

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Desert Springs Middle School
Address	66-755 Two Bunch Palms Trail Desert Hot Springs, CA 9224000- 5723
County-District-School (CDS) Code	33-67173-6108443
Principal	Sue Drummond
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023 - 6/30/24
Schoolsite Council (SSC) Approval Date	10/18/23
Local Board Approval Date	12/12/23

X This certifies that updates to my SPSA are completed

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- School Vision and Mission 5
- School Profile 5
- Purpose and Description..... 5
- Educational Partner Involvement 6
- Resource Inequities 7
 - Needs Assessment – Review of Performance 8
 - Reflections: Success 8
 - Reflections: Identified Need 9
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - Student Population 13
 - Overall Performance 15
 - Academic Performance 16
 - Academic Engagement 21
 - Conditions & Climate..... 24
- Annual Review and Update 27
 - Goal 1 – Increased Academic Achievement 27
 - Goal 2 – Parent Engagement..... 36
 - Goal 3 – Safe and Healthy Learning Environment..... 41
- Goals, Strategies, & Proposed Expenditures 46
 - Goal 1 46
 - Goal 2..... 59
 - Goal 3..... 64
- Centralized Services for Planned Improvements in Student Performance 74
- Budget Summary and Consolidation 77
 - Budget Summary 77
 - Allocations by Funding Source..... 77
 - Other Federal, State, and Local Funds 77
 - Expenditures by Funding Source 78
 - Expenditures by Budget Reference 79
 - Expenditures by Budget Reference and Funding Source 80
- School Site Council Membership 81
- Recommendations and Assurances 82
- Title I and LCFF Funded Program Evaluation 83

School Vision and Mission

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

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

School Profile

Desert Springs Middle School (DSMS) is located in the burgeoning city of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. Our current boundaries bring a diverse population of students and families from our local neighborhood, Sky Valley, as well as transfers students from the local community. It serves sixth, seventh, and eighth grade students from Desert Hot Springs, and Sky Valley. Desert Springs Middle School is currently in its 43rd year of operation and serving nearly 800 students. During the 2016-17 school year DSMS was named a 2017 California School to watch for our continuous efforts in assisting every student to reach their potential and improving our instructional approaches. DSMS is in Additional Targeted Support Improvement (ATSI). In this capacity, DSMS is working specifically to improve outcomes for all students, with specific interventions for African Americans, Students with Disabilities, Homeless Population and students in two or more of these groups. DSMS provides a variety of opportunities for students to be an integral member of the school community by offering a large number of clubs, after school activities and intramural sports. Desert Springs provides a comprehensive elective programs that include Technology, Music and Foreign Language (Spanish). Behavior and academic interventions are provided to support at risk students. Approximately 98% percent are eligible for free or discounted lunch and all student received free lunch and breakfast in the classroom during first period. Desert Springs Middle school is on a 2-1-2 weekly calendar. Every Wednesday students are released at 1:05 pm so that teachers and administration can attend professional development opportunities, student data meetings, grade level collaboration and faculty meetings.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Desert Springs Middle School has been identified for Additional Targeted Support and Improvement. We were identified for the following student groups: African American, Homeless, Students with Disabilities and the Two or More Ethnicities group

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election process- The selection process was the same for parents, students and staff. Each group was sent a google form to nominate people (parent form was sent out via blackboard and social media, student forms were posted in Google Classroom and staff form was sent out via email). Once nominations were collected, voting was conducted on a google form (used same platforms to collect votes as we did nominations). Election results were shared with students, staff and parents

SSC Election Dates and Results

- September 12, 2022 – New new parents were elected – Magali Hebst (returning), Lourdes Alfau Castro and Tyease Carlisle Nominations were taken through September 7, 2022. Ballots were distributed and collected online via Blackboard and social media platforms
- September 12, 2022 – Staff members were elected – Clint Wyatt, Peri Acar and Maria Oregel(returning) New members elected, Jennifer Samuels and Anna Romero Nominations were taken through September 7, 2023. Ballots were distributed through Google Forms to be completed by September 12, 2022
- September 12, 2022 – Three students were selected from the DSMS Student Population-Destiny Mendez, Evelyn Corona and Christopher Morales Vargas. Nominations were taken through September 7, 2023. Ballots were distributed through Google Forms to be completed by September 12, 2022

SSC Meeting Dates and Topics

- September 21, 2022 – SSC Training
- October 3, 2022 – Election of officers and office descriptions, reviewed beginning of the year data
- February 27, 2023 – Review of current SPSA expenditures, Reviewed SBAC Data, Discussed ATSI information beginning needs assessments specific to subgroups, discussed bringing AVID in for instructional improvement for low performing students. ATSI was discussed with needs assessment. Student Forum results
- March 27, 2023– reviewed Panorama data, SPSA Monitoring, ATSI Goals, review 2022-2023 expenditures. Discussed professional development opportunities. Conducted needs assessments specific to chronic absenteeism and campus safety
- May 3, 2023– Review budget and SPSA goals and items for 2023-2024
- . May 15, 2023 - Review any corrections needed for 2023-2024 SPSA

DHS Combined ELAC Meeting Dates and Topics

- August 23, 2022 – Helping your ELL be Successful in English and School
- Thursday October 13, 2022 ELAC Purpose and Requirements
- Monday November 3, 2022 SPSA Review for ELL's
- Thursday February 2nd, 2023 ELPAC Testing Strategies
- Thursday March 9th – ELAC Reclassification and New ELL Support Staff

DSMS Site Leadership Meetings

- August 1, 2022– Leadership met to begin mission/ vision work
- August 16, 2022– reviewed roles, data and PLC requirements , 2022-2023 SPSA budget review
- September 13, 2022– reviewed data, 2022-2023 SPSA budget approval
- November 8, 2022– SSC / Data, SPSA & Budget Review, reviewed STAR data & discussed absenteeism and tardy policy
- December 14, 2021– reviewed data, STAR data Budget expenditures
- January 10 2023– DRS updates, ELPAC testing to begin, Scorpion Den restructure to help targeted students. SSC / Data, SPSA & Budget Review. Parent Conferences.
- February 7, 2023– reviewed data, SSC / Data, SPSA & Budget Review. Reviewed 2022 SBAC Data. Needs Assessments based on academics. LPAC Testing
- March 21, 2023– reviewed data, staffing and budget for 2022-2023 discussed. SSC / Data, SPSA & Budget Review. Needs assessments - chronic absenteeism and safety
- April 5, 2022– reviewed data, 2021-2022 SPSA monitor, professional development opportunities, ELPAC, CAST & CAASPP details. ATSI review. 2023-2024 budget and SPSA review and approve suggested changes for 2023-2024
- May 9, 2023– 2023-2024 budget and SPSA review

Based upon the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and review of the California School Dashboard, district benchmarks and Panorama Survey the SSC recommended the following revisions to the SPSA:

- Continued increase funding for field trips, motivational speakers, and other SEL events around area of need from the Dashboard and to support background knowledge in academic content as well as interest to improve student academics, attendance and behavior. Additional events to increase student connectedness to school
- . Continue to train teachers with Kagan strategies, allowing for more active involvement for students. Provide planning and observation opportunities for teachers to improve and retain these materials.
- . Adding AVID to campus with one section of elective and trained teachers adding strategies to classrooms. This will help rigor and instructional needs.
- Include funding for adding Senior Paraprofessional position to help with CoTaught and Para support classes. .
- Increase and change the variety of incentives for attendance and behavior and include a parent/student celebration and other family events to bridge the gap between home and school
- Funding spent for extra school lunchtime supervision (internal or external) for student safety.- Bring in "Kicks to Learn" for lunchtime activities to help keep students active and busy at lunch
- . Funding for teachers to have activities, clubs and tutoring during lunches

Resource Inequities

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

Through our needs assessment we identified a resource inequity within our Students with Disabilities student group and African American group which placed us in ATSI for the 2022-2023 school year.

Our Students with Disability group is performing below our All Students group in both ELA and Math. In Goal 1 of our 2023-2024 plan, we have addressed this inequity through this specific action:

- We will continue a co-plan model for our students with disabilities that encourage co-teaching models which foster student development and academic growth. We are also continuing with two Senior Paraprofessionals to help assist with special education students in a least restrictive environment. This support for students in special education will help with parent communication, class support for special education students in a co-taught or general education class, small group instruction, individual support, reading intervention and data collection through short cycle assessment.

Our African American student group is performing below our All Students group in both ELA and Math. In Goal 1 of our 2023-2024 plan, we have addressed this inequity through this specific action:

- We will pilot an intervention group with our AA students in ELA after Interim assessments and review data for improvement with those students. We have set aside funding for more prep buy outs, tutoring and intervention materials to help support students during the intervention classes, as well as their general education class periods.
- We will be partnering with community members to run focus groups to see what barriers they are facing in the areas of attendance, academic achievement, and behavior. Same group will work with students as mentors to build reliance and bridge relations between school and home

Our Homeless group is performing below our All Students group in both ELA and Math. In Goal 1 of our 2023-3024 plan, we have addressed this inequity through this specific action:

- We will work with FACES staff and district homeless liaison to identify and offer supports to families in need.
- Work with transportation to help provide transportation to students in need
- Provide extended learning opportunities such as Saturday Schools and other times outside of the school day to help families that have issues getting to school during the traditional school day.
- Provide technologies needed to get online and do work and learn when unable to attend school
- Will have a team of teachers put together academic and family support resources to share to best help students with Math and ELA learning

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.

Math STAR data demonstrated a 18.6% STAR proficiency rate (district benchmark) for all students and in all subgroups, data shows increase in the number of students At-Above Standard. Contributing factor is team of teachers has been collaborating on curriculum, planning, and creating common assessments. 2022-2023 increase in students at or above benchmark (from 17.3 % to 18.6% overall)

Special Education students show an increase STAR growth from Fall 22-23 to Winter of 22-23 from 3.5% to 20.4 % increase.

All grades of English Learners show overall growth in STAR Math from Fall to winter 22-23

Sixth grade team showed increase in students weekly assessments with their new system of one standard per week. Combined overall improvement from pre to post assessments for all students, including students with disabilities and English Learners.

7th and 8th grade classes began work with IABs, FIABs and CAASPP resources.

Other STAR Math successes:

25.5% grade 6 students scored at or above the 40th percentile in the winter of 2022

17.4% grade 7 students scored at or above the 40th percentile in the winter of 2022

12% grade 8 students scored at or above the 40th percentile in the winter of 2022

STAR Reading data demonstrated 14.1% proficiency rate (district benchmark) for all students and in all subgroups, data increases the number of students

Other STAR Reading successes:

26% of RFEP students scored at or above 40th percentile

13.5% grade 6 students scored at or above the 40th percentile in the winter of 2022

18.2% grade 7 students scored at or above the 40th percentile in the winter of 2022

5.6 % grade 8 students scored at or above the 40th percentile in the winter of 2022

Average daily attendance is 86.8% which is up 0.9 % from this time last year

While chronic absenteeism is 52.5% of students at or above 10% or more days enrolled absent, this has improved 6.5 percentage from this time last year

52% of students scored at or above level 3 on ELPAC, this is up 6.7% from 202-2021. 14.8% of these were level 4

47% of English Learners making progress towards proficiency

Professional development targeting structured student engagement with Kagan training, day 1 and 2 to all teachers who chose to attend.

Math Intervention teacher was pushing in/pulling out students for math support.

All ELA and Math teachers held DRS meetings to review short cycle assessments and target students.

Science and Social Studies began the process as well.

Our Expanded Learning Program on campus which includes after school tutoring 3 days a week, in addition to the programs provided from the district's extended learning programs

For the 2023-2024 Academic year we will continue with the 2 paraprofessional II positions to assist with our Special Education teach with support plan. This will help to support special education students primarily in math and ELA, with some support in science. This will bridge the co taught gap, created by special education teachers have an extra prep period. Paras will be able to assist in progress monitoring as well as implement interventions

2021-2022 CAASPP data shows the following; in ELA DSMS scored 28.8% standard met

Math - 13.8% standard met or exceeded

CAST science reveals 11.6% standard met or exceeded

ELPAC scores reveal 18.4% students at level 1, 29.7% students at level 2, 37.1% at level 3 and 14.8% at level 4

For the 2023-2024 school year we will celebrate being bilingual and promote the importance of having two languages.

Reflections: Success

For the 2022-2023 SBAC, we moved to a testing block, having all teachers participate in testing students. Creating a testing block where all students are testing at the same time. This enables students to understand the seriousness of the test. We will address the outcomes.

We will begin to post any growth in hallways. We will continue to celebrate improvements in STAR, Grades and SBAC

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?

Seventh-Math STAR results demonstrate little or no growth in all sub-groups, while the Eighth-grade data demonstrated a significant decline in the percent At-Above Standards in all sub-groups and overall students. For the 2022-2023 school year, we moved back to math teachers teaching only one grade. Data will be studied for effectiveness. Math Intervention teacher took a new position into the year, leaving the vacancy

Chronic Absenteeism - Severe Chronic Absenteeism with rate of 86.53%. Plan to improve absenteeism. The goal is to be at 91%. DSMS is 4th lowest when comparing district middle schools. An attendance team is being put into effect for the 2023-2024 school year. Administrator in charge to attend RCOE training.

