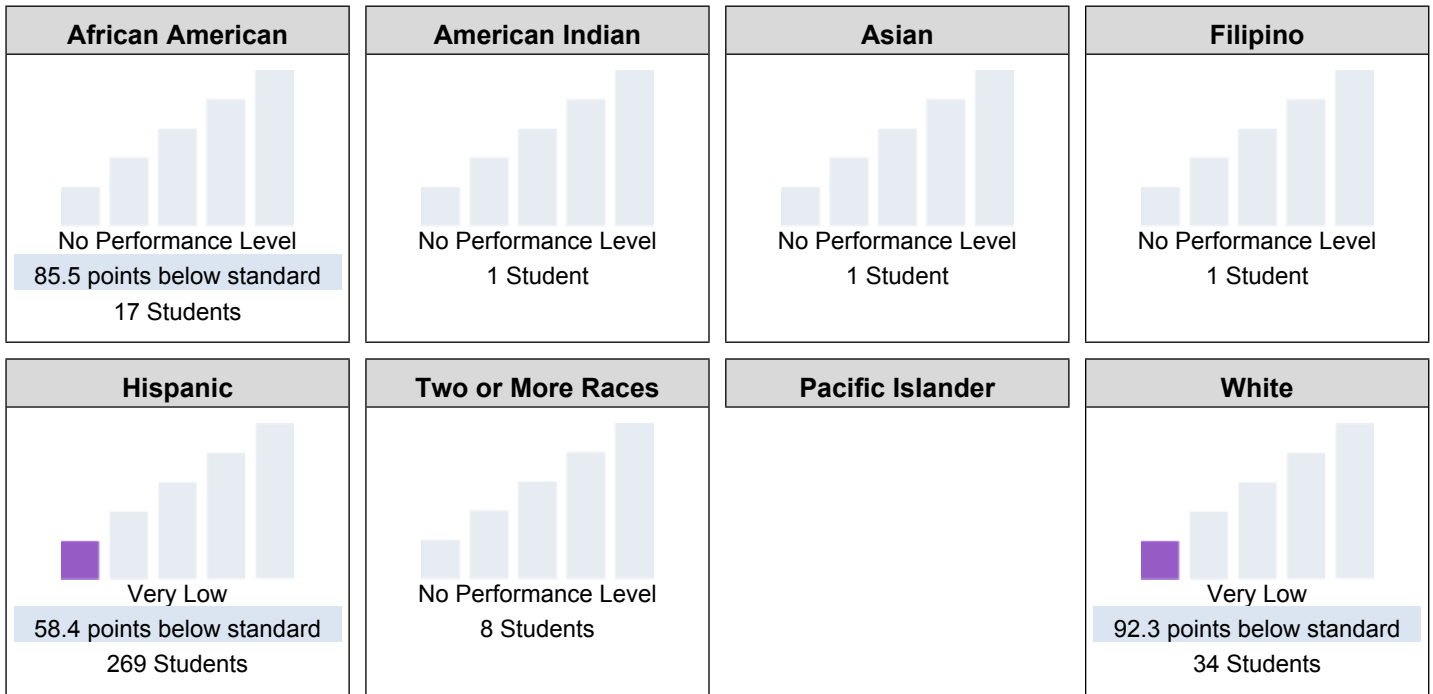
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
155.7 points below standard 75 Students	33.0 points below standard 26 Students	85.9 points below standard 122 Students

**Conclusions based on this data:**

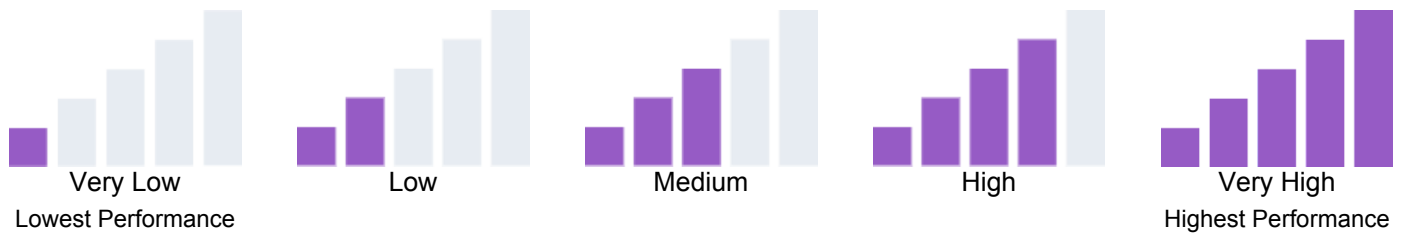
- 1.

# School and Student Performance Data

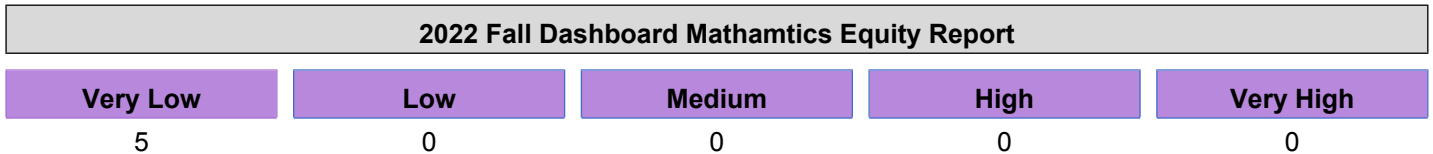
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

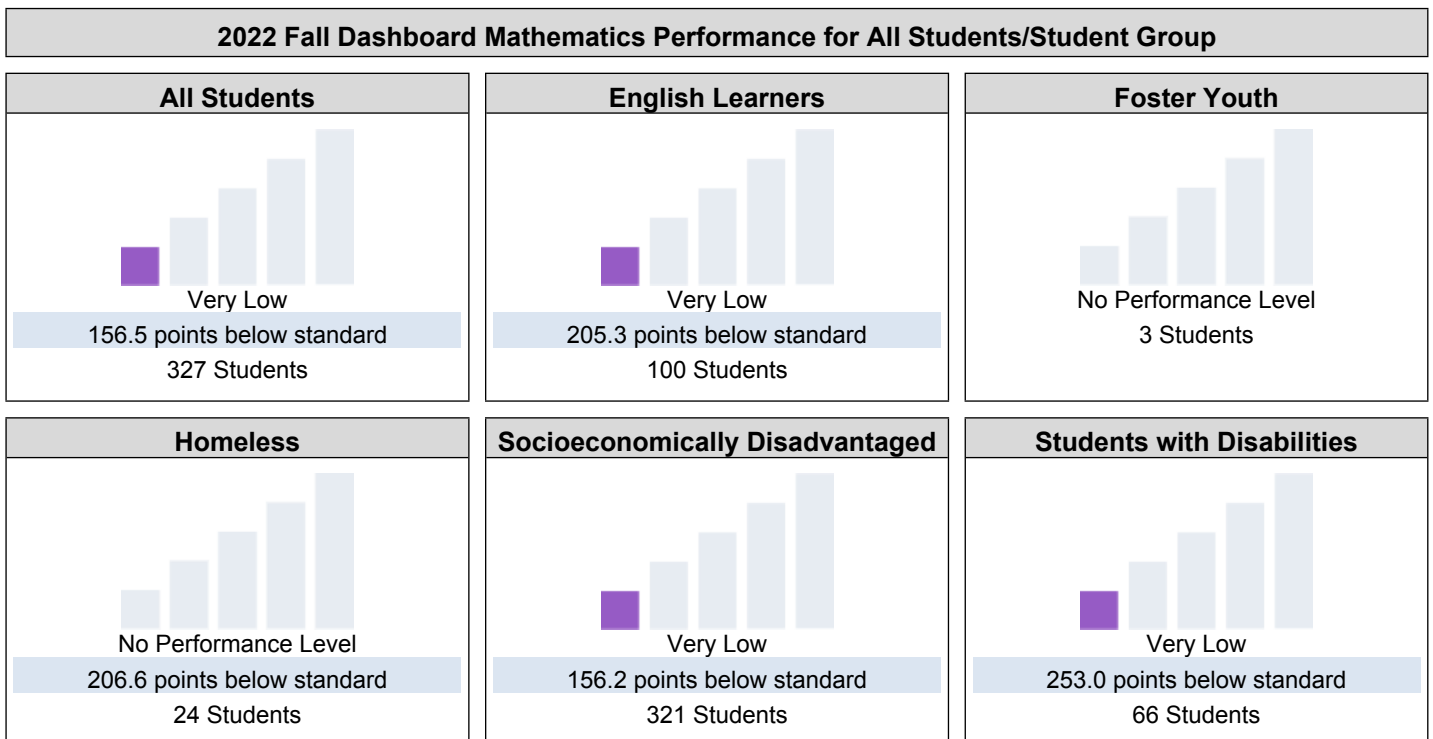
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



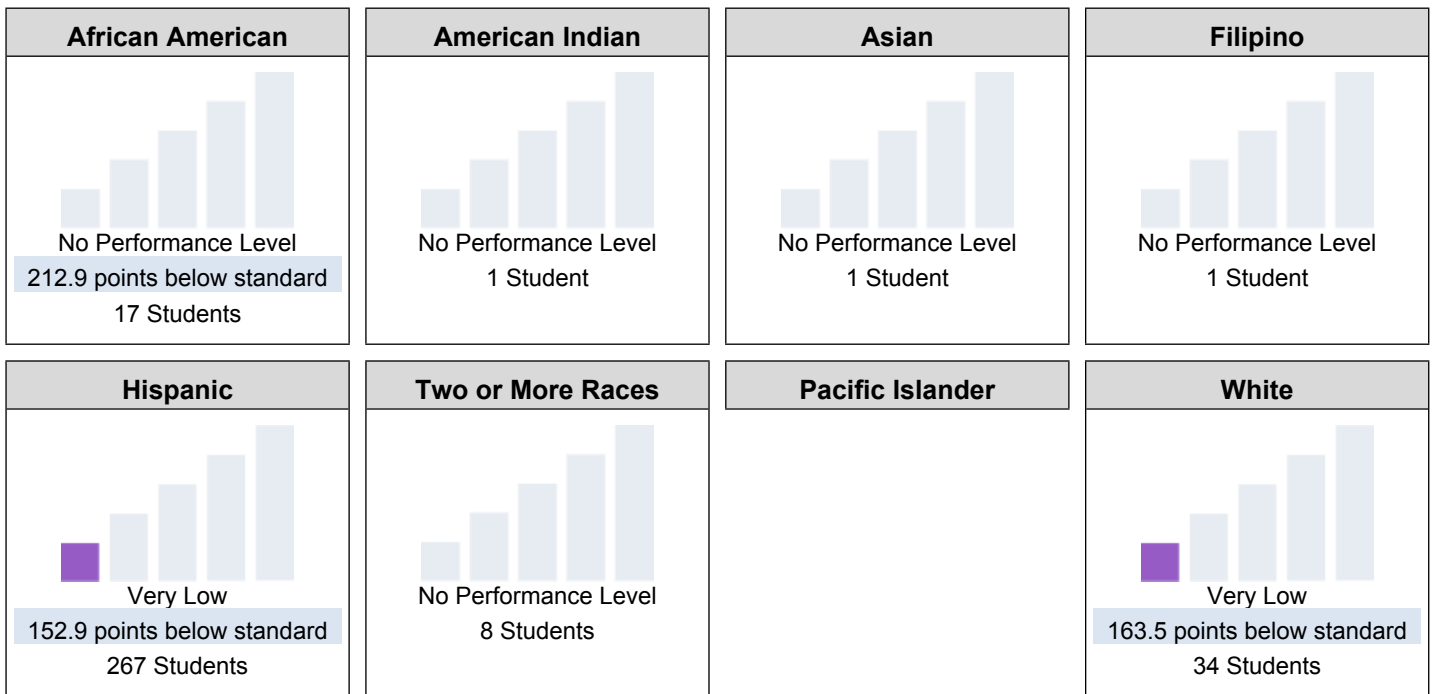
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0; padding: 2px;">224.9 points below standard</p> <p>75 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">150.2 points below standard</p> <p>26 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">175.2 points below standard</p> <p>123 Students</p>

**Conclusions based on this data:**

1.