Co-Teaching/Co-Plan model for Special Education will continue and grow for the 2023-2024 school year. Without being able to add Professional Development for staff that are working together, we did not see much growth in this model this year. Due to special education teachers having an addition case carrier period, we will continue to use the senior paraprofessionals to support special education students in math, ELA and science.

Our SPED Lead and Admin will provided support to new SPED staff to support grade level instruction and scaffolding. We will also reach out to our district TOSAs to provide them feedback.

Discipline Committee will work on implementing our Social Emotional Learning and Restorative Practices for 2023-2024.

English Language Arts and Mathematics Indicators- Performance gaps are noted for SWD, African American Students, homeless and English Language Learner students.

The following actions will be implemented to improve services for English Language Learners, African American students and Students with Disabilities students:
Professional Development will be brought in during 2-1-2 time in the areas of Restorative Practices and lesson planning with a focus on increased rigor. Capturing Kids hearts will be implemented school wide, this will be to help teachers better understand students needs as well as help students feel more connected to school.

Two paraprofessional II staff to support our co-plan/co-teach model.

Using 2022-2023CAASPP Data, we will be having professional development opportunities including; AVID, Integrated EL supports and working with students from low income families. Teachers will participate in instructional rounds. These opportunities will allow all teachers to observe best practices and plan lessons accordingly

Math scores from 2022 show DSMS at 13.8% proficiency and 28.8 proficient in ELA

Teachers will also be given planning time to extend their findings from PLC time
Math and ELA teachers will implement use of IABs, FIABs, and other CASSPP resources.

Reflections: Identified Need

Intervention to be held based on STAR data each trimester in ELA and Math - addition of reading and math intervention classes.

Allowing time for teachers to share best practices in Integrated EL strategies.

Instructional rounds to support teachers on best practices, on how to best keep students engaged

To Improve suspension data and student connectedness to school the following will be implemented:

Capturing Kids hearts will be implemented school wide - a relationship-building approach to discipline that creates self-managing groups.

Mentoring program for African American boys to help them set and achieve goals

SEL and other activities to be added to get students interested in school via activities

Clubs, sports and after school activities will be provided to try to develop stronger student connections to school.

PBIS/Scorpion Ticket Incentive program

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	0.5%	0.25%	0.37%	4	2	3
African American	7.9%	5.88%	5.6%	69	47	45
Asian	0.5%	0.50%	0.62%	4	4	5
Filipino	0.6%	0.38%	0.25%	5	3	2
Hispanic/Latino	81.0%	82.50%	83.19%	708	660	668
Pacific Islander	%	0.13%	0%		1	0
White	6.8%	7.25%	7.6%	59	58	61
Multiple/No Response	2.9%	3.13%	2.37%	25	25	19
	Total Enrollment			874	800	803

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	299	271	267
Grade 7	274	278	265
Grade 8	301	251	271
Total Enrollment	874	800	803

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	299	283	251	31.0%	30.8%	28.70%
Fluent English Proficient (FEP)	243	233	232	25.2%	25.4%	26.50%
Reclassified Fluent English Proficient (RFEP)	33	27	31	9.8%	9.0%	12.4%

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
800	98.0	31.1	1.3
Total Number of Students enrolled in Desert Springs Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	249	31.1
Foster Youth	10	1.3
Homeless	30	3.8
Socioeconomically Disadvantaged	784	98.0
Students with Disabilities	114	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	5.9
American Indian	2	0.3
Asian	4	0.5
Filipino	3	0.4
Hispanic	660	82.5
Two or More Races	25	3.1
Pacific Islander	1	0.1
White	58	7.3

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
English Language Arts <p>Low</p>	Chronic Absenteeism <p>Very High</p>	Suspension Rate <p>High</p>
Mathematics <p>Very Low</p>		
English Learner Progress <p>Medium</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

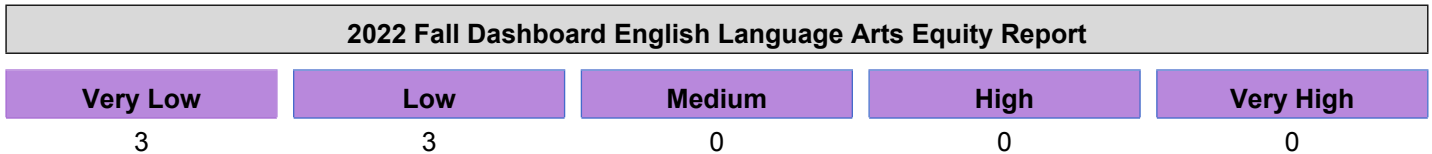
Academic Performance English Language Arts

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](#).

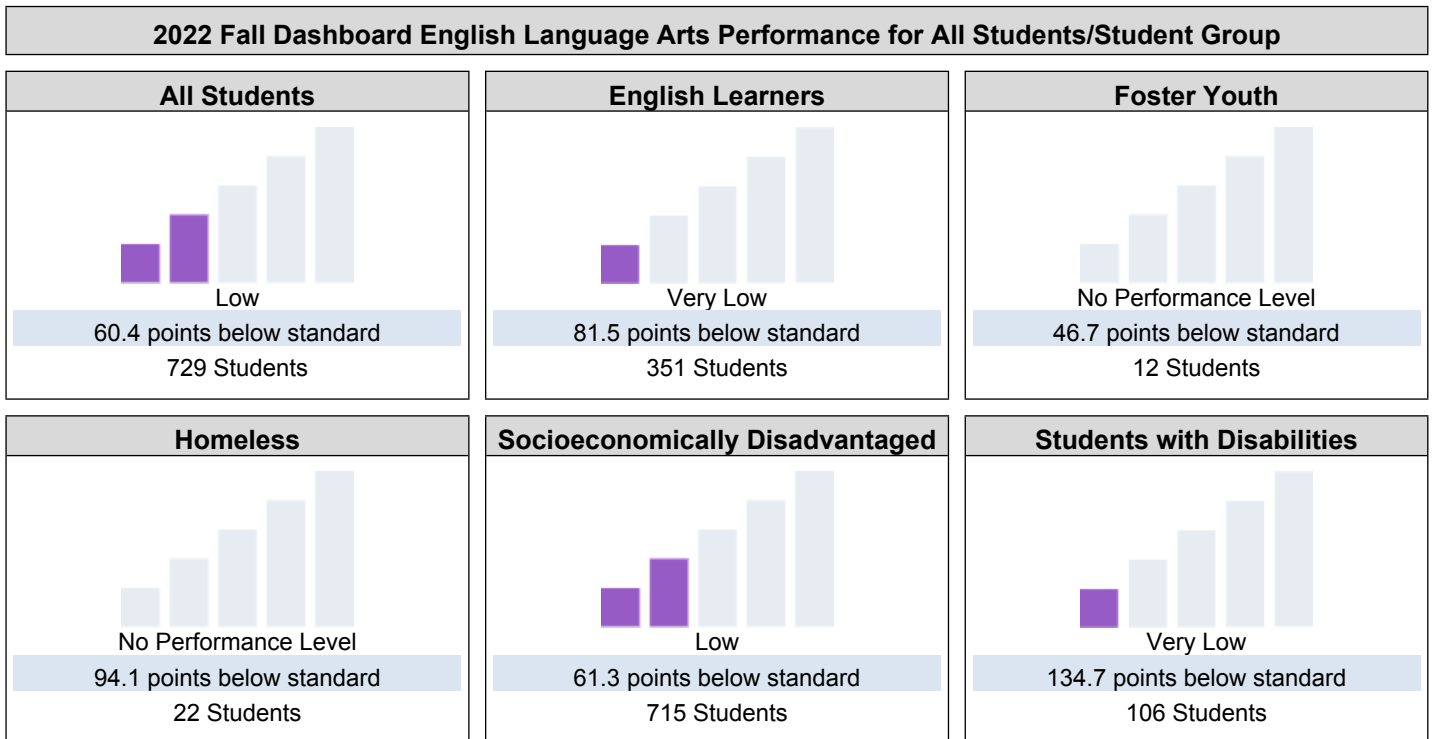
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



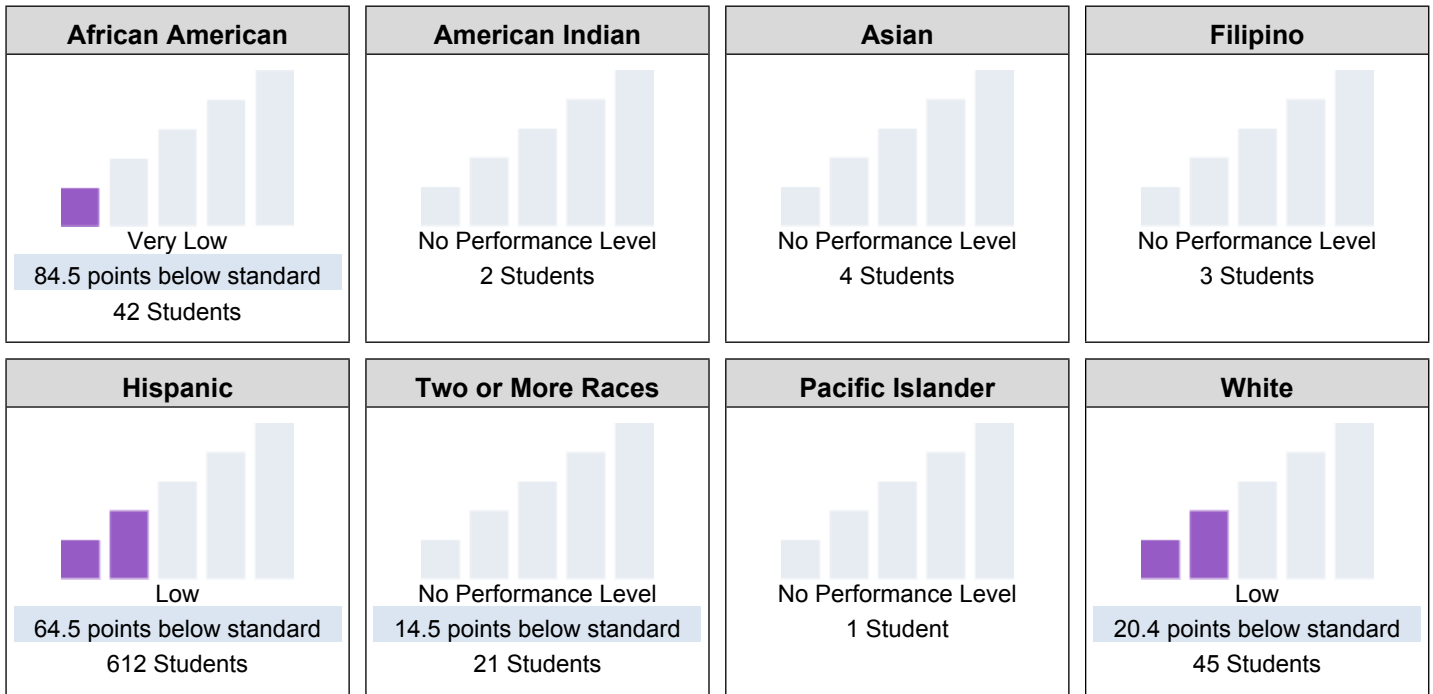
This section provides number of student groups in each level.



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
115.8 points below standard 230 Students	16.4 points below standard 121 Students	58.2 points below standard 293 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

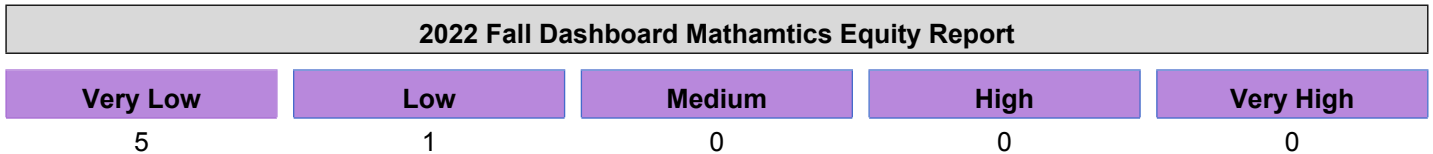
Academic Performance Mathematics

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](#).