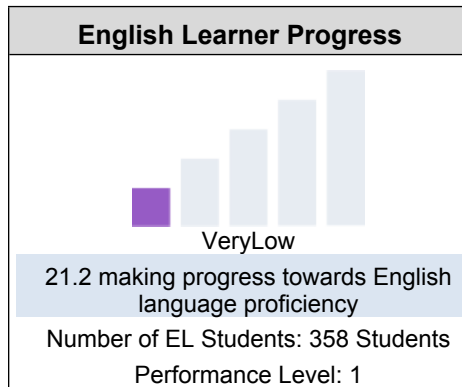
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
36.3%	42.5%	1.7%	19.6%

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

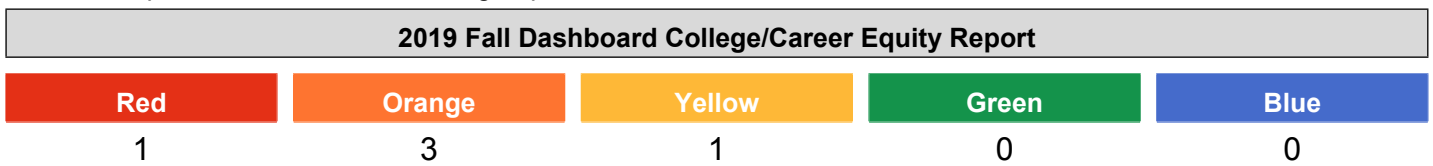
## Academic Performance College/Career

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:











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> Orange 34.6 Maintained -1.8 379	<p><b>English Learners</b></p> Orange 15.6 Maintained -0.4 96	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 24.2 Declined Significantly -9.1 33	<p><b>Socioeconomically Disadvantaged</b></p> Orange 34 Declined -3.1 362	<p><b>Students with Disabilities</b></p> Red 4.3 Maintained +1.5 47

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 28.6 Increased Significantly +14.3 21	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37 Maintained -0.8 305	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Orange 22.5 Declined -10.8 40

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
<b>Prepared</b>	36.4 <b>Prepared</b>	34.6 <b>Prepared</b>
<b>Approaching Prepared</b>	27.8 <b>Approaching Prepared</b>	24.8 <b>Approaching Prepared</b>
<b>Not Prepared</b>	35.8 <b>Not Prepared</b>	40.6 <b>Not Prepared</b>

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

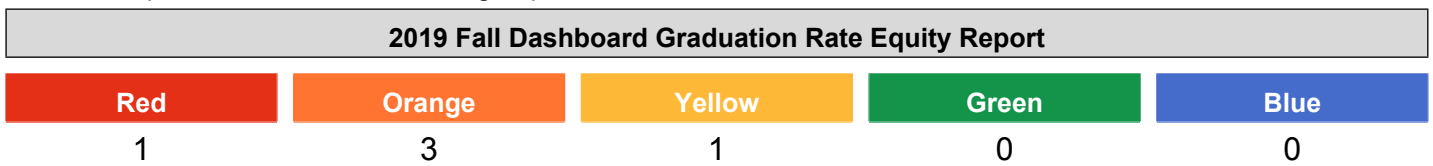
## Academic Engagement Graduation Rate

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:











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> Orange 90.3 Declined -3.2 381	<p><b>English Learners</b></p> Orange 81.6 Declined -11.8 98	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 84.9 Declined -5.6 33	<p><b>Socioeconomically Disadvantaged</b></p> Orange 90.4 Declined -3.4 364	<p><b>Students with Disabilities</b></p> Red 64.6 Declined -8.4 48

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 95.2 Increased +4.3 21	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.2 Declined -3 307	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Orange 85 Declined -5.5 40

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
93.4	90.3

**Conclusions based on this data:**

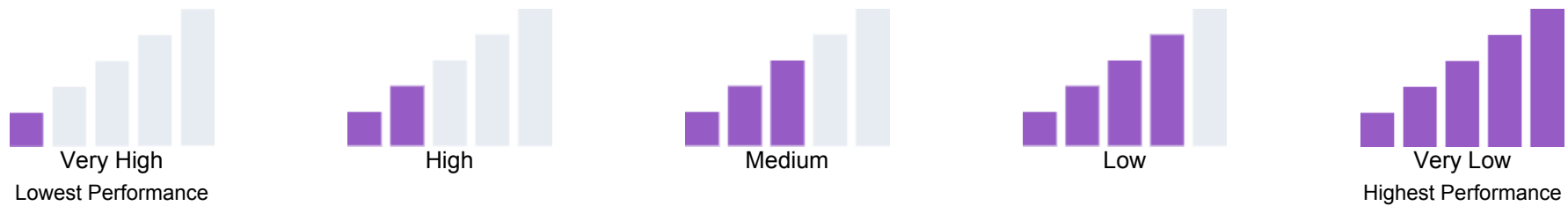
- 1.

# School and Student Performance Data

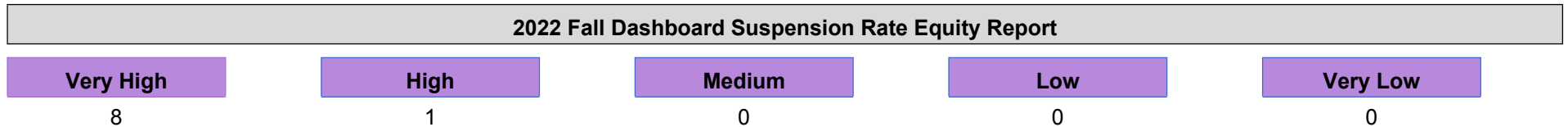
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

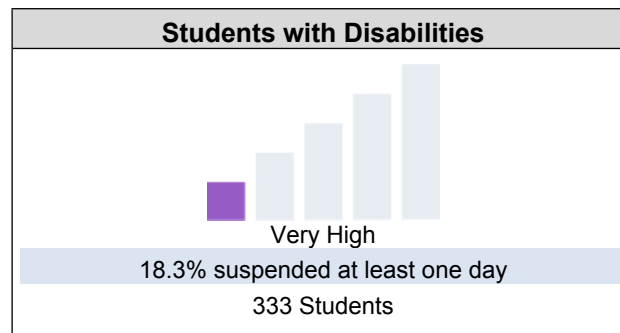
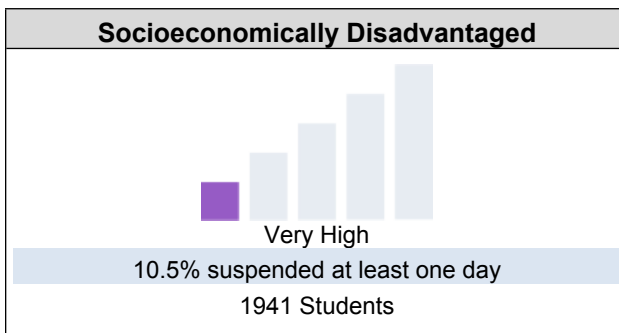
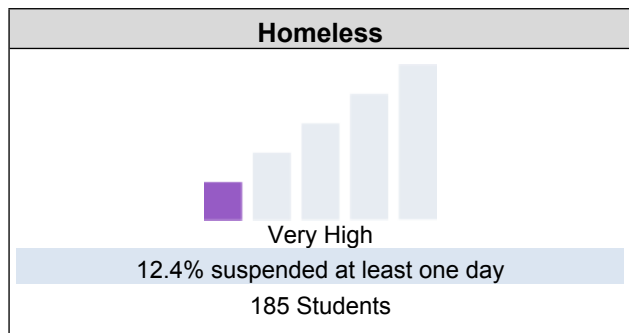
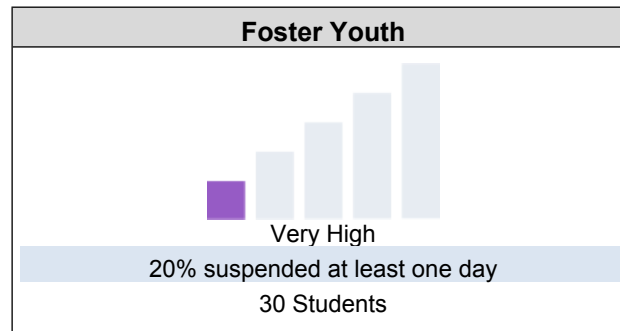
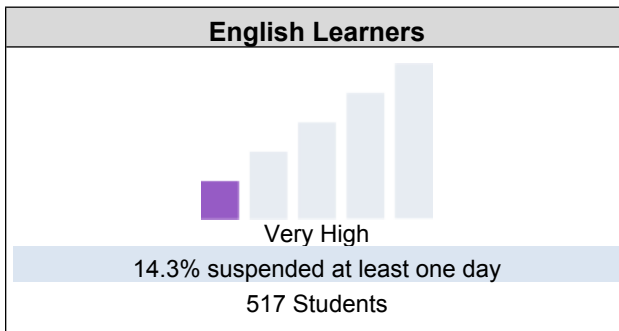
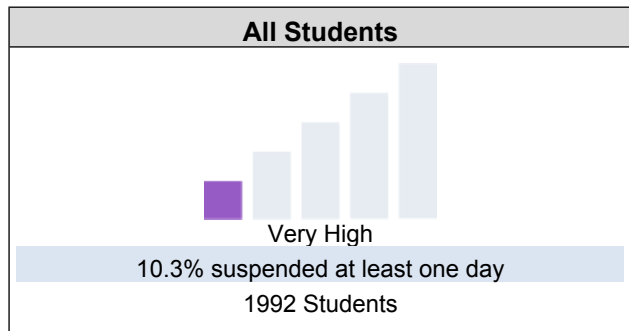


This section provides number of student groups in each level.



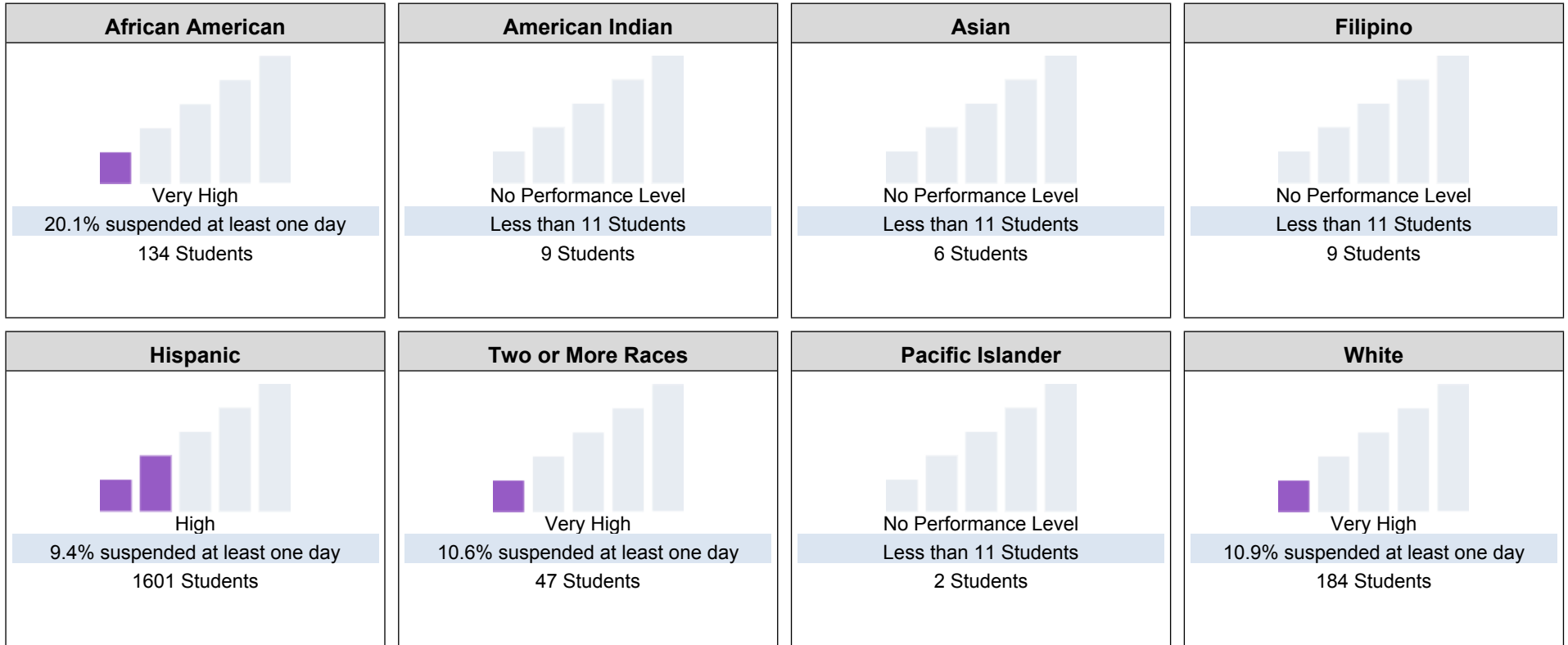
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- 1.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1 – Increased Academic Achievement

WASC/ Site Goal: Increase the percentage of students who are college and career prepared.