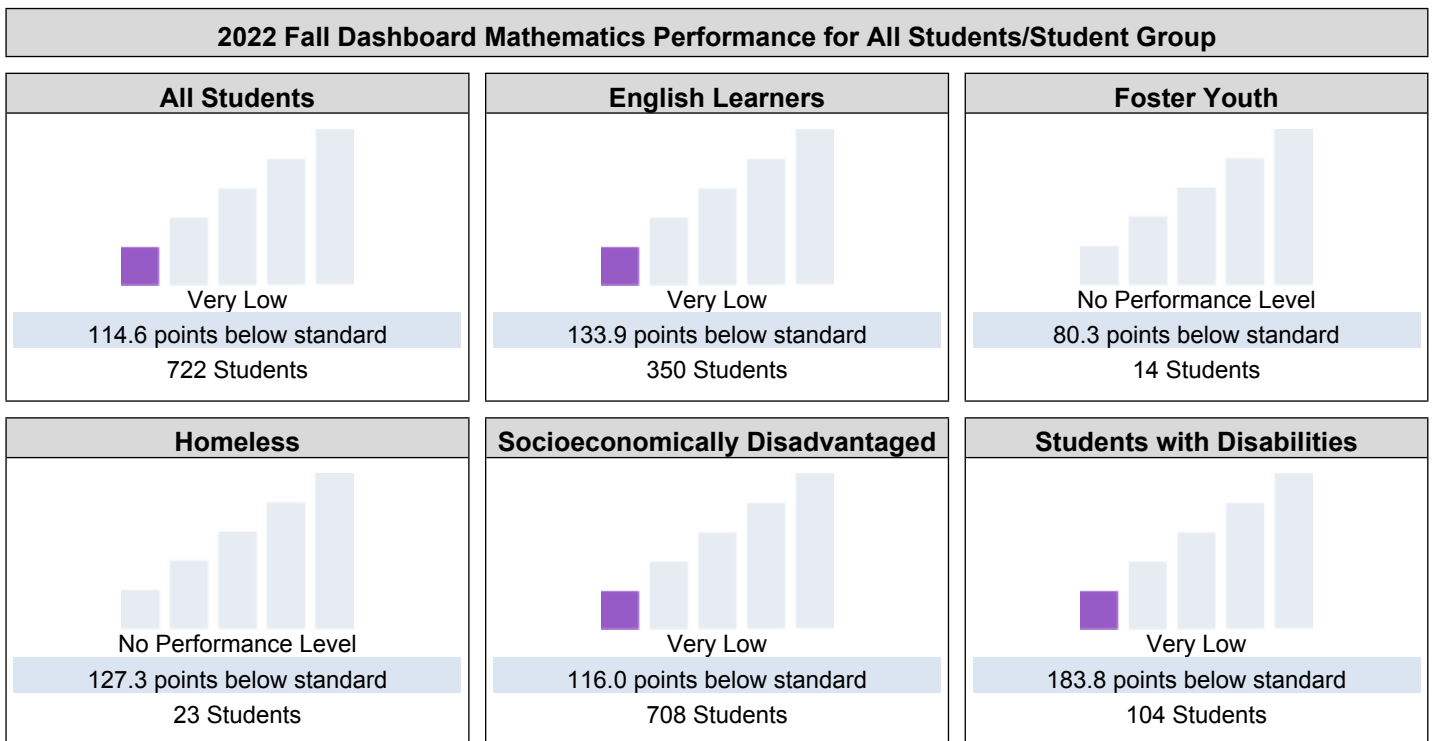
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



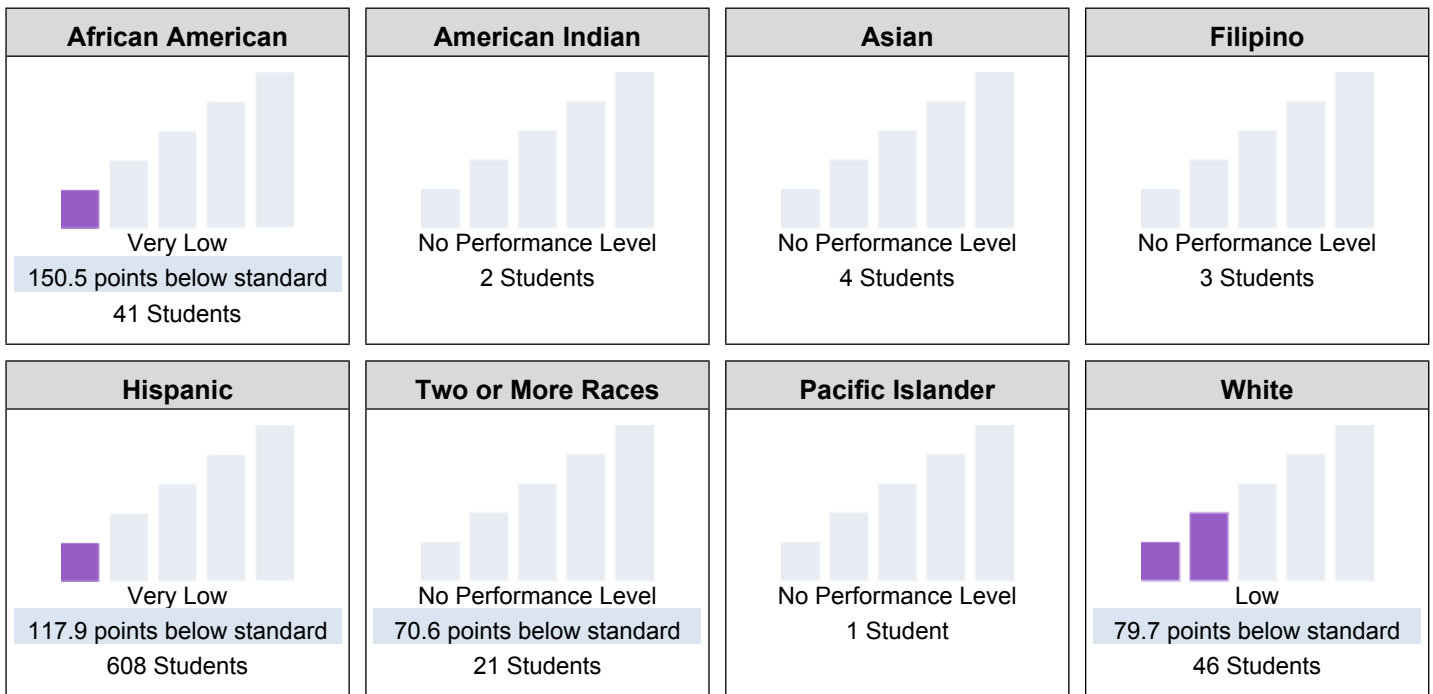
This section provides number of student groups in each level.



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;">165.9 points below standard</p> <p>229 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">73.2 points below standard</p> <p>121 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">113.2 points below standard</p> <p>287 Students</p>

Conclusions based on this data:

1.

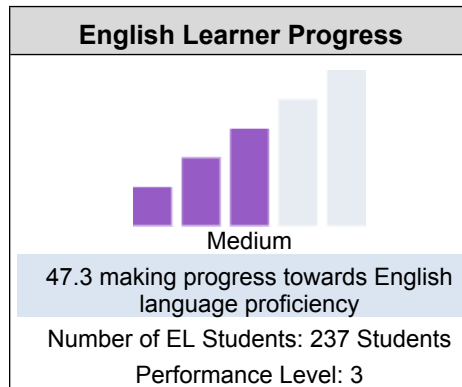
School and Student Performance Data

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
18.6%	34.2%	3.8%	43.5%

Conclusions based on this data:

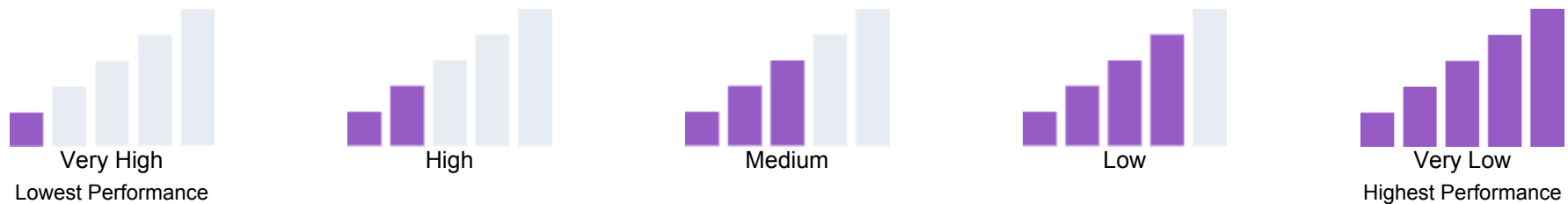
- 1.

School and Student Performance Data

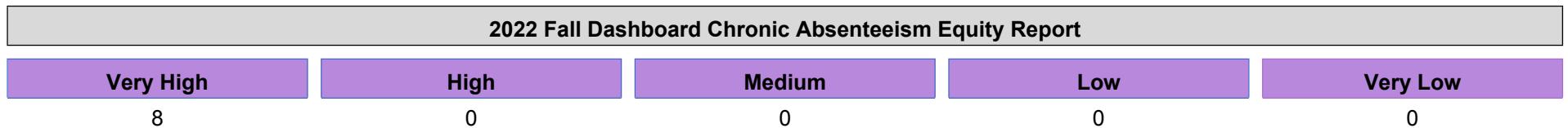
Academic Engagement Chronic Absenteeism

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).

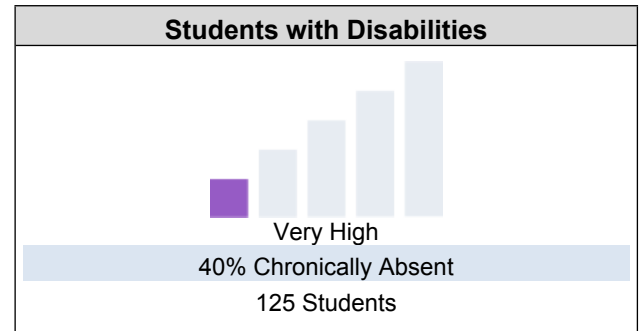
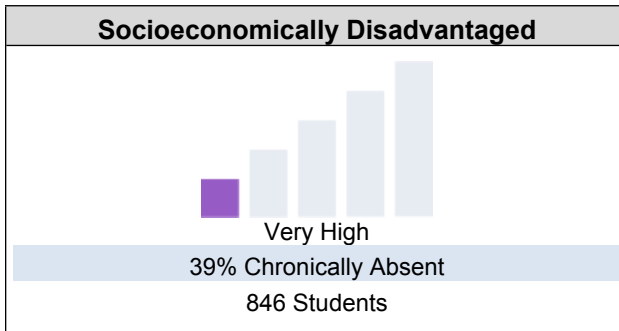
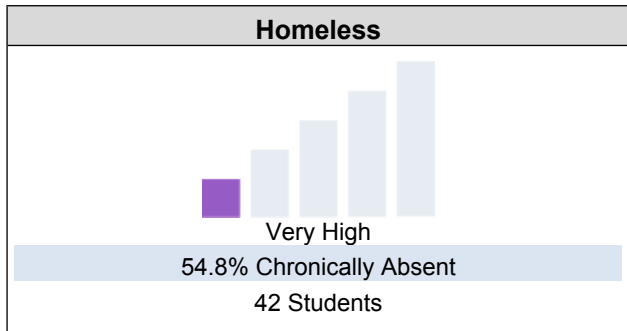
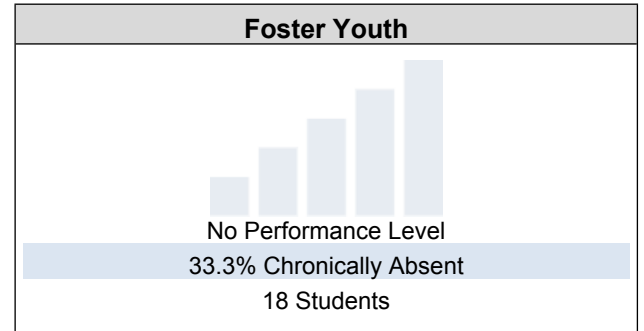
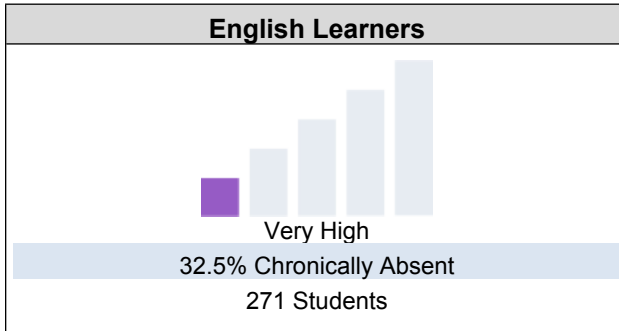
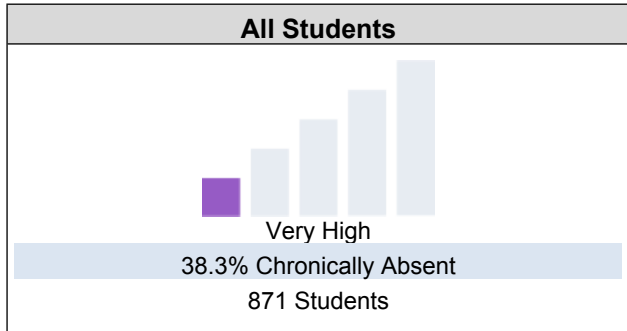


This section provides number of student groups in each level.