School-identified Critical Academic Needs:

Increase the percentage of students who are college and career prepared,

Student Outcome Data used to identify this need: CCI, Graduation Rate, D/F Rate, CTE Completion, A-G Completion, CAASPP Results

Related school wide areas for growth:

1.Improve academic progress of students in all subject areas and in all student groups to grow student academic achievement.

2.Increase variety, access, and completion of elective classes, real-world experiences, and pre-career offerings and skills beyond CTE academies to grow student achievement.

3.Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL)- 59.7 points below English Learners (EL)- 124.1 points below Hispanic (Hisp)- 58.4 points below African American (AA)- NA Socioeconomically Disadvantaged (SED)- 60.2 points below Students with Disabilities (SWD)- 183.3 points below
	All	Yellow	44 points below standard	Increased +3 points	
	EL	Orange	109.2 points below standard	Increased +10 points	
	Hisp	Orange	47.4 points below standard	Increased +3 points	
	AA	Orange	50.3 points below standard	Increased +3 points	
	SED	Yellow	44.3 points below standard	Increased +3 points	
	SWD	Orange	123.8 points below standard	Increased +3 points	
	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	
All		Orange	129.6 points below standard	Increased +3 points	
EL		Orange	183.6 points below standard	Increased +10 points	
Hisp		Orange	128.7 points below standard	Increased +3 points	

Metric/Indicator	Expected Outcomes				Actual Outcomes																								
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	AA	Orange	142.8 points below standard	Increased +3 points	Students with Disabilities (SWD)- 253 points below																								
	SED	Orange	131.7 points below standard	Increased +3 points																									
	SWD	Orange	220.5 points below standard	Increased +3 points																									
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School -17.44% Met or Exceeded Standard				California Science Test - Percent of Students Who Meet or Exceed Standard High School- 9.52% Met or Exceeded																								
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 47.4% of students making progress towards English language proficiency 44.4% of students progressed at least one ELPI level 3% of students maintained ELPI level 4 34.7% of students maintained ELPI levels 1-3H 17.7% of students decreased by one ELPI level				California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 21.2% of students making progress towards English language proficiency 19.6% of students progressed at least one ELPI level 1.7% of students maintained ELPI level 4 42.5% of students maintained ELPI levels 1-3H 36.3% of students decreased by one ELPI level																								
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 15% or higher				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9th- 29.0% 10th- 29.1% 11th- 31.1% 12th- 34.8%																								
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>91.3</td> <td>Increased +1</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>82.6</td> <td>Increased +1</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>92.2</td> <td>Increased +1</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>96.2</td> <td>Increased +1</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>91.4</td> <td>Increased +1</td> </tr> </tbody> </table>				St. Group	Color	DFS/Percentage	Change	All	Green	91.3	Increased +1	EL	Green	82.6	Increased +1	Hisp	Green	92.2	Increased +1	AA	Blue	96.2	Increased +1	SED	Green	91.4	Increased +1	California School Dashboard - Graduation Rate Indicator- All Students (ALL)- 80.3% English Learners (EL)- 65.7% Hispanic (Hisp)- 78.6% African American (AA)- 88.9% Socioeconomically Disadvantaged (SED)- 80.1% Students with Disabilities (SWD)- 55.9%
St. Group	Color	DFS/Percentage	Change																										
All	Green	91.3	Increased +1																										
EL	Green	82.6	Increased +1																										
Hisp	Green	92.2	Increased +1																										
AA	Blue	96.2	Increased +1																										
SED	Green	91.4	Increased +1																										

Metric/Indicator	Expected Outcomes				Actual Outcomes
	SWD	Yellow	67.6	Increased +3	
College and Career Indicator	St. Group	Color	DFS/Percentage	Change	<p>College and Career Indicator (CCI)  All Students (ALL)- no data provided this year/baseline  English Learners (EL) no data provided this year/baseline  Hispanic (Hisp) no data provided this year/baseline  African American (AA) no data provided this year/baseline  Socioeconomically Disadvantaged (SED) no data provided this year/baseline  Students with Disabilities (SWD) no data provided this year/baseline</p>
	All	Green	37.6	Increased +3	
	EL	Yellow	20.6	Increased +5	
	Hisp	Green	40	Increased +3	
	AA	Yellow	31.6	Increased +3	
	SED	Green	37	Increased +3	
	SWD	Orange	9.3	Increased +5	
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 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) - 39.8% English Learners (EL) - 17.5% Hispanic (Hisp) - 41.7% African American (AA) - 41.5% Socioeconomically Disadvantaged (SED) - 39.6% Students with Disabilities (SWD) - 9.8%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) = 36.3% English Learners (EL)- not reported Hispanic (Hisp)- 35.9% African American (AA)- 18.8% Socioeconomically Disadvantaged (SED)- not reported Students with Disabilities (SWD)- not reported
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 - REAL: 65 PSA: 58				Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - REAL: provided by CCR office (TBD) PSA: provided by CCR office (TBD)
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 63.2%% English Learners (EL) - 98%% Hispanic (Hisp) - 66.4%				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 49.5% English Learners (EL) - 49.3% Hispanic (Hisp) - 49.3% African American (AA) - 16.7%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Hispanic (Hisp) African American (AA)	African American (AA) - 69.7%	
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance
D/F Grades (Added as a measure for strategies implemented through the CSI process) D/F grades are	<p>Spring 2021 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)</p> <p>Spring 2021 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade)</p> <p>9th: 48%</p> <p>10: 50%</p> <p>11th: 43%</p> <p>12th: 23%</p>	<p>Spring 2022 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)</p> <p>Spring 202 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade)</p> <p>9th: total of 1187 D/Fs across all academic courses</p> <p>10: total of 1036 D/Fs across all academic courses</p> <p>11th: total of 832 D/Fs across all academic courses</p> <p>12th: total of 531 D/Fs across all academic courses</p>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue PLC training and implementation schoolwide.	Social science department held their training and release days were provided to departments.	Second phase of 4 release days during the 2021-22 school year for English, Math, Science and Social Science (including Special Education teachers) to collaborate on identifying essential standards, developing common assessments, and developing strategies to reteach and/or extend student learning. This year we will begin to include other teachers to build their capacity.	Ongoing 0001-0999: Unrestricted: Locally Defined CSI Funding 27,096.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries CSI Funding 50646.00	
Develop an Instructional Leadership Team (ILT) of experienced and effective teachers to lead implementation of Schoolwide Learner Outcome instruction and support, continuous improvement and implementation of professional development in instructional strategies, and new teacher onboarding and support program.	ILT team was created and prep buy outs were provided. The ILT team held monthly meetings with staff and provided in classroom support and training.	Summer 2022 PLC Institute for Science Team since they were not able to attend this last year. 5000-5999: Services And Other Operating Expenditures CSI Funding 8500.00	Completed 5000-5999: Services And Other Operating Expenditures Title IV 8500.00
		Year 2 of providing one release period for each ILT member (3 teachers) 1000-1999: Certificated Personnel Salaries CSI Funding 73,670.00	Completed 1000-1999: Certificated Personnel Salaries CSI Funding 96,137.00
		Year 2 of 4 collaboration days for ILT members during school breaks. 1000-1999: Certificated Personnel Salaries CSI Funding 3946.00	In process 1000-1999: Certificated Personnel Salaries CSI Funding 1,130.00
		Supplies for New Teacher support meetings and ILT Team 4000-4999: Books And Supplies LCFF 2,000	Completed 4000-4999: Books And Supplies CSI Funding 1,730.86
		Professional Development and education books for ILT 5000-5999: Services And Other Operating Expenditures CSI Funding 3916	In process 5000-5999: Services And Other Operating Expenditures CSI Funding 17,326.00