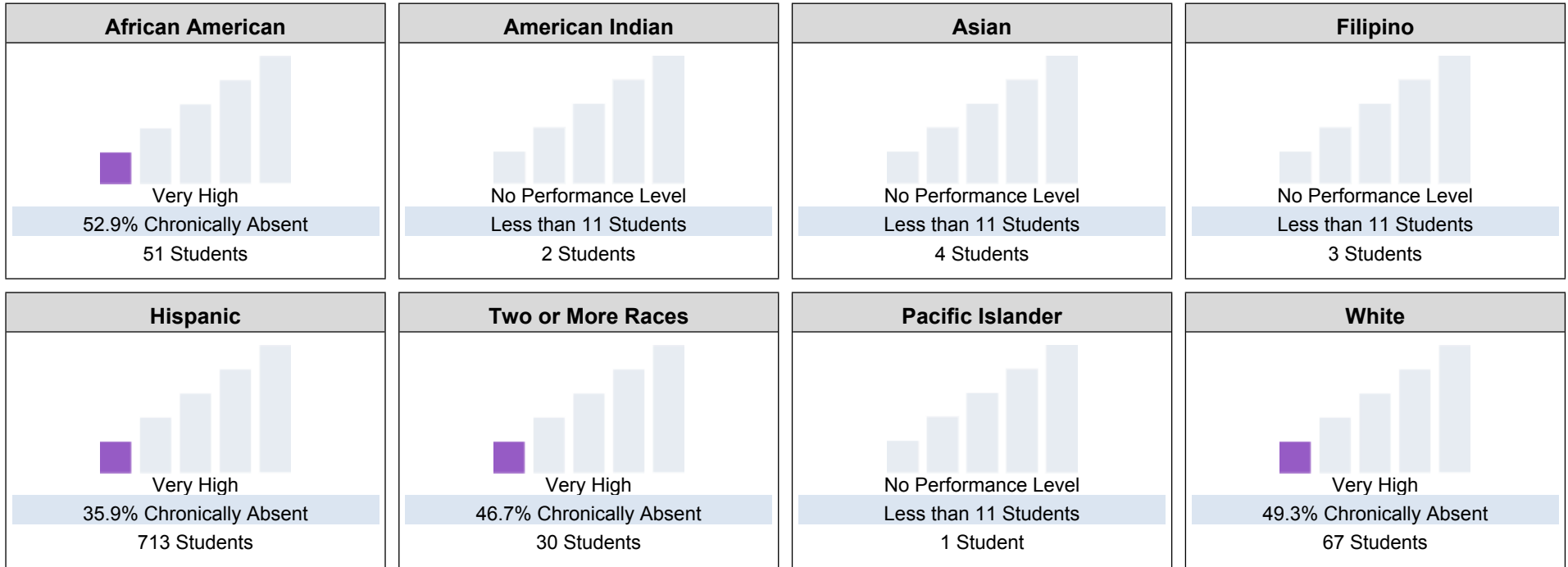


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

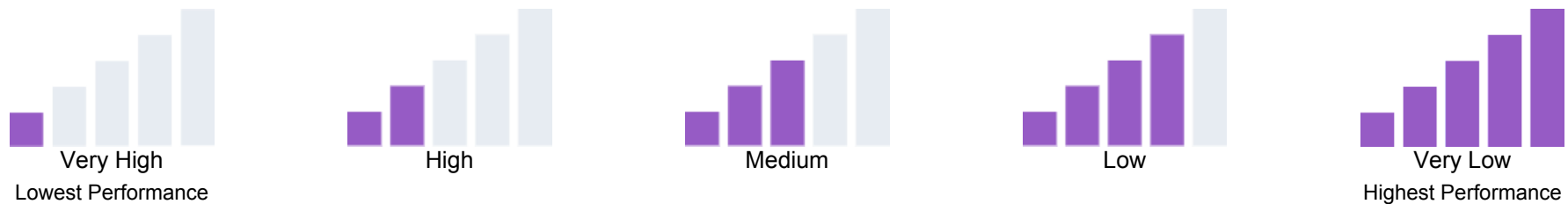
1.

School and Student Performance Data

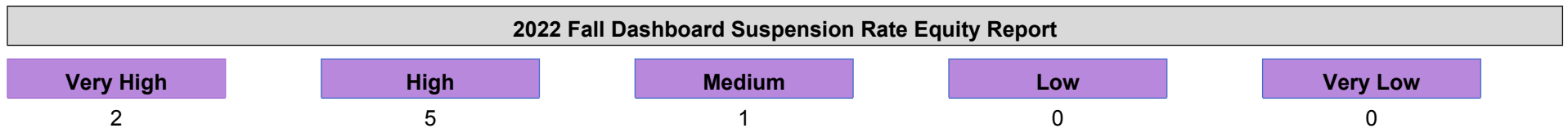
Conditions & Climate Suspension Rate

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).

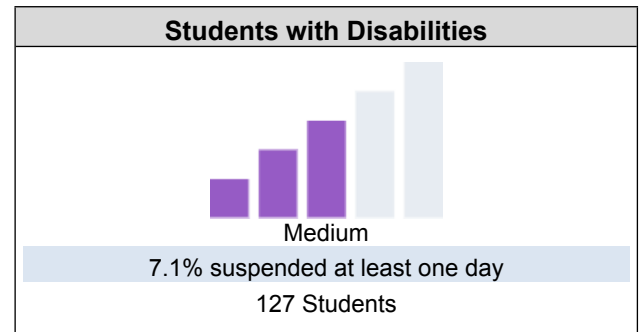
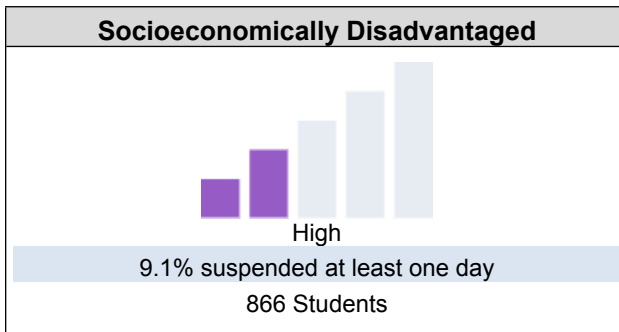
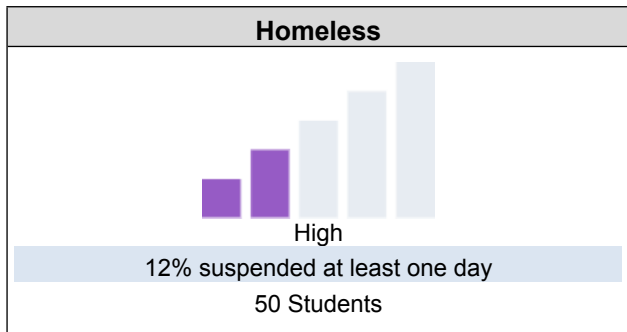
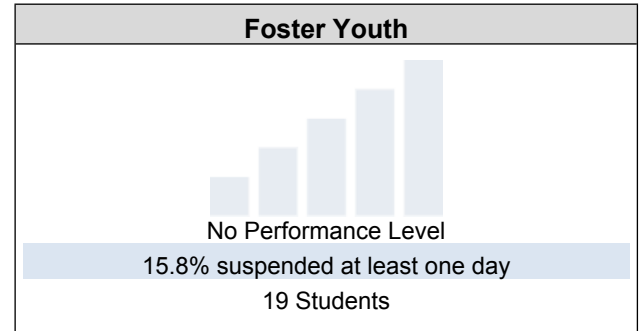
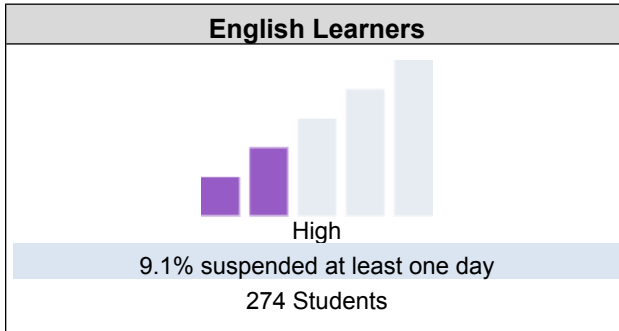
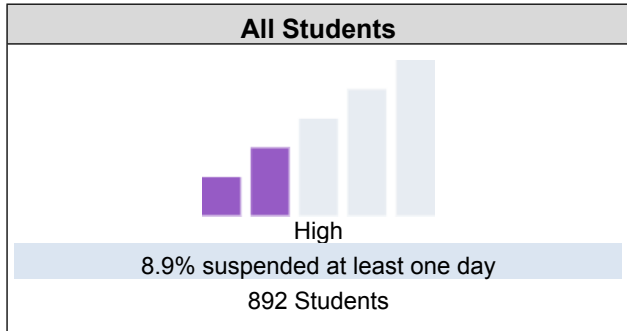


This section provides number of student groups in each level.

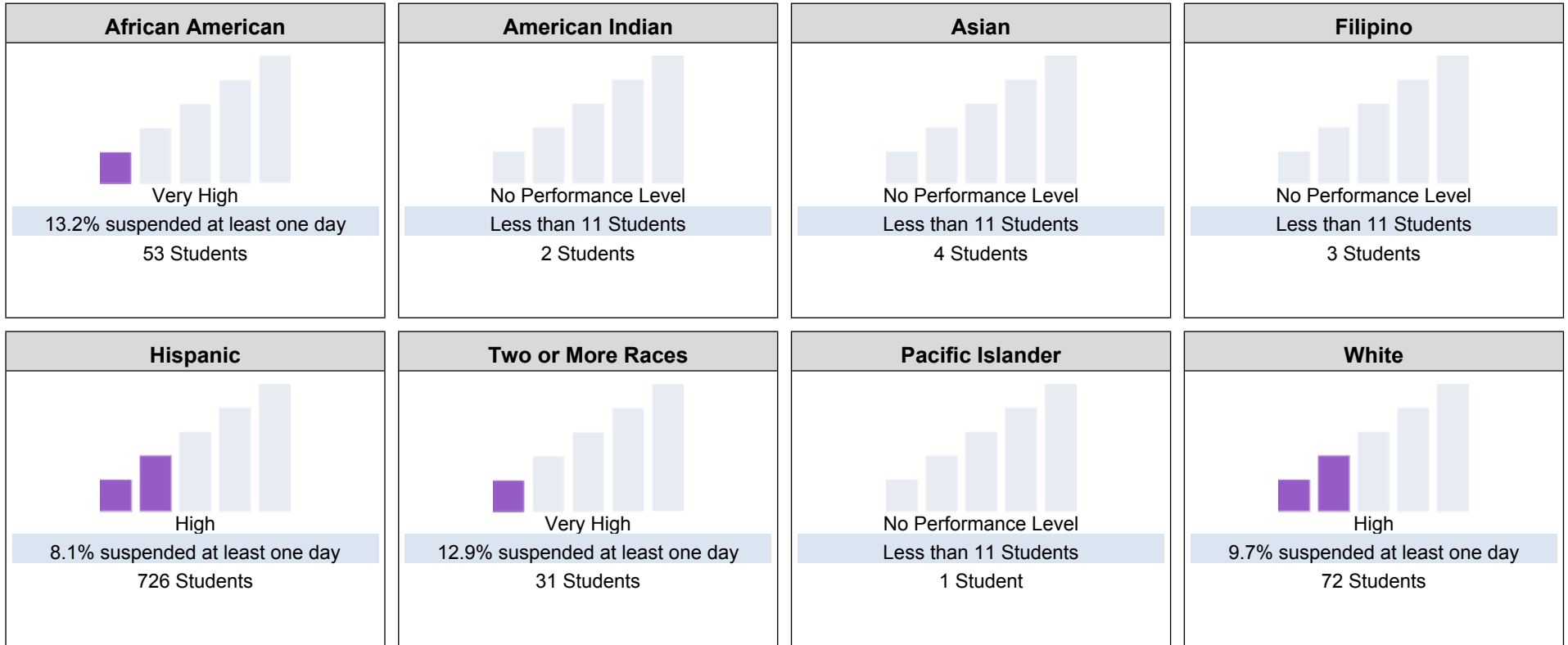


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
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	Overall - 60.4 points below standard EL- 115.8 points below standard RFEP- 16.4 points below standard Hispanic- 64.5 points below standard AA- 84.5 points below standard SED- 61.3 points below standard SWD- 134.7 points below standard
	All	Yellow	51.2 points below standard	Increased +5.0	
	EL	Yellow	54.2 points below standard	Increased +5.0	
	Hisp	Yellow	50 points below standard	Increased +5.0	
	AA	Orange	83.6 points below standard	Maintained +3.0	
	SED	Yellow	52.5 points below standard	Increased +5.0	
	SWD	Orange	146.8 points below standard	Increased +5.0	
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	Overall - 114.6 points below standard EL- 133.9 points below standard RFEP- 73.2 points below standard Hispanic- 117.9 points below standard AA- 150.5 points below standard SED- 116 points below standard SWD- 183.8 points below standard
	All	Red	102.4 points below standard	Increased +5.0	
	EL	Orange	112.8 points below standard	Increased +3.0	
	Hisp	Orange	100.4 points below standard	Increased +5.0	
	AA	Red	151.4 points below standard	Increased +3	
	SED	Red	104.2 points below standard	Increased +5.0	
	SWD	Red	193.3 points below standard	Maintained +3.0	