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Continue paying Period coverage to facilitate classroom visits for ILT members and supported teachers since this was not fully implemented due to school closure and restrictions. 1000-1999: Certificated Personnel Salaries CSI Funding 3000.00	In process 1000-1999: Certificated Personnel Salaries CSI Funding 784.00
		Timecards for Schoolwide Learner Outcome Lesson Design after school hours and on school holidays 1000-1999: Certificated Personnel Salaries CSI Funding 2220	Completed 0001-0999: Unrestricted: Locally Defined CSI Funding 0.00
Develop an Accountability Team of lead teachers and administrators to monitor D/F rates, study grading practices, common assessments and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.	Summer retreat was held to create the site plan for the following year. Time cards were provided to hold after school meetings and conferences were available to staff that they found beneficial to their classrooms.	Summer Retreat for administrators and lead teachers 5000-5999: Services And Other Operating Expenditures LCFF 3,500	Completed 5000-5999: Services And Other Operating Expenditures LCFF 5,421.91
		Summer Retreat timecards for lead teachers paid from 2020-21 remaining CSI funds 1000-1999: Certificated Personnel Salaries CSI Funding 3040	Completed 1000-1999: Certificated Personnel Salaries None Specified 0.00
		Additional Accountability Team Teacher Time Cards for 8 after school meetings and attendance at professional development	Completed 0001-0999: Unrestricted: Locally Defined CSI Funding 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries CSI Funding 2520	
		Phase two of Professional Development on Grading Practices, Assessments, Data Disaggregation and Instructional and Leadership Best Practices. To cover conferences that were not held due to COVID restrictions this last year. 5000-5999: Services And Other Operating Expenditures CSI Funding 40000	In process 5000-5999: Services And Other Operating Expenditures CSI Funding 7,568.01
Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT, PSAT, ACT) college applications, and financial aid forms.	Senior expectations were established which included senior scholarship packet, FAFSA completion, and applying to a college. College visits were also added this year.	Coverage of REAL and PSA academy costs under MOU 1000-1999: Certificated Personnel Salaries LCFF 23500	Not needed 1000-1999: Certificated Personnel Salaries LCFF 0.00
		Prep Courses, Review Sessions for Exams, and Exam Fees 5000-5999: Services And Other Operating Expenditures Title I 3,001	Completed 5000-5999: Services And Other Operating Expenditures Title I 0.00
		College Visits, including transportation and food for students 5000-5999: Services And Other Operating Expenditures LCFF 2,000	On Going 5000-5999: Services And Other Operating Expenditures LCFF 190.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extend learning opportunities beyond the school day/ school week.	Time cards for Saturday School were provided and extended learning opportunities were provided (mostly covered by the Think Together grant).	Provide supplemental summer, winter and spring school offerings for A-G completion and college preparation 4000-4999: Books And Supplies LCFF 5,000	On going 1000-1999: Certificated Personnel Salaries Title I 629.00
		Materials and supplies for extended day learning opportunities (enrichment) 4000-4999: Books And Supplies LCFF 4,000	Completed 4000-4999: Books And Supplies LCFF 4,000
		Tutoring/ Saturday Timecards 1000-1999: Certificated Personnel Salaries LCFF 2,000	On going 0001-0999: Unrestricted: Locally Defined Title I 689.00
Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.	EI Coordinator and Paraprofessional salaries were paid. Timecards were also provided to support ELPAC testing.	EL Coordinator 2 prep buy-out 1000-1999: Certificated Personnel Salaries Title I 71,081.00	Completed 1000-1999: Certificated Personnel Salaries Title I 77,367.00
		Full Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 67,443.00	Completed 2000-2999: Classified Personnel Salaries Title I 67,443.00
		Part Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 34,623.00	Completed 2000-2999: Classified Personnel Salaries Title I 36,107.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Part Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 36,107.00	Part Time Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Title I 36,107.00
1G. Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.	Credit recovery options were provided as well as timecards for teachers to plan and collaborate together.	Timecards for support with ELPAC Assessment 2000-2999: Classified Personnel Salaries LCFF 2,000	Ongoing 1000-1999: Certificated Personnel Salaries LCFF 10,000
		Release days for co-teacher collaboration 5000-5999: Services And Other Operating Expenditures LCFF 1,500	In process 1000-1999: Certificated Personnel Salaries Title I 0.00
		Professional development for co- teachers 5000-5999: Services And Other Operating Expenditures LCFF 1,500	Completed 5000-5999: Services And Other Operating Expenditures LCFF 11,722.23
		Timecards for additional classified or certificated support 2000-2999: Classified Personnel Salaries LCFF 3,000	In process 2000-2999: Classified Personnel Salaries LCFF 1,159.49
		Read 180 licenses/other intervention program 5000-5999: Services And Other Operating Expenditures Title I 5,234	Read 180 licenses/other intervention program 5000-5999: Services And Other Operating Expenditures Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1H. Expand real-world, pre-professional and artistic experiences and supports for low-SED students.</p>	<p>Library tech position was funded and supplies were paid for to help support classroom instruction.</p>	<p>Investigate additional CTE pathways based on student interests that are currently not being met at our school site. None Specified None Specified 0</p>	<p>Completed None Specified None Specified 0.00</p>
		<p>Provide additional support in the library to support students in accessing materials and providing additional 1:1 and small group support 2000-2999: Classified Personnel Salaries Title I 19,592</p>	<p>Completed 4000-4999: Books And Supplies LCFF 20,096.63</p>
		<p>Additional materials and/or Licenses for VAPA, CTE, Technology 4000-4999: Books And Supplies LCFF 20,000</p>	<p>Completed 4000-4999: Books And Supplies LCFF 20,096.63</p>
		<p>Supplemental materials, supplies, and technology licenses for all departments 4000-4999: Books And Supplies LCFF 15,000</p>	<p>Completed 4000-4999: Books And Supplies LCFF 36,939.50</p>
<p>Certificated and classified conferences for professional development and to support the Wellness Center</p>	<p>Wellness attended two conferences this year.</p>	<p>Certificated and classified conferences for professional development and to support the Wellness Center 5800: Professional/Consulting Services And Operating Expenditures LCFF</p>	<p>Completed 5700-5799: Transfers Of Direct Costs LCFF 229.50</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2,000	
Prep Buy Out to help support our elective classes.	This was funded out of CSI funds instead of LCFF.	Prep buy out for an art period 1000-1999: Certificated Personnel Salaries LCFF 16000	Prep buy out for an art period 1000-1999: Certificated Personnel Salaries LCFF 0
Creation of an additional arts elective section	This was offered with a full class.	Creates an additional arts elective section in order to increase access to A-G courses in the visual and performing arts, which improves college and career readiness for students. 1000-1999: Certificated Personnel Salaries CSI Funding 16175	Completed 1000-1999: Certificated Personnel Salaries CSI Funding 16,175.00
Timecards for Department common planning and substitutes for staff to observe other staff members/colleagues.	We were able to use CSI funds to allow teachers to also help with common planning.	Staff observing other staff members or meeting with departments to do common planning. 1000-1999: Certificated Personnel Salaries Title I 45564	Staff observing other staff members or meeting with departments to do common planning. 1000-1999: Certificated Personnel Salaries Title I 980
11. Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings	Monthly Student of the Month assemblies were done, picked by departments.	Supplies and incentives for attendance, participation, and completion of stated measures 4000-4999: Books And Supplies LCFF 10,000  Honors Desert and Recognition 4000-4999: Books And Supplies LCFF 3,500	Supplies and incentives for attendance, participation, and completion of stated measures 4000-4999: Books And Supplies LCFF 5502.07  Honors Desert and Recognition 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		End of Year Student Athlete awards and certificates (all sports, Seniors and above a 3.0) 4000-4999: Books And Supplies LCFF 1500	Completed 4000-4999: Books And Supplies LCFF 1500

## Analysis

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

Second phase of 4 release days during the 2021-22 school year for English, Math, Science and Social Science- this was implemented and proved to be useful time for the teams to plan and collaborate together. Departments used this time to create/monitor common assessments as well as plan for those using new curriculum.

Summer 2022 PLC Institute for Science Team since they were not able to attend this last year- this was done via a consultant coming on campus instead of sending the them elsewhere.

1B. Develop an Instructional Leadership Team (ILT) of experienced and effective teachers to lead implementation of Schoolwide Learner Outcome instruction and support,- the ILT team continued working with new teachers this year (Emerg/Prob 1/Prob 2) as well as including veteran teachers that could also use support. With only one new teacher leaving to go closer to home, this proved to be successful due to our retention rate.

1C. Develop an Accountability Team of lead teachers and administrators to monitor D/F rates, study grading practices, common assessments and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.- with an introduction of transcript analysis by RCOE, as well as discussions in lead teacher meetings, the leadership team proved to serve as the accountability team, as well as key classified staff that were brought on to help monitor grades.

1D. Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT, PSAT, ACT) college applications, and financial aid forms.- This was implemented and effective as a result of our higher FAFSA rate this year, applications to colleges, as well as scholarship packets turned in by students.

1E. Extend learning opportunities beyond the school day/ school week.- Saturday School was held every month and intercessions were held to allow students to make up credits. Attendance was good at all sessions with students being able to make up credits they need to graduate and/or be AG eligible.

1F. Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.- with our ELL numbers increasing, the extra personnel were able to assist students in their core classes to help raise student achievement. We need to see our final test scores that come in to see how effective this was.

1G. Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.- this was an area that did not fully develop, with most of the funds going towards teachers collaborating and lesson planning together since we had so many new teachers.

1H. Expand real-world, pre-professional and artistic experiences and supports for low-SED students.- these funds were mostly used to purchase supplemental materials, supplies, and technology licenses for all departments. Increase in computer work stations in the library also helped expose students to enrichment activities.

Certificated and classified conferences for professional development and to support the Wellness Center- one Wellness Team member attended a conference. Prep Buy Out to help support our elective classes.- this was done and implemented, but funded out of CSI funds. This allowed more students to take an elective to make them A to G.

Timecards for Department common planning and substitutes for staff to observe other staff members/colleagues.- some timecards were provided for staff to observe each other to better their skillset.

11. Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings- incentives were offered throughout the year, along with a Student of the Month assembly. More focus needs to be placed on student incentives moving forward.

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

Second phase of 4 release days during the 2021-22 school year for English, Math, Science and Social Science - large discrepancy here because we were also able to use other funds to also provide time for departments to meet.

Phase two of Professional Development on Grading Practices, Assessments, Data Disaggregation and Instructional and Leadership Best Practices. To cover conferences that were not held due to COVID restrictions this last year. - This was another large discrepancy due to not many conferences being offered in the beginning of the year that our teams could attend. Some conferences and PDs were also paid for using other funds.

Prep buy out for an art period- this was paid using CSI, not LCFF.

Staff observing other staff members or meeting with departments to do common planning.- many visits were able to be held during preps with the ILT team members.

Supplies and incentives for attendance, participation, and completion of stated measures- only half of the funds were used because we were able to get a grant to assist with Student of the Month assemblies.

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 major change for this section will be the funds allocated for CSI. We will keep a model of the ILT team here on campus, but will use funds to also provide preps to help support our students in their classrooms. These can be found here and on Goal 2. We will also add a component of having a teacher in each core department help with the monitoring of our ELL students to ensure that they are being successful in class.



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2 – Parent Engagement

WASC Goal: Improve connections between families and the school.

Related school wide areas for growth:

Emphasize improving communication and continue to investigate different ways to engage parents to ensure ALL parents are fully involved in their child’s progress, plans for college and career, school initiatives and activities, and district and site decision-making.

Metrics:

Family Member Panorama Survey Results

Attendance at School Events

Participation in parent groups and committees (ELPAC, AAPAC, PTSA)

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150 surveys	Parent Participation in Stakeholder Input Processes - 86 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 95% African American (AA) - 83%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL)- 90% Hispanic (Hisp)- 95% African American (AA)- 76%
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 95% African American (AA) - 92%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 96% African American (AA) - 84%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -5%	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 5%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2A. Create a community member advisory council of parents and community members (CPAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making.</p>	<p>The PAC committee was created and met four times during the year to discuss issues that affect both the campus and community as a whole.</p>	<p>Organize meetings with current leaders of ELAC, AAPAC, PTSA, booster organizations, and new representatives. None Specified None Specified 0</p>	<p>Completed None Specified None Specified 0</p>
<p>Incoming freshmen and community camps for all DHS youth</p>	<p>Basketball, football, and soccer all held youth camps for our community.</p>	<p>AA and Latino Mentor Programs- includes materials, supplies, and transportation costs for field trips) 5000-5999: Services And Other Operating Expenditures LCFF 2000</p>	<p>Completed 5000-5999: Services And Other Operating Expenditures LCFF 2000</p>
		<p>Incoming Freshman camps materials and supplies including shirts (baseball/football/soccer/basketball) 4000-4999: Books And Supplies LCFF 5,000</p>	<p>Completed 4000-4999: Books And Supplies LCFF 3500.58</p>
		<p>Incoming Freshmen timecards 5000-5999: Services And Other Operating Expenditures LCFF 656.78</p>	<p>Completed 5000-5999: Services And Other Operating Expenditures LCFF 1606.00</p>
<p>Middle School Campus Visits (3 trips: baseball, soccer, football- 1 bus per middle school and timecards for staff) 5000-5999: Services And Other Operating Expenditures</p>	<p>Middle School Campus Visits (3 trips: baseball, soccer, football- 1 bus per middle school and timecards for staff) 5000-5999: Services And Other Operating Expenditures</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 3,000	LCFF 0
2C. Expand community cultural and celebratory events in which families, students, and staff engage in informal and social interaction.	Taste of Soul was brought back, theme nights were done for each football game, and students attended HBCU and HSI tours.	Continue Taste of Soul, Football Theme Nights, and Academic Awards Nights None Specified None Specified 0	Completed None Specified None Specified 0
		Institute additional cultural and celebratory events, based on parent and community interest, with guidance from CPAC. None Specified None Specified 0	Completed None Specified None Specified 0
2D. Provide childcare for parent events.	Childcare was provided, including at FAFSA nights.	Childcare at parent events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,749	Completed 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 200
2E. Purchase instructional materials and contract with guest speakers for parent events.	Funds were mostly used to send a team of parents to the CABA conference.	Materials 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2,558	In Process 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Speakers, facilitators, and conferences. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 3,500	Completed 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 6679.23

## Analysis

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

AA and Latino Mentor Programs- includes materials, supplies, and transportation costs for field trips)- This was effective as evident by the formation of 4 different mentor groups for our AA and Latino students. Tension between groups decreased throughout the year with less altercations.  
Incoming Freshman camps materials and supplies including shirts (baseball/football/soccer/basketball)- This was effective because it helped build community and opened our doors to the youth in our community. Our events were very well attended and we hope that this will also increase interest in joining extracurricular events once they get into high school.  
Childcare at parent events- we did not have many parent events that needed childcare, or the Parent Center offered to cover these costs.  
Speakers, facilitators, and conferences.- In order to better educate our parents were were able to send a group to CAFE for a conference Those parents will now come back and share with other parents on what they learned. This will help increase family engagement.

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

Speakers, facilitators, and conferences.- The large discrepancy is due to the cost of the conference. We had not originally budgeted for the conference to cost that much.  
With items that were \$0, those funds were used to roll over to allow us to send a team of parents to the CAFE conference. We had interest by parents and they were willing to come back and share what they learned with next year's parent groups.

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.

At this time, these goals will remain the same, with more funding placed in the conferences so more parents can be exposed to CAFE or other similar conferences.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 3 – Safe and Healthy Learning Environment

WASC Goal: Improve students’ social-emotional skills and their connections to school.

Related school wide areas for growth:

Organize existing structures into a multi-tiered system of support so that all staff, parents, students, and community members understand and know the process and its purpose to increase student success.

Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

Identified Critical Learner Needs:

Decrease the percentage of students who are suspended one or more days

Metric: Suspension Rate, Referral Data

Improve students’ social-emotional skills and connections to school

Metrics: Panorama Survey Results (Student Connectedness, Social Emotional Skills, and School Safety),

Attendance and Chronic Absenteeism Rates

Participation in School Events

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95%	As of April 7th, 2023 - 86%
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) 27% English Learner (EL) 28.% Hispanic (Hisp) 24.9% African American (AA) 35.9% Socioeconomically Disadvantaged (SED) 26.8% Students with Disabilities (SWD) 42.4%	Chronic Absenteeism Rates All Students (ALL))- 42.1% English Learner (EL)- NA Hispanic (Hisp)- 40.5% African American (AA)- 48.3% Socioeconomically Disadvantaged (SED)- NA Students with Disabilities (SWD)- NA

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

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) - 6.6%  
 English Learner (EL) - 9.3%  
 Hispanic (Hisp) - 5.4%  
 African American (AA) - 0%  
 Socioeconomically Disadvantaged (SED) - 6.3%  
 White - 15.1%  
 Students with Disabilities (SWD) - 20%

High School 4-Year Dropout Rate  
 All Students (ALL)- NA  
 English Learner (EL)- NA  
 Hispanic (Hisp)- NA  
 African American (AA)- NA  
 Socioeconomically Disadvantaged (SED)- NA

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

St. Group	Color	DFS/Percentage	Change
All	Orange	10.6	Declined -.5
EL	Orange	12.2	Declined -.5
Hisp	Yellow	8.8	Declined -.5
AA	Yellow	22.9	Declined Significantly -3
SED	Orange	10.4	Declined -.5
SWD	Yellow	14	Declined Significantly -3

Suspension Rates:  
 All Students (ALL)- 10.3%  
 English Learner (EL)- 14.3%  
 Hispanic (Hisp)- 9.4%  
 African American (AA)- 20.1%  
 Socioeconomically Disadvantaged (SED)- 10.5%  
 Students with Disabilities (SWD)- 18.3%

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

Expulsion Rates  
 All Students (ALL) - Under .5%  
 English Learner (EL) - Under .5%  
 Hispanic (Hisp) - Under .5%  
 African American (AA) - .62%  
 Socioeconomically Disadvantaged (SED): Under .5%  
 Students with Disabilities (SWD): Under .5%

Expulsion Rates  
 All Students (ALL)- 0.7%  
 English Learner (EL)- 0.6%  
 Hispanic (Hisp)- 0.6%  
 African American (AA)- 3.0%

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

Panorama Survey – School Connectedness  
 All Students (ALL) - 52%  
 English Learner (EL) - 53%  
 Hispanic (Hisp) - 53%  
 African American (AA) - 52%

Panorama Survey – School Connectedness  
 All Students (ALL) - 45%  
 English Learner (EL) -- 45%  
 Hispanic (Hisp) -- 45%  
 African American (AA) - 41%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey – School Safety All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) -	Panorama Survey – School Safety All Students (ALL) - 67% English Learner (EL) - 64% Hispanic (Hisp) - 69% African American (AA) - 63%	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 66% Hispanic (Hisp) - 66% African American (AA) - 63%
Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.A Organize existing supports into a multi-tiered system of supports all staff, parents and students understand and know how to use	Pyramid of Interventions was created this year by our Wellness Team.	Create a “pyramid of interventions” document explaining tiers of support and how to access them. None Specified None Specified 0	Completed None Specified None Specified
		Develop appropriate communication/ training for staff, parents and students regarding the available supports. None Specified None Specified 0	Completed None Specified None Specified 0
		Monitor use of available supports and assess needs for alternate or additional resources.	Completed None Specified None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified 0	0
3B. Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)	This was not completed, though somewhat embedded into our Wellness Center.	Develop common lessons by grade level for all students to participate in, over their four years at DHSHS. 1000-1999: Certificated Personnel Salaries None Specified 0	Completed 1000-1999: Certificated Personnel Salaries None Specified 0
		Set aside instructional time for all teachers to provide instruction using the lesson created. None Specified None Specified 0	Completed None Specified None Specified 0
		Create a system to assess student growth in social emotional skills to plan further lessons and interventions. None Specified None Specified 0	Completed None Specified None Specified 0
		Consultant/ speaker fees 5000-5999: Services And Other Operating Expenditures LCFF 1,623.22	Consultant/Speaker Fees 5000-5999: Services And Other Operating Expenditures LCFF 0
3C. Expand staff professional development in Social Emotional Skills, Trauma-Informed Practices, and Restorative Practices schoolwide.	Restorative practice PDs were provided (two) as well as time in staff meetings set aside for cultural awareness discussions.	Provide restorative practices training during required teacher professional development time. None Specified None Specified 0	Completed None Specified None Specified 0



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Provide social emotional skills training during required teacher professional development time. None Specified None Specified 0	Completed None Specified None Specified 0
		Utilize in-house experts (Wellness Center, Mental Health, Counseling, ILT, District Coordinators and TOSAs) to facilitate professional development None Specified None Specified 0	Completed None Specified None Specified 0
5.75 Supervision Aide for expanded lunch program	5.75 Supervision Aide for expanded lunch program was staffed.	This Supervision Aide will help supervise students during passing periods, as well as help run our expanded lunch program for all grades. 2000-2999: Classified Personnel Salaries LCFF 21,731	Completed 2000-2999: Classified Personnel Salaries LCFF 8469.00
3F. Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.	Wellness Center has been established and is frequently used.	Bilingual Community Liaison to work with chronically truant and academically-struggling students and their families. 2000-2999: Classified Personnel Salaries Title I 76,425	Completed 2000-2999: Classified Personnel Salaries Title I 77899.00
		Bilingual Office Specialist to communicate with families and provide access to resources specifically focused on English	Completed 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Learners, SWD, and students struggling to meet grade level expectations and their families 2000-2999: Classified Personnel Salaries LCFF 78,611	78739.00
		2 Days per week Mental Health Therapist to provide workshops, small group and individual counseling to students (other 3 days covered by Ed Services) 2000-2999: Classified Personnel Salaries Title I 59,976	Completed 2000-2999: Classified Personnel Salaries Title I 65631.00
		Supplies for Wellness Center 4000-4999: Books And Supplies LCFF 1,500	In Process 4000-4999: Books And Supplies LCFF 0
3G. Provide additional security for student and staff safety, especially in the evening.	This has been filled and is now supervising the campus in the PM hours.	Additional Safety officer 12 - 8 PM 2000-2999: Classified Personnel Salaries LCFF 66,606	Completed 2000-2999: Classified Personnel Salaries LCFF 68986.67

## Analysis

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

5.75 Supervision Aide for expanded lunch program- expenditure was effective though both positions were vacant for a timeframe. Success could be viewed by the decrease in suspensions/expulsions we had, as well as decreased in fights on campus.

3F. Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension- the extra personnel in the Wellness Center allowed us to address more student needs, including mental health of our students. Success could be viewed in the full case loads of both mental health therapists we were able to have, as well as the inclusion of some interns that helped with overflow. This shows a need for this expenditure.

3G. Provide additional security for student and staff safety, especially in the evening.- we went most of the year without a PM security and that really affected the site since we opened up to more afternoon/evening events. When present, student safety is improved on campus.

3B. Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)- this was not done and will be revisited for next year.

3.A Organize existing supports into a multi-tiered system of supports all staff, parents and students understand and know how to use- this was reviewed and rewritten by our Wellness Team.

3C. Expand staff professional development in Social Emotional Skills, Trauma-Informed Practices, and Restorative Practices schoolwide.- PDs were held and effective.

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

5.75 Supervision Aide for expanded lunch program- The largest discrepancy found was in the supervision aide line item that was originally budgeted for \$21,731.00 and actual amount spent was \$8,469.00. This was due to district offering to pay a portion as well as staying unfilled for the second part of the year.

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

3B. Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)- this was not effective because we did not find a way to implement this site wide. We will revisit this with our new leadership team to see if it is something we want to focus on or spend more time in other areas.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Academic Achievement: All students will graduate high school prepared with the academic and technical skills necessary for college and career success.

### Goal Statement

WASC/ Site Goal: Increase the percentage of students who are college and career prepared.

School-identified Critical Academic Needs:

Increase the percentage of students who are college and career prepared,

Student Outcome Data used to identify this need: CCI, Graduation Rate, D/F Rate, CTE Completion, A-G Completion, CAASPP Results

Related school wide areas for growth:

1.Improve academic progress of students in all subject areas and in all student groups to grow student academic achievement.

2.Increase variety, access, and completion of elective classes, real-world experiences, and pre-career offerings and skills beyond CTE academies to grow student achievement.

3.Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

### LCAP Goal

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

### Identified Need

Increase student performance on ELA Star ELA Proficiency Rate from 25.6% to 30%

Increase student performance on Math Star Math Proficiency Rate from 26.2% to 30%.

Increase student performance on California Science Test to 17.44% Met or Exceeded Standard

Increase percentage of English Learner students Star Math Proficiency Rate from 29.6% to 30%

Maintain the RFEP Reclassification Rate above the county and state average.

Increase the graduation rate for all students by 1% and increase the graduation rate for students with disabilities by 3%.

Increase UC and/or CSU Entrance Requirement Completion Rate by 3.4% for all students and 5% for English Learner students.

Maintain percentage of students completing a CTE pathway and earning a high school diploma.

Increase the percentage of students passing one or more AP exam with a score of 3 or higher by 2% for all student groups.






Increase the percentage of students who are prepared on the College and Career Index by 3% for all student groups and by 5% for English learners and Students with Disabilities.