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 12.5%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 11.6%
California School Dashboard – English Learner Progress Indicator (ELPI)	<p>English Learner Progress Indicator (ELPI)ELPAC2020-2021</p> <p>CAASPP- English Language Proficiency for Summative ELPAC 11.20% Proficient 21.16% Level 1- Minimally Developed 32.78 Level 2- Somewhat Developed 34.85% Level 3- Moderately Developed 11.20% Level 4 Well Developed RFEP- 31 students (11%)</p> <p>Looking for additional +5 student to qualify for RFEP Working towards improvement with all ELs in ELA and math</p>	<p>English Learner Progress Indicator (ELPI)ELPAC 2021-2022</p> <p>CAASPP- English Language Proficiency for Summative ELPAC 52% % Proficient 18.4 % Level 1- Minimally Developed 29.7 Level 2- Somewhat Developed 37.1 % Level 3- Moderately Developed 14.8 % Level 4 Well Developed RFEP- 22 students</p> <p>Looking for additional +5 student to qualify for RFEP Working towards improvement with all ELs in ELA and math Working towards improvement for AA and SWD</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 12%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - improve Increase school wide integrated EL supports. Restructure ELD I and II
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	STAR Math Spanish Proficiency- 19.2% EL Proficient-40% LatinX- Proficient - 18.2% Proficient - African American - 6.7% Proficient - SWD- less than 1%	STAR Math Spanish Proficiency- 22.9% (fall) and 25.5% (Winter) EL Proficient- 4.6 % (fall) and 5.6% (winter) LatinX- Proficient - 11% Proficient - African American - 4% Proficient - SWD- less than 1%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Two (2) Senior Paraprofessionals will provide in class support for teachers in the consistent implementation of research based strategies and scaffolding. They will work with SPED and Content Teachers with co-teaching strategies and support grade level instruction.</p>	<p>Two (2) Senior Paraprofessionals provided in class support for teachers in the consistent implementation of research based strategies and scaffolding. They worked with SPED and Content Teachers with co-teaching strategies and para support grade level instruction.</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Title I 118,800</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Title I 121453</p>
<p>Allocated funds for certificated and classified staff to attend virtual and in-person Professional Development opportunities. Substitutes will be provided for Instructional Rounds, professional development, coaching and collaboration. Materials and supplies will be purchased to support implementation of strategies. Opportunities to include writing of new school and mission to better guide best practices to help improve student achievement</p>	<p>Kagan I and Kagan II for all teachers who chose to attend, timecards. Planning time to work with new Kagan strategies Kagan EI to implement Kagan strategies for teacher of EL students Leadership worked to write new school mission and vision. Timecards for meetings of this task Planning time to collaborate, retain new staff, write common assessments and align district matrix to site curriculums.</p>	<p>PDs for certificated and classified employees. 5800: Professional/Consulting Services And Operating Expenditures LCFF 11500</p>	<p>PDs for certificated and classified employees. 5800: Professional/Consulting Services And Operating Expenditures LCFF 20032</p>
<p>Professional Development: Professional development will include all content areas with a focus on implementation of Common Core Standards and research based instructional strategies to support English Language Learners, African</p>	<p>Kagan books and supplies purchased for those who attended Kagan and are implementing in the classroom Supplies purchased for SWD classes to provide hands on learning .</p>	<p>Instructional supplies/materials for intervention periods 4000-4999: Books And Supplies Title I 2500</p>	<p>Instructional supplies/materials for intervention periods 4000-4999: Books And Supplies Title I 2822</p>
		<p>Instructional supplies/materials for intervention periods 4000-4999: Books And Supplies</p>	<p>Instructional supplies/materials for intervention periods 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>American and SWD students in both ELA and Math.</p> <p>Substitutes will be provided for Instructional Rounds, professional development, coaching and collaboration.</p> <p>Materials and supplies will be purchased to support implementation of strategies.</p>	<p>Software and materials purchased to support English Learners.</p> <p>Substitutes provided for teachers to observe others and plan with TOSAs or site coaches.</p>	<p>LCFF 3550</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 2500</p>	<p>LCFF 3159</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 2510</p>
<p>Administration, and all teachers will participate in analyzing and interpreting CAASPP, ELPAC, and curriculum benchmark results. Data meetings will be conducted weekly utilizing the Professional Learning Community format. Student data and progress will be discussed along with the implementation of research based strategies and the grade levels action plan. Administration, academic coach and all teachers will use data from district benchmark assessments and grade level collaborative assessments will be analyzed to monitor student progress and to inform instruction and programming needs. Administration and After School Facilitator will monitor the after school interventions provided and select students based upon multiple data sources. To support this strategy:</p>	<p>Peardeck, Edulastic, Quizziz and supplemental materials to support teachers in their PLC goals.</p> <p>Timecards for certificated and classified staff to plan and collaborate with TOSAs, coaches and leads.</p> <p>Timecards for classified staff to support family events aimed at bridging the gap with some of the lowest performing students and their families.</p> <p>Timecards for after school tutoring</p>	<p>Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies Title I 4950</p> <p>Technology Licenses - NearPod, etc. 4000-4999: Books And Supplies Title I 2000</p> <p>2000-2999: Classified Personnel Salaries LCFF 3000</p>	<p>Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies Title I 5500</p> <p>Technology Licenses - NearPod, etc. 4000-4999: Books And Supplies Title I 1800</p> <p>2000-2999: Classified Personnel Salaries LCFF 4336</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>* Purchase supplemental instructional materials like Science lab items, Math manipulatives, Language Arts trade books, Social Studies realia or technology licenses to support classroom instruction.</p> <p>* Purchase Supplemental Library materials and technology licenses for students to increase availability of leveled reading material with high student interest.</p> <p>* Purchase Peardeck, Edulastic and similar programs, license to support collaboration, standards based instruction and integration of technology into instruction.</p> <p>*Timecards for classified staff to support programs and students</p>			
<p>Teachers will provide ELA and Math targeted interventions to identified students during the regular day and during additional time of instruction in an extended school year format and/or 20 minute daily additional instructional support during and after school. Certificated and Classified Salaries and materials will be provided to support intervention activities. This can include after school tutoring or Saturday camps.</p>	<p>Timecards for student support during the school day and after / before school. Timecards for teachers to work independently or in small groups outside of the school day.</p> <p>Materials and supplies for interventions. materials and supplies for hands on activities and station rotations.</p> <p>Timecards for after school support, enrichment and Saturday School</p>	<p>2000-2999: Classified Personnel Salaries LCFF 4000</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF 4050</p> <p>Certificated Teacher Prep Buy outs to provide intervention with students targeted in DRS meetings and/or after school tutoring. 1000-1999: Certificated Personnel Salaries Title I</p>	<p>2000-2999: Classified Personnel Salaries LCFF 6160</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF 5477</p> <p>Certificated Teacher Prep Buy outs to provide intervention with students targeted in DRS meetings and/or after school tutoring. 1000-1999: Certificated Personnel Salaries Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		15117	21296
Purchase technology upgrades, software, etc.	Purchase technology upgrades, software, etc.	robotics kits, upgrade technology, maintenance 4000-4999: Books And Supplies Title I 5000	robotics kits, upgrade technology, maintenance 4000-4999: Books And Supplies Title I 5200
		Data and Drops for Robotics/STEM room for use for our science classes and expanded learning program (including staff technology to support) 5000-5999: Services And Other Operating Expenditures Title I 4000	Data and Drops for Robotics/STEM room for use for our science classes and expanded learning program (including staff technology to support) 5000-5999: Services And Other Operating Expenditures Title I 4800
English Learners that score at the Beginning (Level I) or Early Intermediate (Level II) who have either not been enrolled in a United States school for three years or less or EL's who require additional support to increase their ELPAC and SBAC proficiency levels will be placed in the appropriate ELD and ELA class. Supplies will be purchased to supplement and support the class as well as a literacy outdoor camp to build student literacy and language development.	Materials and supplies for ELD class. Timecards for planning time. Timecards for observations and collaboration. Motivational speaker to teach about perseverance	Intervention Supplies for EL students 4000-4999: Books And Supplies Title I 4200	Intervention Supplies for EL students 4000-4999: Books And Supplies Title I 4500
		Literacy outdoor camp for English Language Learners (or other field trips) 5000-5999: Services And Other Operating Expenditures Title I 2500	Literacy outdoor camp for English Language Learners (or other field trips) - motivational speakers 5000-5999: Services And Other Operating Expenditures Title I 3300
All students will participate in Career Cruising and develop a short term and long term goal.	College Field trips Incentive field trips Motivational speaker	Materials and Supplies 4000-4999: Books And Supplies	Materials and Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Materials and supplies will be purchased for introducing and exploring career options. This will include two college trips to support our college and career ready focus and/or field trips	Materials and supplies for awards, incentives and school events to celebrate students	LCFF 3500	LCFF 3318
Career Day -2 Career Days will be planned for 7th and 8th grade. Materials and supplies will be purchased to facilitate both Career Days. This will include two college trips to support our college and career ready focus and/or field trips	College Field trips Incentive field trips Motivational speaker Materials and supplies for awards, incentives and school events to celebrate students	Busing and entrance fees for university/college visits 5000-5999: Services And Other Operating Expenditures LCFF 6000	Busing and entrance fees for university/college visits 5000-5999: Services And Other Operating Expenditures LCFF 1950
Funding for teacher prep buy out to cover class sizes for ELA in grades 7 and 8	Prep buy out for one ELA teacher to lower class sizes in ELA grade 7	Supplies and Materials for Career Day 4000-4999: Books And Supplies LCFF 3500	Supplies and Materials for Career Day 4000-4999: Books And Supplies LCFF 3317
Professional Development - Outside groups to come in or teachers to attend outside professional development opportunities in the areas of trauma informed practices, SEL, or any other professional development to help teachers reach students and their unique	Kagan, Capturing Kids Hearts, Kagan EL PDs Materials and supplies to support PDs Timecards for PD, planning and collaboration	Salary 1000-1999: Certificated Personnel Salaries LCFF 20,115.45	Salary 1000-1999: Certificated Personnel Salaries LCFF 20,340
		None Specified None Specified	None Specified None Specified
		Consultant Fees, Kagan and other conferences 5000-5999: Services And Other Operating Expenditures Title I 5500	Consultant Fees, Kagan and other conferences 5000-5999: Services And Other Operating Expenditures Title I 8490

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>needs. Teachers plan time to create SEL lessons for staff to use. Extended learning opportunities for students to build morale leading to academic achievement. Professional Development opportunities to help teachers increase student academic achievement</p>		<p>Certificated teacher prep buy outs to provide planning and/or extended opportunities to students 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>Certificated teacher prep buy outs to provide planning and/or extended opportunities to students 1000-1999: Certificated Personnel Salaries Title I 7000</p>

Analysis

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

With the rise of behavior along with academic needs in the 2022-2023 school year, we quickly shifted to bring in more PBIS/SEL incentive, rewards. We celebrated many students with award assemblies, field trips, motivational speakers and rallies. It was difficult with a lack of substitute teachers to do many field trips so we did bring in two motivational speakers. Both speakers left an impact on students with lessons of perseverance through life challenges. More work will be done in future with these topics as students exhibited interest in learning about those who struggled but learned how to overcome.

Intervention was needed for low students so tutoring options were provided. Teachers offered tutoring and extra support in the classrooms during lunch time. Extended learning opportunities were offered via the district. Scorpion Den, which is after school support was offered three days a week.

Parent groups and trainings were put in place to address the needs pertaining to social media, conflict mediation and academic intervention. Parents attending these classes expressed how informative they were. Most parents were unaware their child had had several social media accounts. Information such as this helped us work with parents to defuse situations and minimize many student conflicts.

Addition of MTSS coach, we also added groups and celebrations from Panorama data. MTSS coach was able to support students on topics such as racial slurs, internet safety, social media use and conflict mediation. Presentations were done in classes on topics such as using the "N" word, and other sensitive areas. Students who participated in such groups and lessons showed an overall improvement in behavior, this allowed for better classroom behavior and attendance with eventual academic improvements. Panorama data and 5 Star will be used to continue to monitor growth of students participating in programs such as small groups, tutoring and incentive awards.

Paraprofessionals were used in special education classes to support students on IEPs in general education settings. These paras also provided home to school bridge support. They helped make calls, work with students in small group settings and provide differentiation for the students.

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

As the issues for the year unfolded we spent much energy and time addressing the needs of chronic absenteeism, truancy and suspensions. The addition of a security guard (district funded) and supervision aids (partially district funded), has just recently begun. These added people have proven helpful in mitigating several conflicts. The supervision aides help in the hallways so that classes are not disrupted and classes are able to concentrate without as much sound in the

hallways. They also allow for proactive measures when working with students. Prior to that support, we worked with parents, teachers and students on this area. Planning certain events did not happen. During needs analysis and student forums, we came to believe that student behavior, absenteeism and academic performance were all connected. Students expressed not wanting to come to school due to fights, so reducing the number of fights on campus should in theory help attendance. Students also expressed not wanting to be in class as they felt that some teachers do not understand what they are going through. Students also expressed some teacher holding past behaviors against them. Instructional strategy focused on Kagan cooperative learning. providing more engaging lessons on campus will help keeps students in class and learning. Classes that were using these strategies or other engaging lessons, had less students walk out or act out in classes.

School wide academic focus had been structured student engagement, but we were not seeing it in the classrooms. These strategies have slowly begun to change some of this. Classes with some type of student interaction and engagement have less behavior issues and more academic progress as evidence by students referral numbers, grades and unit test scores. According to Panorama data, students also do not feel connected to school. Increasing engagement opportunities in classes should help. Classes that participated in Kagan type lessons, showed more involved students. Adding motivational speakers, clubs, field trips and family nights (STEM) began to help. Students were willing to attend class and do better academically once they knew there was something to earn. Not spending some money on mentoring programs, instructional rounds and other planned events, but using these funds on positive reinforcements, celebrations and training opportunities for teachers proved helpful with decrease in student referrals in classes where engagement was used.

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

DSMS will be sending a team to AVID training this summer. AVID is geared at helping lowest performing students increase academic outcomes. As the site works on Tier 1 academic progress for all students, these AVID trained teachers will help. We will add one AVID elective class to start and have AVID trained teachers begin to use these strategies. Students in the AVID elective will work on organization, tutorials and other study skills to best help increase outcomes. Students will not be cohorted in year one. AVID trained teachers will utilize strategies to all students to best help all students with Tier 1 support.