# Measuring and Reporting Results

## Metric/Indicator

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

## Baseline

St. Group	Color	DFS/Percentage	Change
All	 Very Low	59.7 points below standard	
EL	 Very Low	124.1 points below standard	
Hisp	 Very Low	58.4 points below standard	
AA	 No Performance Level	85.5 points below standard	
SED	 Very Low	60.2 points below standard	
SWD	 Very Low	183.3 points below standard	

## Expected Outcome

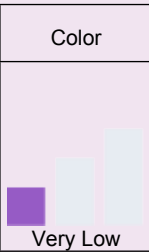
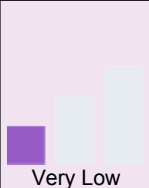
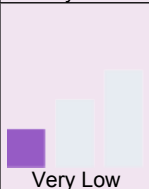
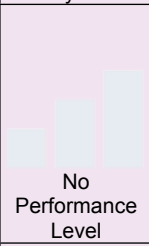
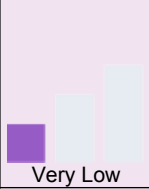
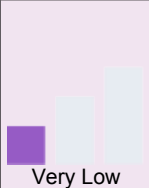
St. Group	Color	DFS/Percentage	Change
All	Orange	-55.7	Increase +10
EL	Orange	-115.1	Increase +9
Hisp	Orange	-49.4	Increase +9
AA	Orange	-78.5	Increase +7
SED	Orange	-52.2	Increase +8
SWD	Orange	-173.3	Increase +10

**Metric/Indicator**

**Baseline**

**Expected Outcome**

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










St. Group	Color	DFS/Percentage	Change
All	 Very Low	156.5 points below standard	
EL	 Very Low	205.3 points below standard	
Hisp	 Very Low	152.9 points below standard	
AA	 No Performance Level	212.9 points below standard	
SED	 Very Low	156.2 points below standard	
SWD	 Very Low	253.0 points below standard	

St. Group	Color	DFS/Percentage	Change
All	Orange	-136.5	Increase +20
EL	Orange	-190.3	Increase +15
Hisp	Orange	-132.9	Increase +20
AA	Orange	-202.9	Increase +10
SED	Orange	-141.2	Increase +15
SWD	Orange	-238	Increase +15

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

California Science Test - Percent of Students Who Meet or Exceed Standard  
High School- 17.44% Met or Exceeded Standard

California Science Test - Percent of Students Who Meet or Exceed Standard  
High School -17.44% Met or Exceeded Standard

Metric/Indicator	Baseline	Expected Outcome																																												
High School	No 2021-22 data source is available.																																													
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 44.4% of students making progress towards English language proficiency 41.9% of students progressed at least one ELPI level 2.5% of students maintained ELPI level 4 34.7% of students maintained ELPI levels 1-3H 20.7% of students decreased by one ELPI level	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 47.4% of students making progress towards English language proficiency 44.4% of students progressed at least one ELPI level 3% of students maintained ELPI level 4 34.7% of students maintained ELPI levels 1-3H 17.7% of students decreased by one ELPI level																																												
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 30.8% Reclassification Rate: 15% or higher	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 15% or higher																																												
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>80.3% graduated</td> <td></td> </tr> <tr> <td>EL</td> <td></td> <td>65.7% graduated</td> <td></td> </tr> <tr> <td>Hisp</td> <td></td> <td>78.6% graduated</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		80.3% graduated		EL		65.7% graduated		Hisp		78.6% graduated		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>95%</td> <td>Increase 14.7%</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>95%</td> <td>Increase 29.3%</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>95%</td> <td>Increase 16.4%</td> </tr> <tr> <td>AA</td> <td>Green</td> <td>95%</td> <td>Increase 6.1%</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>95%</td> <td>Increase 14.9%</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>95%</td> <td>Increase 39.1%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	95%	Increase 14.7%	EL	Green	95%	Increase 29.3%	Hisp	Green	95%	Increase 16.4%	AA	Green	95%	Increase 6.1%	SED	Green	95%	Increase 14.9%	SWD	Green	95%	Increase 39.1%
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**Metric/Indicator**

**Baseline**

**Expected Outcome**

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AA	<p>No Performance Level</p>	88.9% graduated	
SED	<p>Medium</p>	80.1% graduated	
SWD	<p>Very Low</p>	55.9% graduated	

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College and Career Indicator (CCI)  
 \  
 All Students (ALL)  
 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) 38.6%  
 English Learners (EL) 23.2%  
 Hispanic (Hisp) 38%  
 African American (AA) 31.6%  
 Socioeconomically Disadvantaged (SED) 39.2%

UC and/or CSU Entrance Requirement Completion Rate  
 All Students (ALL) 42%  
 English Learners (EL) 28.2%  
 Hispanic (Hisp) 41.4%  
 African American (AA) 36.6%  
 Socioeconomically Disadvantaged (SED) 42.4%

UC and/or CSU Entrance Requirement Completion Rate  
 All Students (ALL)  
 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) 44.6%  
 English Learners (EL) 9.5%  
 Hispanic (Hisp) 45.4%  
 African American (AA) 50%  
 Socioeconomically Disadvantaged (SED) 42%  
 Students with Disabilities (SWD) 9%

UC and/or CSU Entrance Requirement Completion Rate  
 All Students (ALL) - 39.8%  
 English Learners (EL) - 17.5%  
 Hispanic (Hisp) - 41.7%  
 African American (AA) - 41.5%  
 Socioeconomically Disadvantaged (SED) - 39.6%  
 Students with Disabilities (SWD) - 9.8%



Metric/Indicator	Baseline	Expected Outcome
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 - REAL Academy: 92% or above PSA Academy: 95% or above	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - REAL: 65 PSA: 58
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 56.8% English Learners (EL) - 57.1% Hispanic (Hisp) - 60% African American (AA) - 0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 63.2%% English Learners (EL) - 98%% Hispanic (Hisp) - 66.4% African American (AA) - 69.7%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance maintain 100% compliance
D/F Grades (Added as a measure for strategies implemented through the CSI process) D/F grades are	Spring 2021 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)  Spring 2021 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade)  9th: 157 (D), 66 (D-), 86 (D+), 823 (Fs) 10: 150 (D), 87 (D-), 83 (D+), 836 (Fs) 11th: 125 (D), 69 (D-), 71 (D+), 591 (Fs) 12th: 92 (D), 41 (D-), 53 (D+), 428 (Fs)	Spring 2022 Quarter 3 D/F Schoolwide: (Reduce to 25% so that A,B,C grades make up 75% of grades)  Spring 2022 Quarter 3 D/F Grade by Grade Level: (Reduce percentage by 25% in each grade) 9th: 48% 10: 50% 11th: 43% 12th: 23%

## Planned Strategies/Activities

## Strategy/Activity 1

Continue PLC training and implementation schoolwide.

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	50646
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extension of 4 release/collaboration days during the 2023-24 school year for English, Math, Science and Social Science (including Special Education teachers and teachers of ELL newcomers) to collaborate on identifying essential standards, developing common assessments, and developing strategies to reteach and/or extend student learning. This year we are offering the flexibility of collaboration days before school and release days during the year to allow monitoring of effectiveness.
<b>Amount</b>	31000
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Summer 2022 PLC Institute for Science Team since they were not able to attend this last year. This is our last department needing the training.

## Strategy/Activity 2

Develop an Instructional Leadership Team (ILT) of experienced and effective teachers to lead implementation of Schoolwide Learner Outcome instruction and support, continuous improvement and implementation of professional development in instructional strategies, and new teacher onboarding and support program.

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2660
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	14 days for lesson study and planning for our math department (14 days at \$190 a sub)
<b>Amount</b>	3946
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	4 collaboration days for ILT members during school breaks to now build capacity with veteran staff.
<b>Amount</b>	2,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for New Teacher support meetings and ILT Team
<b>Amount</b>	5000
<b>Source</b>	CSI Funding

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional Development and education books and materials for ILT (Kagan/Station Rotation)
<b>Amount</b>	3000
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Period coverage to facilitate classroom visits for ILT members and supported teachers
<b>Amount</b>	5000
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Timecards for Schoolwide Learner Outcome Lesson Design after school hours and on school holidays, with a focus on our English Language Learners for the 2023-2024 school year.

### Strategy/Activity 3

Develop an Accountability Team of lead teachers and administrators to monitor D/F rates, study grading practices, common assessments and response to intervention models, and identify best practices to improve student performance and reduce the percentage of D/F grades.

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

<b>Description</b>	3-day summer planning for administrators and lead teachers
<b>Amount</b>	5,700
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	One day a month (Aug-May) to work on ILT planning/support for all three ILT members. Scaling back from one prep buy out to once a month.
<b>Amount</b>	2,520
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Additional Accountability Team Teacher Time Cards for 8 after school meetings and attendance at professional development
<b>Amount</b>	16,504
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	One (1) ELA or ELD prep buy out to support with intervention/credit recovery/or AG elective

### Strategy/Activity 4

Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT, PSAT, ACT) college applications, and financial aid forms.

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	31,192.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Expanded Learning/Enrichment Opportunies (before/after school and during; \$10,000 for Holiday Bowl, art, career exploration, VAPA enrichment, college visits, etc.)

**Strategy/Activity 5**

Extend learning opportunities beyond the school day/ school week.

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

All

**Timeline**

SY2023-2024

**Person(s) Responsible**

Administration, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide supplemental summer, winter and spring school offerings for A-G completion and college preparation

<b>Amount</b>	5,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Timecards for Saturday School/Tutoring

## Strategy/Activity 6

Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.

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

English Learner

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	78,001.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	EL Coordinator 2 prep buy-out
<b>Amount</b>	74,447.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Full Time Bilingual Paraprofessional
<b>Amount</b>	32,842.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Part Time Bilingual Paraprofessional
<b>Amount</b>	39,563.00

<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Part Time Bilingual Paraprofessional
<b>Amount</b>	13,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Timecards for support with ELPAC Assessment

### Strategy/Activity 7

Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.

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

Students with Disabilities

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6288
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional development for co-teachers, including certificated and classified conferences
<b>Amount</b>	3,000
<b>Source</b>	LCFF



**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Timecards for additional classified or certificated support

**Strategy/Activity 8**

Expand real-world, pre-professional and artistic experiences and supports for low-SED students.

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

All

**Timeline**

SY 2023-2024

**Person(s) Responsible**

Administration, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

**Amount**

22,217.00

**Source**

Title I

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Provide additional support in the library to support students in accessing materials and providing additional 1:1 and small group support. During this Title 1 time individualized instruction will be provided with students in the area of ELA and Math to help increase student achievement.

**Strategy/Activity 9**

Supplemental Materials, supplies, and technology licenses for all departments

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

All

**Timeline**

SY 23-24

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	36,212
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials, supplies, and technology licenses for all departments (math, ELA, history, science, PE, ELD, World Lang)

**Strategy/Activity 10**

Reading Intervention licenses and supplies.

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

All

**Timeline**

23-24

**Person(s) Responsible**

Admin, ELA Leads, Librarian

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	AR licenses

<b>Amount</b>	3,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**Description**

Reading Intervention (AR) Program (materials and supplies)

**Strategy/Activity 11**

Creation of an additional arts elective section

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

All

**Timeline**

SY 2023-2024

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

23,260

**Source**

CSI Funding

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Year two of an additional elective section - Creates an additional elective section in order to increase access to A-G courses in the visual and performing arts and/or core classes, which improves college and career readiness for students.

**Strategy/Activity 12**

Monitoring of English Language Learners in four core departments

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

All

**Timeline**

SY 23-24

**Person(s) Responsible**

Administration, selected team members monitoring students.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7,600
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Pay for 1 staff per department (math, science, history, ELA) to monitor selected ELL students. Provide them one day a month to work on monitoring. (40 days total- \$190 per sub)

**Strategy/Activity 13**

Tutoring at Title 1 Schools (including before and after school)

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

All

**Timeline**

23-24

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Timecards for before and after school tutoring; tutoring within the day, schedule permitting.

**Strategy/Activity 14**

Kagan Strategies Conference and Supplies for Student Engagement

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

All

**Timeline**

23-24

**Person(s) Responsible**

Administration, Admin Secretary

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	25000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Budget for student engagement conferences, workshops, professional development. (i.e. Kagan)
<b>Amount</b>	5,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Reading Intervention (i.e Kagan) strategy supplies

**Strategy/Activity 15**

Academic A/G Bootcamps for ELLs, core content, AP, and state test prep

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

All

**Timeline**

23-24

**Person(s) Responsible**

Administration, Administrative Secretary, Leadership

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	18671
<b>Source</b>	Title I

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** Bootcamps for English Language Learners, Core Content Areas (i.e. math, science, history, language arts), Advancement Placement, and state test prep.

### Strategy/Activity 16

Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

**Amount** 15000

**Source** LCFF

**Budget Reference** 4000-4999: Books And Supplies

**Description** Supplies and incentives for attendance, participation, and completion of stated measures

**Amount** 3,500

**Source** LCFF

**Budget Reference** 4000-4999: Books And Supplies

**Description** Honors Desert /AG and Recognition

**Amount** 4000

**Source** LCFF

**Budget Reference** 4000-4999: Books And Supplies

**Description**

End of Year Student Athlete awards and certificates (all sports, Seniors and above a 3.0)

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships and Student Connection to School

### Goal Statement

WASC Goal: Improve connections between families and the school.

Related school wide areas for growth:

Emphasize improving communication and continue to investigate different ways to engage parents to ensure ALL parents are fully involved in their child's progress, plans for college and career, school initiatives and activities, and district and site decision-making.

Metrics:

Family Member Panorama Survey Results

Attendance at School Events

Participation in parent groups and committees (ELPAC, AAPAC, PTSA)

### LCAP Goal

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

### Identified Need

Increase family school connectedness results by 3% for all subgroups.

Increase family participation in stakeholder input: by 10% from 88 responses to 200 or more responses.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 88 surveys	Parent Participation in Stakeholder Input Processes - 150 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 85% Hispanic (Hisp) - 85% African American (AA) - NA	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 95% African American (AA) - 83%



Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 84% Hispanic (Hisp) - 86% African American (AA) - NA	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 95% African American (AA) - 92%
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 - new metric baseline set in 20-21 school year	Number of Parent Attendees attending 1 or more site/parent center sponsored events -5%

## Planned Strategies/Activities

### Strategy/Activity 1

Create a community member advisory council of parents and community members (CPAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making.

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers, Staff, Parents

### Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

LCFF

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** AA and Latino Mentor Programs- includes materials, supplies, and transportation costs for field trips)

### Strategy/Activity 2

Incoming freshmen and community camps for all DHS youth

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

All

### Timeline

SY 2023-2024

### Person(s) Responsible

Administration, Teachers, Staff, Parents

### Proposed Expenditures for this Strategy/Activity

**Amount** 5,000

**Source** LCFF

**Budget Reference** 4000-4999: Books And Supplies

**Description** Incoming Freshman camps materials and supplies including shirts (baseball/football/soccer/basketball)

**Amount** 656.78

**Source** LCFF

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** Incoming Freshmen timecards

**Amount** 3,000

**Source** LCFF

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description**

Middle School Campus Visits (middle school mentor groups, band/extra curricular students)

**Strategy/Activity 3**

Provide childcare for parent events.

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

All

**Timeline**

SY 2023-2024

**Person(s) Responsible**

Administration, Teachers, Staff, Parents

**Proposed Expenditures for this Strategy/Activity**

**Amount**

1,415

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Childcare at parent events

**Strategy/Activity 4**

Purchase instructional materials and contract with guest speakers for parent events.

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

All

**Timeline**

SY 2023-2024

**Person(s) Responsible**

Administration, Teaches, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials
<b>Amount</b>	4,442
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Speakers, facilitators, and conferences.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

WASC Goal: Improve students' social-emotional skills and their connections to school.

Related school wide areas for growth:

Organize existing structures into a multi-tiered system of support so that all staff, parents, students, and community members understand and know the process and its purpose to increase student success.

Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

Identified Critical Learner Needs:

Decrease the percentage of students who are suspended one or more days

Metric: Suspension Rate, Referral Data

Improve students' social-emotional skills and connections to school

Metrics: Panorama Survey Results (Student Connectedness, Social Emotional Skills, and School Safety),

Attendance and Chronic Absenteeism Rates

Participation in School Events

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

### 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

Increase student attendance rates for all students by 2 percent. Current average daily attendance rate: 86.4%

Decrease chronic absenteeism by 2% for all subgroups and by 5% for African American students and students with disabilities compared to 2021. Currently 46.1%

Decrease 4-year dropout rate by .5% for all subgroups and by 2% for students with disabilities, English learners, and White students.

Decrease suspension rates by 0.5% for all students (currently 10.2%) and by 3% for African American students (currently at 18.6%) and students with disabilities (currently at 16.8%) on November 2022 dashboard.

Maintain expulsion rates under 0.5% for all students and reduce expulsion rates by 1.6% for African American students compared to 2021 (currently at 4%).

Increase School Connectedness student survey results by 5% for all student subgroups and by 7% for African American students compared to 2021.

Increase School Safety student survey results by 5% for all student subgroups compared to 2021.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 86.4%	Student Attendance Rates All Students (ALL) - 95%																																				
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates Not reported on Dashboard for High School (No color or status available) (Level) Chronic Absenteeism Rates All Students (ALL) - 46.1% English Learner (EL) 44.2% Hispanic (Hisp) 44.4% African American (AA) 55.3% Socioeconomically Disadvantaged (SED) 52% Students with Disabilities (SWD) 55%	Chronic Absenteeism Rates All Students (ALL) 27% English Learner (EL) 28.% Hispanic (Hisp) 24.9% African American (AA) 35.9% Socioeconomically Disadvantaged (SED) 26.8% Students with Disabilities (SWD) 42.4%																																				
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 6.4% English Learner (EL) - 11.3% Hispanic (Hisp) - 4.9% African American (AA) - 18.5%% Socioeconomically Disadvantaged (SED) - 6.8% White - 12.9% Students with Disabilities - 22%	High School 4-Year Dropout Rate All Students (ALL) - 6.6% English Learner (EL) - 9.3% Hispanic (Hisp) - 5.4% African American (AA) -0% Socioeconomically Disadvantaged (SED) - 6.3% White - 15.1% Students with Disabilities (SWD) - 20%																																				
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>10.2</td> <td>Increased Significantly +5.1</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>14.9</td> <td>Increased Significantly +8.3</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>9.4</td> <td>Increased Significantly +5.2</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	10.2	Increased Significantly +5.1	EL	Red	14.9	Increased Significantly +8.3	Hisp	Red	9.4	Increased Significantly +5.2	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>7.1%</td> <td>Decreased 4%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>7.7%</td> <td>Decreased 5%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>5.3%</td> <td>Decreased 4%</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>20.9%</td> <td>Decreased 5%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	7.1%	Decreased 4%	EL	Yellow	7.7%	Decreased 5%	Hisp	Yellow	5.3%	Decreased 4%	AA	Yellow	20.9%	Decreased 5%
St. Group	Color	DFS/Percentage	Change																																			
All	Red	10.2	Increased Significantly +5.1																																			
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Hisp	Yellow	5.3%	Decreased 4%																																			
AA	Yellow	20.9%	Decreased 5%																																			

Metric/Indicator	Baseline				Expected Outcome			
	AA	Red	18.6	Increased +14	SED	Yellow	5.9%	Decreased 5%
	SED	Red	10.9	Increased Significantly +5	SWD	Yellow	10%	Decreased 7%
	SWD	Red	16.8	Increased +0.7				
<p>Expulsion Rates  All Students (ALL)  English Learner (EL)  Hispanic (Hisp)  African American (AA)</p>	<p>Expulsion Rates  All Students (ALL): 0.4%  English Learner (EL): 0.5%  Hispanic (Hisp): 0.2%  African American (AA): 2.9%  Socioeconomically Disadvantaged (SED): 0.4%  Students with Disabilities (SWD): 0%</p>				<p>Expulsion Rates  All Students (ALL) - Under .5%  English Learner (EL) - Under .5%  Hispanic (Hisp) - Under .5%  African American (AA) - .62%  Socioeconomically Disadvantaged (SED): Under .5%  Students with Disabilities (SWD): Under .5%</p>			
<p>Panorama Survey – School Connectedness  All Students (ALL) -  English Learner (EL) -  Hispanic (Hisp) -  African American (AA) -</p>	<p>Panorama Survey - School Connectedness-  All Students (ALL) - 42%  English Learner (EL) - 46%  Hispanic (Hisp) - 43%  African American (AA) - 33%</p>				<p>Panorama Survey – School Connectedness  All Students (ALL) - 52%  English Learner (EL) - 53%  Hispanic (Hisp) - 53%  African American (AA) - 52%</p>			
<p>Panorama Survey – School Safety  All Students (ALL) -  English Learner (EL) -  Hispanic (Hisp) -  African American (AA) -</p>	<p>Panorama Survey - School Safety  All Students (ALL) - 65%  English Learner (EL) - 61%  Hispanic (Hisp) - 66%  African American (AA) - 67%</p>				<p>Panorama Survey – School Safety  All Students (ALL) - 67%  English Learner (EL) - 64%  Hispanic (Hisp) - 69%  African American (AA) - 63%</p>			
<p>Williams Facilities Inspection Results remain at 100%</p>	<p>DHSHS received a positive report during the Williams Facilities Inspection in Fall 2020</p>				<p>Williams Facilities Inspection Results remain at 100%</p>			

## Planned Strategies/Activities

### Strategy/Activity 5

Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)

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

All

#### Timeline

SY 2023-2024

#### Person(s) Responsible

Administration, Instructional Leadership Team, Teachers, Staff

#### Proposed Expenditures for this Strategy/Activity

Amount

1,623.22

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Consultant/ speaker fees

### Strategy/Activity 6

5.75 Supervision Aide for expanded lunch program

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

All

#### Timeline

SY 2023-2024

#### Person(s) Responsible

Administration, Teachers, Staff, Students



**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	27,052.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	This Supervision Aide will help supervise students during passing periods, as well as help run our expanded lunch program for all grades.

**Strategy/Activity 7**

Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and restorative practices as alternatives to suspension.

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

All

**Timeline**

SY 2022-2023

**Person(s) Responsible**

Administration, Dean of Students, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	64,502.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison to work with chronically truant and academically-struggling students and their families.
<b>Amount</b>	81,866.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	Bilingual Office Specialist to communicate with families and provide access to resources specifically focused on English Learners, SWD, and students struggling to meet grade level expectations and their families
<b>Amount</b>	66,991.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	2 Days per week Mental Health Therapist to provide workshops, small group and individual counseling to students (other 3 days covered by Ed Services)
<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for Wellness Center

**Strategy/Activity 8**

3G. Provide additional security for student and staff safety, especially in the evening.

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

All

**Timeline**

SY 2022-2023

**Person(s) Responsible**

Administration, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	77,711.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional Safety officer 12 - 8 PM



# 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.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	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

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$449,091
Total Federal Funds Provided to the School from the LEA for CSI	\$156,836
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$934,528.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	441,234	0.00
Title I Part A: Parent Involvement	7,857	0.00
LCFF	328,601	0.00
CSI Funding	156,836	0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI Funding	\$156,836.00
Title I	\$441,234.00
Title I Part A: Parent Involvement	\$7,857.00

Subtotal of additional federal funds included for this school: \$605,927.00

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	\$328,601.00

Subtotal of state or local funds included for this school: \$328,601.00

Total of federal, state, and/or local funds for this school: \$934,528.00

## Expenditures by Funding Source

Funding Source	Amount
CSI Funding	156,836.00
LCFF	328,601.00
Title I	441,234.00
Title I Part A: Parent Involvement	7,857.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	189,733.00
2000-2999: Classified Personnel Salaries	505,106.00
4000-4999: Books And Supplies	74,212.00
5000-5999: Services And Other Operating Expenditures	135,477.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	96,732.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	60,104.00
1000-1999: Certificated Personnel Salaries	LCFF	5,000.00
2000-2999: Classified Personnel Salaries	LCFF	203,129.00
4000-4999: Books And Supplies	LCFF	72,212.00
5000-5999: Services And Other Operating Expenditures	LCFF	48,260.00
1000-1999: Certificated Personnel Salaries	Title I	88,001.00
2000-2999: Classified Personnel Salaries	Title I	300,562.00
5000-5999: Services And Other Operating Expenditures	Title I	22,671.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,415.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,442.00

# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Omar Tinoco	X				
Sonia Singh				X	
Cindy Stiede				X	
Vincent Luna				X	
Michelle Beyronneau		X			
Heather Manco		X			
Pam Mathis			X		
Julia Nunez		X			
Terrence Simmons		X			
Sarabjeet Singh					X
Alexandra Vera					X
Nancy Corrales					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 30, 2023.