AVID along with Kagan strategies added into their classes, structured student engagement will continue to be the focus for this Tier 1 support. Addition of math intervention classes for grade 7 and 8 students will give students who need the opportunity to improve highly tested and crucial mathematics standards. The math intervention program will allow each teacher who has intervention, the opportunity to work with their students who need on mathematics skills. The addition of a reading intervention teacher will allow this same opportunity for support in reading. Many of the students that have exhibited behavior issues show very low STAR reading levels. Use of this intervention opportunity will help students with academic supports. There is a direct correlation between students who behave poorly and low academic levels. Continuation of Kagan type trainings, and addition of AVID and intervention opportunities will help increase rigor and support low performing students. With a plan to address Tier I, II and III student needs in place, an increase in academic outcomes is planned. Addition of attendance team and attendance incentives will also help get and keep students in class to have access to these lessons and supports.

Working on the mentoring program, BRAFF and other community partnerships with our African American population to set goals and make plans to help students achieve these goals will help and aide in improving outcomes for this populations.

Paraprofessionals roles will change slightly in 2023-2024 year. While in class support will still be utilized to maximize the time students special education spend in the general education classes, they will also help with monitor progress and implementation of interventions. Paraprofessionals will meet regularly with admin and counseling team to stay current on special education student needs.

ELD program will be revised. the EL Coordinator will meet with teachers and provide support in designated ELD strategies. Building on the "being Bilingual" program to celebrate culture and encourage growth on tests.

Family events planned in goal 2 will be specific and targeting students that fall in ATSI. Bridging these relations with the families has a positive correlation with student success.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 32 Parents	Parent Participation in Stakeholder Input Processes - 39 Parents
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey ALL) - 90% Hispanic (Hisp) - 53% African American (AA) - 55%95%	Family School Connectedness via Panorama Family Climate Survey ALL) - 85% Hispanic (Hisp) - 54% School staff treats parent respectfully - 95%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 55% African American (AA) -Na	Climate of Support for Academic Learning via Panorama Family Climate Survey All (ALL) - 83% Hispanic (Hisp) - 55% African American (AA) -Na
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 300	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx 250

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Salary to provide additional hours for a certificated and/or classified office clerk and extra duty for security will be provided. The classified clerk will work specifically to support parent participation and attendance. They will provide non-English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, SST meetings and parent meetings. They will be responsible for contacting all 6th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year. Provide other services that promote parent participation at DSMS events like Opening the School, Back To School Night, Community Nights, and other events. In addition, Security will be present at all after school activities for students and families. Bridging families and parental involvement with community events and field trips (with family involvement). Purchase items for community events such as outdoor lights, speakers and EZups</p>	<p>Salary to provide additional hours for a certificated and/or classified office clerk and extra duty for security will be provided.</p> <p>The classified clerk will work specifically to support parent participation, online enrollment and attendance. They provided non-English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, SST meetings and parent meetings. They were responsible for contacting all 7th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year. Provide other services that promote parent participation at DSMS events like Opening the School,</p> <p>Back To School Night, Community Nights, and other events. In addition,</p> <p>Security was present at all after school activities for students and families. Bridging families and parental involvement with community events</p>	<p>Classified Salaries and security extra duty 2000-2999: Classified Personnel Salaries LCFF 7000</p> <p>Certificated Salaries and security extra duty 1000-1999: Certificated Personnel Salaries LCFF 2000</p> <p>Lights, speakers, and other materials needed for community events 4000-4999: Books And Supplies LCFF 2500.55</p>	<p>Classified Salaries and security extra duty 2000-2999: Classified Personnel Salaries LCFF 5530</p> <p>Certificated Salaries and security extra duty 1000-1999: Certificated Personnel Salaries LCFF 1660</p> <p>Lights, speakers, and other materials needed for community events 4000-4999: Books And Supplies LCFF 2900</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School branding and community outreach. These funds will allow us to purchase school shirts, hats and other apparel to raffle at family events, as well as purchase one more round of banners for our school's new SEL plan. This will help increase our community and parent partnerships.</p>	<p>School branding and community outreach. These funds will allowed us to purchase school shirts, hats and other apparel to raffle at family events, as well as purchase one more round of banners for our school's new SEL plan. This will help increase our community and parent partnerships.</p> <p>Other reward and celebration supplies were purchased to assist in the PBIS / SEL program</p>	<p>motivational banners, other branding items. 4000-4999: Books And Supplies LCFF 4500</p>	<p>motivational banners, other branding items. 4000-4999: Books And Supplies LCFF 3500</p>
<p>Offer trainings for parents in curriculum, adolescence, and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights.</p>	<p>Trainings for parents in curriculum, adolescence, and various community resources to included Parent/Student Nights to Social Media awareness, STEM night and other celebrations</p> <p>Certificated and classified Salaries for presenting information and materials will be purchased for parent nights.</p> <p>Supplies and materials for parent welcome days</p>	<p>Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 757</p>	<p>Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I 543</p>
		<p>Parent Leadership training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 2000</p>	<p>Parent Leadership training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 2100</p>
		<p>Parent Square, Smore, website services or other parent support programs 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 888</p>	<p>Parent Square, Smore, website services or other parent support programs 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 1079</p>

Analysis

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

Based on the needs of the students we quickly switched to a PBIS system with Scorpion Tickets. Teachers were all assigned different slide decks with school rules to help students learn expectations. Different expectations were divided up by departments. Once students were all given these expectations, points, tickets and awards were issued.

This proved to be effective, however moving forward we know we need to do more with it. It is not a one and done. There needs to be access to these rules and expectations for review. Students and teachers will review moving forward once a quarter. Admin will support with assemblies and class visits. More proactive vs reactive has more effectiveness. Use of the school created agenda also helped but soon slowed down in its use. Will continue to work with staff and parents on rules and expectations. Moving forward, the same expectations will be shared with parents. Awards and celebrations will include parents. Students were recognized for doing right actions. These were celebrated on Wednesdays during lunches with students name being announced in front of peers. Students were excited about what students were winning and doing to deserve the recognition. Will continue this work next year, however include the parents in the acknowledgements. Attendance raffles to help with chronic absenteeism, truancy and tardy students. There were students that improved attendance to earn points and prizes. Problem with truancy, students walking out of class and other forms of absences continued. Will put together an attendance team for next year to continue to help increase student attendance and decrease trancies. Parent information events were held to discuss the importance of being in school and the link to high school graduation. Parents attended large and small events with admin and FACES staff. Parents found these informational events helpful as evidence in their continuing to attend other events. Moving forward, we need to find ways to work with families and meet them where they are at. Parents enjoyed the notes and treats delivered to their cars. This use of time and funds proved helpful in relationships with parents. Moving forward find ways to work with those parents of bus riders and walkers.

Additional supervision and staffing aided in having after school and evening events for parents to bridge the school to home connection. Students who spent more time on campus engaged in extra curricular events showed better grades and attendance.

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

Getting parents to attend was challenging, we started to do "greet the parents" events. These were held in the parking lot, in front of school and any other way of greeting parents. Many of the parents at DSMS do not drive their students to the school. We need to hold more events in the community and bring information to the homes. Attendance team will hold parent forums related to chronic absenteeism. These events will be in community events. Home visits will be conducted once a week to reach parents who do not come to the school.

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.

We will hold more award ceremony for parents. DSMS held several award and celebrations for students, inviting parents will help build capacity and bridge home to school relationships. Include parents in regards to improved attendance and behavior. We will work closely with Panorama data to note students increasing or decreasing attendance patterns. The attendance team then address these patterns, helping families with resources or needs as they arise. Continue work with FACES specialists in holding classes and discussions with families to best support them in supporting their students. Celebrate being bilingual with English Learners and families. Hold a multi cultural event. Continue work with families and students in forums to identify needs

Admin will work with FACES and other community partners to bring in mentors for African American students. Working with these mentors to help students set goals and steps to achieve goals.

Attendance team will work with homeless students and families to provide bus asses, services and tools to help get students to school. Continued work with mental health services to help students with emotional needs based on home life situations and/ or other mental health needs.

Parent meetings, IEPs and 504 and PST123 meetings with parents to help bring them on board to best help students move forward with behavior, academics and attendance.

PST123 meetings will continue to support students with implementation of interventions, and other Tier II and III needs.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 86.2% as of May 17, 2022	Student Attendance Rates All Students (ALL) - 86.8% as of May 3, 2023																												
Chronic Absenteeism 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>Yellow</td> <td>24.9</td> <td>Declined - 1.5</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>23.1</td> <td>Declined - 1.5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>23.4</td> <td>Declined - 1.5</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>41</td> <td>Declined - 1.5</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>25.2</td> <td>Declined - 1.5</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>31.9</td> <td>Declined - 4.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	24.9	Declined - 1.5	EL	Yellow	23.1	Declined - 1.5	Hisp	Yellow	23.4	Declined - 1.5	AA	Yellow	41	Declined - 1.5	SED	Yellow	25.2	Declined - 1.5	SWD	Orange	31.9	Declined - 4.0	Chronic Absenteeism Rates All Students (ALL)- 38.3% very high (ATSI) English Learner (EL)- 32.5% very high Hispanic (Hisp)- 35.9% very high Socioeconomically Disadvantaged (SED)- 39% very high African American (AA)- 52.9% very high (ATSI) Homeless - 54.8% very high (ATSI) Students with Disabilities (SWD)- 40% very high (ATSI) Two or more - 46.7% very high (ATSI)
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	24.9	Declined - 1.5																											
EL	Yellow	23.1	Declined - 1.5																											
Hisp	Yellow	23.4	Declined - 1.5																											
AA	Yellow	41	Declined - 1.5																											
SED	Yellow	25.2	Declined - 1.5																											
SWD	Orange	31.9	Declined - 4.0																											
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>Orange</td> <td>16.9</td> <td>Declined - 1.5</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>15.5</td> <td>Declined - 1.5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>13.8</td> <td>Declined - 1.5</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>32.9</td> <td>Declined - 1.5</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>17.3</td> <td>Declined - 1.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	16.9	Declined - 1.5	EL	Orange	15.5	Declined - 1.5	Hisp	Yellow	13.8	Declined - 1.5	AA	Orange	32.9	Declined - 1.5	SED	Orange	17.3	Declined - 1.5	Suspension Rates: All Students (ALL)- 8.9 % high (ATSI) English Learner (EL)- high Hispanic (Hisp)- very high Socioeconomically Disadvantaged (SED)- very high African American (AA)- 13.2% very high (ATSI) Homeless - 12% high (ATSI) Students with Disabilities (SWD)-7.1% medium (ATSI) Two or more - 12.9% very high (ATSI)				
St. Group	Color	DFS/Percentage	Change																											
All	Orange	16.9	Declined - 1.5																											
EL	Orange	15.5	Declined - 1.5																											
Hisp	Yellow	13.8	Declined - 1.5																											
AA	Orange	32.9	Declined - 1.5																											
SED	Orange	17.3	Declined - 1.5																											

Metric/Indicator	Expected Outcomes				Actual Outcomes
	SWD	Red	25.6	Declined - 1.5	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%				Expulsion Rates All Students (ALL) - 2 students Latin X- 2 students
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL)- 53% English Learner (EL)- 47% Hispanic (Hisp)- 52% African American (AA)- 57%				Panorama Survey – School Connectedness All Students (ALL)- 43% English Learner (EL)- 47% Hispanic (Hisp)- 52% African American (AA)- 40%
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL)- 54% English Learner (EL)- 48% Hispanic (Hisp)- 55% African American (AA)-53%				Panorama Survey – School Safety Perception All Students (ALL)- 50% English Learner (EL)- 48% Hispanic (Hisp)- 51% African American (AA)-51%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School clubs and activities will be provided to students. (Robotics, Band, Cheer leading, Dance, etc.) to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library) during lunch, before and after school. Certificated and classified staff will facilitate clubs.	School clubs and activities provided to students. (Robotics, Band, Cheer leading, Dance, etc.) to increase school connectedness and safety on campus. All students attending DSMS provided with access to Safe Space (Library) during lunch, before and after school. Certificated and classified staff facilitate clubs. Materials and	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 3500	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 2950
		Supplies, shirts, and materials 4000-4999: Books And Supplies LCFF 3000	Supplies, shirts, and materials 4000-4999: Books And Supplies LCFF 3500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention</p>	<p>supplies will be purchased as needed. Timecards to staff to support lunch, after and before school activities.</p> <p>Motivational speaker, supplies and materials for lunchtime and other non structured times</p>	<p>Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 8,469</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF 5000</p>	<p>Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 16223</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF 4890</p>
<p>Implementation of the new SEL plan for DSMS. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS)</p>	<p>Implementation of the new SEL plan for DSMS. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS)</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF 10000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF 5000</p>
<p>Transportation will be provided for field trips and activities to include Intramural and 8th grade end of year field trip to support student connectedness to school. Busing to events with PHMS also scheduled to help create school connectedness.</p>	<p>Transportation will be provided for field trips and activities to include Intramural and 8th grade end of year field trip to support student connectedness to school</p>	<p>Transportation/Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 5500</p>	<p>Transportation/Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 3050</p>
<p>All students attending DSMS will wear a school issued identification card suspended in a plastic pouch from a lanyard. This action will promote a safe campus for all students. To include ink for ID machine</p>	<p>Lanyard and IDs</p>	<p>Lanyards and IDs 4000-4999: Books And Supplies LCFF 2500</p>	<p>Lanyards and IDs 4000-4999: Books And Supplies LCFF 2195</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups via our Prevention Specialist. If community members are not available to come to campus, field trips for these student groups to go out for same outcomes</p>	<p>We were unable to locate mentors to meet with our students, worked instead with MTSS coach and prevention specialist - 2022-2023 had the action, but no dollar amounts allocated. MTSS Coach was able to provide support with individual and small group lessons</p>	<p>Timecards for classified staff 2000-2999: Classified Personnel Salaries LCFF 0</p>	<p>Timecards for classified staff 2000-2999: Classified Personnel Salaries LCFF 0</p>
<p>Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day.</p>	<p>Supervision Aids and extra hours</p>	<p>3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide 2000-2999: Classified Personnel Salaries LCFF 33,949</p>	<p>3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide 2000-2999: Classified Personnel Salaries LCFF 23421</p>
<p>2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours.</p>	<p>Supervision Aids and extra hours</p>	<p>2.75 extra hours for our two 3-hour supervision aides 2000-2999: Classified Personnel Salaries LCFF 16,000</p>	<p>2.75 extra hours for our two 3-hour supervision aides 2000-2999: Classified Personnel Salaries LCFF 20421</p>
<p>Maintenance of band instruments.</p>	<p>Maintenance of band instruments.</p>	<p>Cleaning of band instruments in an A/B schedule (cleaned every other year)</p>	<p>Cleaning of band instruments in an A/B schedule (cleaned every other year)</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	5800: Professional/Consulting Services And Operating Expenditures LCFF 4805