Attested:

	Principal, Omar Tinoco on 11/13/23
	SSC Chairperson, Vincent Luna on 11/13/23

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
WASC/ Site Goal: Increase the percentage of students who are college and career prepared.
School-identified Critical Academic Needs: Increase the percentage of students who are college and career prepared, Student Outcome Data used to identify this need: CCI, Graduation Rate, D/F Rate, CTE Completion, A-G Completion, CAASPP Results
Related school wide areas for growth: 1.Improve academic progress of students in all subject areas and in all student groups to grow student academic achievement. 2.Increase variety, access, and completion of elective classes, real-world experiences, and pre-career offerings and skills beyond CTE academies to grow student achievement. 3.Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
Continue PLC training and implementation schoolwide.	PLC training for the history department occurred and strengthened the department's PLC time with a concise agenda and communication from the department chair. Meetings were more focused and time to evaluate common assessments were embedded into the time.	We still need one department (science) to receive the training on how to effectively run a PLC. This is evident by the inconsistencies found within the 2-1-2 time and running of the meetings.	The science department will receive their training this year and will be the last department to do so. We hope this will bring more consistency within the department which will be evident by a more focused agenda and analyzing of data.
Develop an Instructional Leadership Team (ILT) of experienced and effective teachers to lead implementation of Schoolwide Learner Outcome instruction and support, continuous improvement and implementation of professional development in instructional strategies, and new teacher onboarding and support program.	This was found effective because new staff were able to receive support from our ILT team. This is evident because every new teacher is planning to return instead of the high turnover our site normally has. When asked, the teachers agreed that the ILT support was found beneficial.	The only thing that was difficult was the cost of the prep buy outs to help support the teachers.	This model will continue with monthly release time allowed for the ILT team instead of prep buy outs. This will allow our staff to continue to get support that they need by our members here on campus.
Develop an Accountability Team of lead teachers and administrators to monitor D/F rates, study grading practices, common assessments and response to intervention	This was embedded in discussions with leadership. We are also receiving support from the	More time needs to be set aside to be able to monitor this closely. With such a large population of students that fall under this category, it	We have created a more focused list of students that we can concentrate on to see what gains the students

models, and identify best practices to improve student performance and reduce the percentage of D/F grades.	district in monitoring D/F rates.	was difficult to successfully monitor all students.	make by the end of the year. The list is more manageable and will allow a team of teachers/admin to better monitor student progress.
Expand college and career planning and requirement completion, including four-year high school and postsecondary planning, college visits, required exams (AP, SAT, PSAT, ACT) college applications, and financial aid forms.	This was successful as evident by our increase in FAFSA completion, scholarship packet completion (doubled), and students applying for college.	We still have many students applying to community college without a plan.	This push for college and career will continue with the help of our counseling team, TRIO program, and a new CCGI week, site wide, where all students will work on a portion of their senior expectations.
Extend learning opportunities beyond the school day/ school week.	We provided 4 college tours throughout the year that were well attended, as well as a retreat for our young men of color.	Events planned for the weekends did not have high participatioun.	We will continue to offer expanded learning opportunities to our students, expanding to a college trip per grade level, as well as a Job Corps trip for students interested in trade school.
Provide targeted academic support to English Learners to access the college preparatory and CTE curriculum, meet reclassification requirements, improve graduation rate and college and career readiness.	We had an influx of newcomers, as well as our normal population of ELLs, that were effectively served by our staff. With the inclusion of the paraprofessionals, they were able to provide more in class support to our newcomer students (and any ELLs found in those classrooms).	We were short staffed for the end of the year so not all students were able to receive the support originally planed for.	We will be fully staffed for next year and will continue to provide push-in support for our most high needs ELLs. A list of students will also allow us to better focus on a smaller number than trying to address the entire population.
Provide targeted academic support to students with disabilities to access the college preparatory and CTE curriculum, improve graduation rate and college and career readiness.	Credit recovery was offered for students with disabilities to help catch them up in their classes. For students that participated, this was effective. A spreadsheet was created with all seniors, including students with disabilities, which allowed counselors and admin to closely monitor students that were in danger of failing.	Electives were still difficult to offer for our students and a focus on trying to add more electives for our students with disabilities will need to be addressed.	This will continue and begin with our master schedule. Our goal is to include more elective options for our students with disabilities, as well as monitor their progress towards graduation.
Expand real-world, pre-professional and artistic experiences and supports for low-SED students.	The college and career trips, as well as the retreat at the end of the year, included some of our low-SED students in the attempt to better connect them to school. We will monitor grades to see if this has an impact. Artistic	Very limited opportunities were able to be set up for more students.	We have set aside funds in this year's budget to further provide these experiences for our low SED students via fine arts and other electives.

	experiences were provided via our robust art program here at DHSHS.		
Supplemental Materials, supplies, and technology licenses for all departments	This money was all spent effectively, especially with the rising costs of supplies after COVID.	Costs are starting to get very high which is causing us to have to cut down on every day items like Xerox paper, toner, etc.	Budget was adjusted to take into consideration the rising costs of supplies.
Reading Intervention licenses and supplies.			
Creation of an additional arts elective section	This was effective because it allowed more students to get back on the AG track that needed the elective.	This did not help the overall AG status of many students because this was only one component of what students are missing.	This was modified to provide an additional elective section in any elective genre pending on student AG needs.
Monitoring of English Language Learners in four core departments	Our teacher has received an extra prep to help monitor our students and their progress. She has been able to provide students support and speak with classroom teachers of students falling behind.	With such a large ELL population, this has been difficult to tackle.	This next year we plan to have someone in each department that will be able to help monitor ELL students in their departments. We will work with ETIS to find a way to pull reports that our staff can use.
Tutoring at Title 1 Schools (including before and after school)			
Kagan Strategies Conference and Supplies for Student Engagement			
Academic A/G Bootcamps for ELLs, core content, AP, and state test prep			
Provide student incentives for GPA, CAASPP, EL Reclassification, Attendance, A-G Completion, CCI completion, positive referrals, school event attendance, and participation in academic, college-preparatory, and social-emotional supports offerings	We were able to receive donations for our Student of the Month assemblies that were well attended by families and students.	We still need to create a more systematic approach of recognizing students for AG completion, GPA, attendance, etc. This has not been created yet.	Within leadership we will find a way to celebrate students on a more regular basis for a variety of accomplishments ranging from GPA to CCI completion. We also plan on including this as part of our CCGI week that will be held site wide.

<b>Goal #2:</b>
<p>WASC Goal: Improve connections between families and the school.</p> <p>Related school wide areas for growth:  Emphasize improving communication and continue to investigate different ways to engage parents to ensure ALL parents are fully involved in their child's progress, plans for college and career, school initiatives and activities, and district and site decision-making.</p> <p>Metrics:  Family Member Panorama Survey Results  Attendance at School Events  Participation in parent groups and committees (ELPAC, AAPAC, PTSA)</p>

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Create a community member advisory council of parents and community members (CPAC), including representatives from ELAC, AAPAC, PTSA, booster organizations, and new recruits to advise our school on ways to communicate and engage their peers in ways that will increase parent involvement in school and district events and decision-making.	This was effective and met three times during the year. Effectiveness was measured by the increasing amount of participants we had at each meeting. Our last meeting had 40 in attendance of community, school, and parent groups.	Time to meet one more time throughout the year would benefit this cause.	We hope to calendar one more meeting with this group throughout the year.
Incoming freshmen and community camps for all DHS youth	Only a few sports (football/basketball/soccer) completed this, but camps were attended by more than 25 students each. This is a good start because it brings our community together and exposes the students to our high school before they get here.	Finding weekends and fields was sometime difficult with so many events happening at the campus.	We plan to continue this and have more of our students attend so they can begin to start to connect to the high school at an earlier age.
	We held more events for our African American and Latino families, including the addition of the HSI tour where some of our Latino students were able to tour colleges over spring break.	Finding a time that worked for all families was difficult. We found that evening events (with food provided) had the best attendance.	Now that we have two FACE specialists, we hope to provide more events that our families can attend. We have also been going to them instead of them coming here which was seemed to be more effective. This will continue and expand for next year.
Provide childcare for parent events.	Childcare was provided.	This year, hardly anyone used this service.	We will keep as is and evaluate it for the end of next year.
Purchase instructional materials and contract with guest speakers for parent events.	Funds were rolled into this line item to allow parents to attend the CABE conference. Those in attendance found it beneficial and they will speak at a parent meeting next year to share what they learned.	The conference was very expensive so we were only able to send 4 adults total.	The intent is to have those that attended to come back and share what they learned so more parents are exposed. This will continue for next year.

**Goal #3:**



WASC Goal: Improve students' social-emotional skills and their connections to school.

Related school wide areas for growth:

Organize existing structures into a multi-tiered system of support so that all staff, parents, students, and community members understand and know the process and its purpose to increase student success.

Develop a system that includes time within the school day and a collaborative approach in which all staff teach, assess, and reinforce their high expectations for students, identified in the Schoolwide Learner Outcomes.

Identified Critical Learner Needs:

Decrease the percentage of students who are suspended one or more days

Metric: Suspension Rate, Referral Data

Improve students' social-emotional skills and connections to school

Metrics: Panorama Survey Results (Student Connectedness, Social Emotional Skills, and School Safety),

Attendance and Chronic Absenteeism Rates

Participation in School Events

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
	Our Wellness Center and Deans have created a plan we can start using next year.	We will know more of the portions that are ineffective once we have a chance to implement the new system of support.	This new multi-tiered system of support will fully unfold next year.
Implement a schoolwide system for teaching, assessing and supporting Schoolwide Learner Outcomes (Advancing, Determined, Honorable Scholars)	NA	Time for this was not consistent and will need to be reevaluated.	The school wide system needs to be created with more stakeholders before rolling out to the entire staff.
	Two professional developments were held in this area, as well as time during staff meetings used to discuss restorative practices.	Effective professional developments in these areas are difficult to find that are both engaging and informative for staff.	Funds have still been set aside to have PDs for the staff. We have already set one up with one of our TOSAs on how to respond to students that lack growth mindset.
5.75 Supervision Aide for expanded lunch program	When staffed, such a vital part of our supervision program. Fights went down this year and students had more to do during unstructured time.	This position was vacant for the second semester which really caused a hole in our program.	This will be offered again, holding interviews over the summer to find the right person to work with our students.
Provide a Wellness Center to meet the social emotional needs of students with a focus on mental health, conflict management, substance abuse education, and	The Wellness Center is frequently used. With Panorama Survey results going up, we can tell that this has provided a much	Substance abuse is at an all time high. Vaping has become an issue, not only on campus, but the general community.	We are looking at possibly adding the Friday Night Live program here at DHSHS to better serve

restorative practices as alternatives to suspension.	needed survey for our students.		our students with substance abuse.
3G. Provide additional security for student and staff safety, especially in the evening.	When staffed, this was very beneficial. With students on campus, this provided more security and provided them a safe campus to stay on.	This position was vacant for about 2 months.	This will continue now that is is fully staffed.