Analysis

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

Providing extra supervision and extra staff at lunch helped students with behavior. Adding clubs and activities so students can learn to be actively engaged at school is also helping. Since returning from COVID, it has been hard to keep kids engaged and in classes. Awards, raffles, PBIS, incentives and assemblies is improving the climate.

First field trips in a few years has been helpful for student incentives.

Motivational speakers left impacts on students as demonstrated by improved behavior and dialogue between students

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

The needs of the students changed this year. Needed to do many conflict mediations, social media informational events and other behavior intervention. The supervision was needed more than other planned events. Extra staff at lunch was helpful and needed.

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.

Bringing in more lunch activities and staff. Adding field trip, motivational speakers and student forums to continue to collect student voices and needs. Adding and implementing Capturing Kids hearts in 2023-2024. Research supports the Capturing Kids' Hearts approach to social-emotional wellbeing, relationship-driven culture, and student connectedness.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

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

Seventh-Math STAR results demonstrate little or no growth in all sub-groups, while the Eighth-grade data demonstrated a significant decline in the percent At-Above Standards in all sub-groups and overall students. For the 2022-2023 school year, we moved back to math teachers teaching only one grade. Data will be studied for effectiveness. Math Intervention teacher took a new position into the year, leaving the vacancy

Using 2022-2023 CAASPP Data, we will be having professional development opportunities including; AVID, Integrated EL supports and working with students from low income families. Teachers will participate in instructional rounds. These opportunities will allow all teachers to observe best practices and plan lessons accordingly

Teachers will also be given planning time to extend their findings from PLC time
Math and ELA teachers will implement use of IABs, FIABs, and other CASSPP resources.

Intervention to be held based on STAR data each trimester in ELA and Math - addition of reading and math intervention classes.
Allowing time for teachers to share best practices in Integrated EL strategies.
Instructional rounds to support teachers on best practices, on how to best keep students engaged

ATSI Goals:

Co-Teaching/Co-Plan model for Special Education will continue and grow for the 2023-2024 school year. Without being able to add Professional Development for staff that are working together, we did not see much growth in this model this year. Due to special education teachers having an addition case carrier period, we will continue to use the senior paraprofessionals to support special education students in math, ELA and science.

Our SPED Lead and Admin will provide support to new SPED staff to support grade level instruction and scaffolding. We will also reach out to our district TOSAs to provide them feedback.

Discipline Committee will work on implementing our Social Emotional Learning and Restorative Practices for 2023-2024.


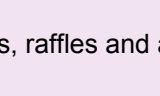
English Language Arts and Mathematics Indicators- Performance gaps are noted for SWD, African American Students, homeless and English Language Learner students.

The following actions will be implemented to improve services for English Language Learners, African American students and Students with Disabilities students: Professional Development will be brought in during 2-1-2 time in the areas of Restorative Practices and lesson planning with a focus on increased rigor. Capturing Kids hearts will be implemented school wide, this will be to help teachers better understand students needs as well as help students feel more connected to school.

Two paraprofessional II staff to support our co-plan/co-teach model.

Attendance committee to work with Panorama data, parents and students to set goals and find successes- incentives, raffles and awards for students and parents - resources offered when appropriate

Measuring and Reporting Results





Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All		60.4 points below standard		All	Yellow	57.4	Increase +3
	EL		81.5 points below standard		EL	Yellow	81.5	0 No Change
					Hisp	Yellow	61.5	Increase +3
					AA	Orange	81.5	Increase +3
					SED	Yellow	58.3	Increase +3
					SWD	Red	131.7	Increase +3

Metric/Indicator

Baseline

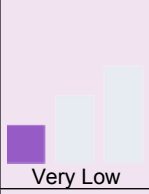

Expected Outcome

--

Hisp		64.5 points below standard	
AA		84.5 points below standard	
SED		61.3 points below standard	
SWD		134.7 points below standard	

--

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)

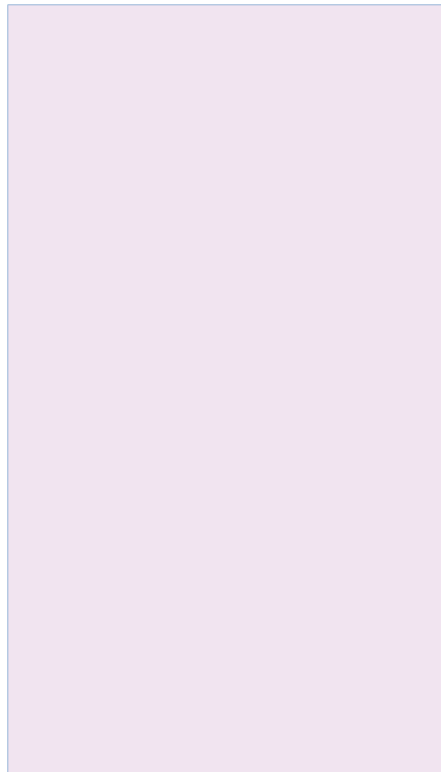
St. Group	Color	DFS/Percentage	Change
All		114.6 points below standard	
EL		133.9 points below standard	

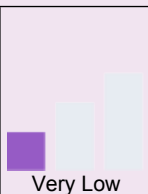

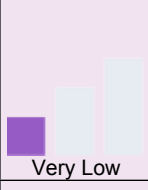

St. Group	Color	DFS/Percentage	Change
All	Red	111.6	Increase +3
EL	Red	130.9	Increase +3
Hisp	Red	114.9	Increase +3
AA	Red	147.5	Increase +3
SED	Red	113.0	Increase +3
SWD	Red	180.8	Increase +3

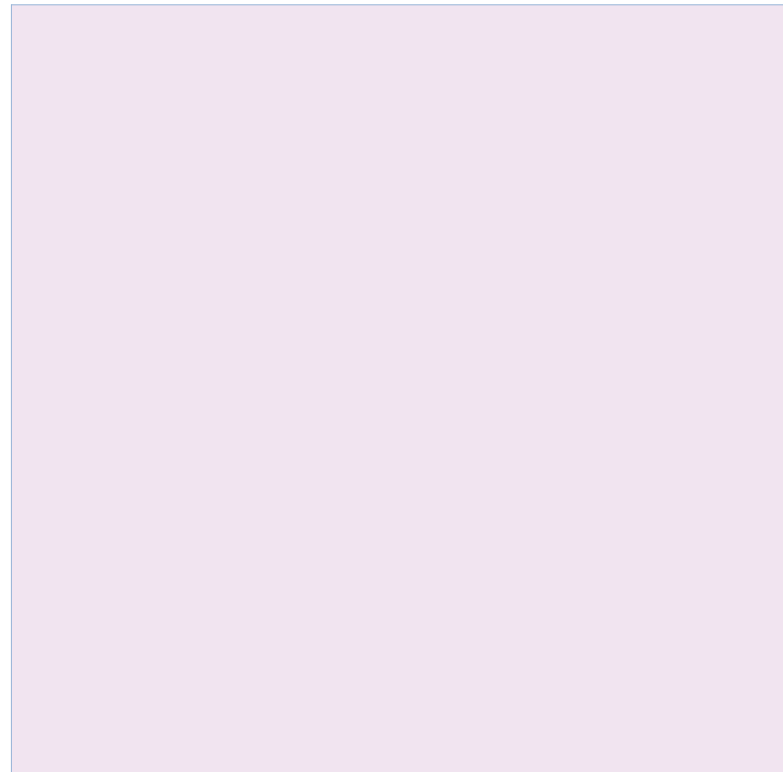
Metric/Indicator

Baseline

Expected Outcome



Hisp		117.9 points below standard	
AA		150.5 points below standard	
SED		116.0 points below standard	
SWD		183.8 points below standard	



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

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

Student Groups
English Learners (EL)- 12.2%
Hispanic (Hisp)- 10.5%
African American (AA) 12.5%
Students with Disabilities (SWD)- 6.9%

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

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

California School Dashboard – English Learner Progress Indicator (ELPI)

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results:

Overall: 52%(up 6.7% from 2020-2021) are at level 3 and above

18.4% Level 1- Minimally Developed

English Learner Progress Indicator (ELPI)ELPAC2020-2021

CAASPP- English Language Proficiency for Summative ELPAC
53% Proficient

20% Level 1- Minimally Developed

Metric/Indicator	Baseline	Expected Outcome
	29.7% Level 2- Somewhat Developed 37.1% Level 3- Moderately Developed 14.8 % Level 4 Well Developed RFEP- 26 students	31% Level 2- Somewhat Developed 39% Level 3- Moderately Developed 160% Level 4 Well Developed RFEP- 31 students Looking for additional +6 student to qualify for RFEP Working towards improvement with all ELs in ELA and math Build the Being Bilingual Program
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner designated Fluent English Proficient (RFEP) Reclassification Rate - 26 students	English Learner designated Fluent English Proficient (RFEP) Reclassification Rate -31 students DSMS rate is 2.8%, working towards district rate of 3.5%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL): 114.6 below standards met Student Groups English Learners (EL): -178.6 Hispanic (Hisp): -131.1 African American (AA): -105 Students with Disabilities (SWD): -209.1	All Students (ALL): 111.6 below standards met Student Groups English Learners (EL): -175.6 Hispanic (Hisp): -128.1 African American (AA): -102 Students with Disabilities (SWD): -206.1
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Met	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Two Sr Para's to provide in class support for teachers in implementation of research based strategies and scaffolding. They will work with SpEd and content teachers with co-teaching and para support strategies to support grade level instruction

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal/Administration
Senior Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	131,868
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, school administrative secretary

Proposed Expenditures for this Strategy/Activity

Amount	12350
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID professional Development

Amount	10530
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for attending AVID PD

Amount	7719
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Membership and Curriculum

Amount	12610
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Hotel, and travel expenses for AVID training

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:
African American subgroup, EL Learners and Intervention groups as data shows

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal/Administration
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Kagan, Instructional Rounds and other PDs
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies to implement AVID and Kagan PDs
Amount	8949
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Additional PD, enrichment programs, or other services to support targeted populations.

Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional salaries for classified staff to support organization and implementation of events to support targeted populations.

Strategy/Activity 4

In response to needs assessments specifically for additional targeted support and improvement in ELA and Math, Interventions to be provided to students who meet the requirements for ATSI subgroups. Expenditures to include, certificated and classified timecards / materials to provide support in intervention activities. Can include after school tutoring, Saturday opportunities, family and community support during the school day or enrichment opportunities for mentioned targeted students.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal/Administration
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials and Technology

Amount	6500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated and Classified salaries

Strategy/Activity 5

To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, purchase supplemental instructional materials - science lab materials, math manipulatives, Language Arts trade books, SS relia, or technology licenses to support classroom instruction. Purchase supplemental library materials and technology licenses to increase leveled reading materials with high student interest. Purchase Edulastic, Quizziz and similar programs. Programs purchased to support collaboration, standard based instruction and integration of technology into instruction. - Technology and license upgrades and renewals

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- Specific Student Groups:
Intervention groups- targeted students from assessment data

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Secretary
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	20340
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology upgrades and license renewals

Amount	8500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology upgrades and license renewals

Strategy/Activity 6

ELs that score at beginning level or early intermediate level who have not been enrolled in US for three or more years or ELs who require extra support to increase ELPAC and SBAC proficiency levels will be placed in appropriate ELD classes. Supplies will be purchased to supplement and support the class as well as a literacy outdoor camp or other field trips to build student literacy and language development

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> English Learner

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, administrative secretary
--

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation

Amount	1000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Outdoor Camp or other entry fee for EL learner support programs

Amount	1500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Transportation

Strategy/Activity 7

College and Career Readiness support through Field Trips, career days and motivational speakers. The goal is to get all students access and exposure to college and career options in effort to raise test scores and help students goal set for future plans

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Specific Student Groups:
Targeted ATSI Subgroups, SWD, AA & Homeless students

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation
Amount	1200

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Career and college days

Strategy/Activity 8

Funding for teacher prep buy out to cover class sizes for ELA in grades 7

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
 ATSI: AA< SWD, Co Taught and other subgroups to reduce class sizes to better support learning and improve test scores

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, administrative secretary

Proposed Expenditures for this Strategy/Activity

Amount	16628
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salary

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

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

LCAP Goal

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

Identified Need

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

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 39	Parent Participation in Stakeholder Input Processes - 100 Parents
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 85% Hispanic (Hisp) - 54% School staff treats parent respectfully 95%	Family School Connectedness via Panorama Family Climate Survey ALL) - 90% Hispanic (Hisp) - 60% School staff treats parent respectfully 95%

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

Planned Strategies/Activities

Strategy/Activity 1

Salary to provide additional hours for a certificated and/or classified office clerk and extra duty for security will be provided. The classified clerk will work specifically to support parent participation and attendance. They will provide non-English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, SST meetings and parent meetings. They will be responsible for contacting all 6th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year.

Provide other services that promote parent participation at DSMS events like Opening the School, Back To School Night, Community Nights, and other events. In addition, Security will be present at all after school activities for students and families. Bridging families and parental involvement with community events and field trips (with family involvement). Materials and supplies necessary for events will be purchased

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal

Secretary

Proposed Expenditures for this Strategy/Activity

Amount	20180
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries and security extra duty
Amount	1700
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Lights, speakers, and other materials needed for community events

Strategy/Activity 2

School branding and community outreach. These funds will allow us to purchase school shirts, hats and other apparel to raffle at family events, as well as purchase one more round of banners for our school's new SEL plan. This will help increase our community and parent partnerships.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, administrative secretary

Proposed Expenditures for this Strategy/Activity

Amount	4200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

motivational banners, other branding items.

Strategy/Activity 3

Offer trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:
Focus on ATSI subgroups

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Secretary

Proposed Expenditures for this Strategy/Activity

Amount 1155

Source Title I Part A: Parent Involvement

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Certificated Extra Duty Salary

Amount 2000

Source Title I Part A: Parent Involvement

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

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

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92%	Student Attendance Rates All Students (ALL) - 86.8% as of May 5, 2023																																
Chronic Absenteeism Rates All Students (ALL)- Very High English Learner (EL)- Very High Hispanic (Hisp)- Very High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- Very High	<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>24.9</td> <td></td> </tr> <tr> <td>Hisp</td> <td></td> <td>23.4</td> <td></td> </tr> <tr> <td>SED</td> <td></td> <td>25.2</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		24.9		Hisp		23.4		SED		25.2		<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></td> <td>24.4</td> <td>Decline -0.5</td> </tr> <tr> <td>EL</td> <td></td> <td>22.6</td> <td>Decline -0.5</td> </tr> <tr> <td>Hisp</td> <td></td> <td>23</td> <td>Decline -0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		24.4	Decline -0.5	EL		22.6	Decline -0.5	Hisp		23	Decline -0.5
St. Group	Color	DFS/Percentage	Change																															
All		24.9																																
Hisp		23.4																																
SED		25.2																																
St. Group	Color	DFS/Percentage	Change																															
All		24.4	Decline -0.5																															
EL		22.6	Decline -0.5																															
Hisp		23	Decline -0.5																															

Metric/Indicator	Baseline	Expected Outcome																																																
Students with Disabilities (SWD)- Very High	<table border="1"> <tr> <td>SWD</td> <td></td> <td>31.9</td> <td></td> </tr> </table>	SWD		31.9		<table border="1"> <tr> <td>AA</td> <td></td> <td>40.5</td> <td>Decline -0.5</td> </tr> <tr> <td>SED</td> <td></td> <td>24.7</td> <td>Decline -0.5</td> </tr> <tr> <td>SWD</td> <td></td> <td>31.4</td> <td>Decline -0.5</td> </tr> </table>	AA		40.5	Decline -0.5	SED		24.7	Decline -0.5	SWD		31.4	Decline -0.5																																
SWD		31.9																																																
AA		40.5	Decline -0.5																																															
SED		24.7	Decline -0.5																																															
SWD		31.4	Decline -0.5																																															
Suspension Rates: All Students (ALL)- High English Learner (EL)- High Hispanic (Hisp)- High African American (AA)- Very High Socioeconomically Disadvantaged (SED)- High Students with Disabilities (SWD)- Very High	<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>16.9</td> <td></td> </tr> <tr> <td>Hisp</td> <td></td> <td>13.8</td> <td></td> </tr> <tr> <td>SED</td> <td></td> <td>17.3</td> <td></td> </tr> <tr> <td>SWD</td> <td></td> <td>25.6</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		16.9		Hisp		13.8		SED		17.3		SWD		25.6		<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>16.6</td> <td>Decline -0.3</td> </tr> <tr> <td>EL</td> <td></td> <td>45.2</td> <td>Decline -0.3</td> </tr> <tr> <td>Hisp</td> <td></td> <td>13.5</td> <td>Decline -0.3</td> </tr> <tr> <td>AA</td> <td></td> <td>32.6</td> <td>Decline -0.3</td> </tr> <tr> <td>SED</td> <td></td> <td>17</td> <td>Decline -0.3</td> </tr> <tr> <td>SWD</td> <td></td> <td>25.3</td> <td>Decline -0.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		16.6	Decline -0.3	EL		45.2	Decline -0.3	Hisp		13.5	Decline -0.3	AA		32.6	Decline -0.3	SED		17	Decline -0.3	SWD		25.3	Decline -0.3
St. Group	Color	DFS/Percentage	Change																																															
All		16.9																																																
Hisp		13.8																																																
SED		17.3																																																
SWD		25.6																																																
St. Group	Color	DFS/Percentage	Change																																															
All		16.6	Decline -0.3																																															
EL		45.2	Decline -0.3																																															
Hisp		13.5	Decline -0.3																																															
AA		32.6	Decline -0.3																																															
SED		17	Decline -0.3																																															
SWD		25.3	Decline -0.3																																															
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 2 Students Hispanic (Hisp) - 2 Students African American (AA) 0	Expulsion Rates All Students (ALL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%																																																
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 43% English Learner (EL) - 47% Hispanic (Hisp) - 52% African American (AA) - 40%	Panorama Survey – School Connectedness All Students (ALL)- 53% English Learner (EL)- 57% Hispanic (Hisp)- 62% African American (AA)- 50%																																																
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 50% English Learner (EL) - 48% Hispanic (Hisp) - 51% African American (AA) - 51%	Panorama Survey – School Safety Perception All Students (ALL)- 60% English Learner (EL)- 58% Hispanic (Hisp)- 61% African American (AA)-61%																																																
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%																																																

Planned Strategies/Activities

Strategy/Activity 1

School clubs and activities will be provided to students. (Robotics, Band, Cheer leading, Dance, etc.) to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principals
Counselors
ASB Adviser
Secretary
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries
Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Supplies, shirts, and materials
Amount	8,469
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries(Additional Clerk)
Amount	5000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Working with students during lunches to provide safe and healthy activities. Providing opportunities for students in enrichment

Strategy/Activity 2

Implementation of the SEL plan for DSMS. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and assemblies

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principals
Counselors
ASB Adviser
Secretary
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
---------------	------

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Transportation / Materials and Supplies
Amount	3200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries

Strategy/Activity 3

Transportation will be provided for field trips and activities to include Intramural and 8th grade end of year field trip (as well as incentive trips for 6th and 7th) to support student connectedness to school. Expected test scores to increase as a result of providing enrichment opportunities for students Other material and supplies for extended day enrichment and lunch opportunities

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
 Assistant Principals
 Counselors
 ASB Adviser
 Secretary
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Transportation/Field Trips

Strategy/Activity 4

All students attending DSMS will wear a school issued identification card suspended in a plastic pouch from a lanyard. This action will promote a safe campus for all students. To include ink for ID machine

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principals
Secretary

Proposed Expenditures for this Strategy/Activity

Amount

2500

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Lanyards and IDs

Strategy/Activity 5

In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups via our Prevention Specialist. If community members are not available to come to campus, field trips for these student groups to go out for same outcomes,]. Student and parent forums for their voices and input

Students to be Served by this Strategy/Activity

English Learner
 Students with Disabilities
 Specific Student Groups:
African American student group. SWD and all ATSI subgroups

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principals
Health Paraprofessionals
Prevention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for mentoring groups and forums
Amount	1500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries

Strategy/Activity 6

Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	33,949
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits) per aide

Strategy/Activity 7

2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2.75 extra hours for our two 3-hour supervision aides

Strategy/Activity 8

Maintenance of band instruments.

Students to be Served by this Strategy/Activity

Specific Student Groups:
All band students

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, band teacher

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cleaning of band instruments in an A/B schedule (cleaned every other year)

Strategy/Activity 9

Bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities)

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

administrator

Proposed Expenditures for this Strategy/Activity

Amount	16121
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Internal or external staff to host lunchtime activities

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 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 IV
Middle School Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8	164,452	Title I

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

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$216,657
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,604.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	212,866	0.00
Title I Part A: Parent Involvement	3,791	0.00
LCFF	184,947	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$212,866.00
Title I Part A: Parent Involvement	\$3,791.00

Subtotal of additional federal funds included for this school: \$216,657.00

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	\$184,947.00

Subtotal of state or local funds included for this school: \$184,947.00

Total of federal, state, and/or local funds for this school: \$401,604.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	184,947.00
Title I	212,866.00
Title I Part A: Parent Involvement	3,791.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,513.00
2000-2999: Classified Personnel Salaries	213,966.00
4000-4999: Books And Supplies	33,819.00
5000-5999: Services And Other Operating Expenditures	65,100.00
5800: Professional/Consulting Services And Operating Expenditures	47,206.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	23,328.00
2000-2999: Classified Personnel Salaries	LCFF	80,098.00
4000-4999: Books And Supplies	LCFF	26,100.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	35,621.00
1000-1999: Certificated Personnel Salaries	Title I	17,030.00
2000-2999: Classified Personnel Salaries	Title I	133,868.00
4000-4999: Books And Supplies	Title I	7,719.00
5000-5999: Services And Other Operating Expenditures	Title I	45,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,949.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,155.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,636.00

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
Shawndra Garin				X	
Daniel Belew				X	
Esther Ibarra				X	
Briana Carrick		X			
Peri Acar		X			
Jennifer Samuels			X		
Dominique Torres		X			
Nancy Charles		X			
Sue Drummond	X				
Ashley Alfaro					X
Destiny Mendez					X
Randy Montanez					X
Numbers of members of each category:	1	4	1	3	3

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/18/23.

Attested:

	Principal, Sue Drummond on 11/6/23
	SSC Chairperson, Peri Acar on 11/6/23

Title I and LCFF Funded Program Evaluation

Goal #1:
<p>Desert Springs Middle School will provide the foundation and opportunities so all students will graduate from high school prepared for college and/or a career.</p> <p>All students at Desert Springs Middle School will meet grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science as measured by interim benchmark assessments and CAASPP. Use technology that is directly tied to the effectiveness of the instructional design, content and teaching strategies employed to support student learning in all content areas</p>

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Two Sr Para's to provide in class support for teachers in implementation of research based strategies and scaffolding. They will work with SpEd and content teachers with co-teaching and para support strategies to support grade level instruction			
In order to improve academic outcomes in the four core content areas, the school will begin to implement The AVID program. Advancement Via Individual Determination (AVID) is an in-school academic support program to help lowest performing students increase academic achievement and prepare students for college and/or career readiness. Funding will be used towards AVID Professional Development, AVID materials, AVID licenses, PD travel costs and timecards.			
Professional Development: Other PD-----Allocated funds for classified and certificated staff to attend virtual and in person Professional Development opportunities. Expenditures include, substitutes, attendance costs to PD as well as materials and supplies to support implementation strategies. Trainings and planning including but not limited to Kagan, leadership (build capacity), PLC development, Instructional Rounds and other PDs to engage students, as well as			

<p>trauma informed practices to help teachers work with low performing students</p>			
<p>In response to needs assessments specifically for additional targeted support and improvement in ELA and Math, Interventions to be provided to students who meet the requirements for ATSI subgroups. Expenditures to include, certificated and classified timecards / materials to provide support in intervention activities. Can include after school tutoring, Saturday opportunities, family and community support during the school day or enrichment opportunities for mentioned targeted students.</p>			
<p>To best support academic instruction, increase rigor and meet the needs of low performing students, English Learners and students with disabilities, purchase supplemental instructional materials - science lab materials, math manipulatives, Language Arts trade books, SS relia, or technology licenses to support classroom instruction. Purchase supplemental library materials and technology licenses to increase leveled reading materials with high student interest. Purchase Edulastic, Quizziz and similar programs. Programs purchased to support collaboration, standard based instruction and integration of technology into instruction. - Technology and license upgrades and renewals</p>			
<p>ELs that score at beginning level or early intermediate level who have not been enrolled in US for three or more years or ELs who require extra support to increase ELPAC and SBAC proficiency levels will be placed in appropriate ELD classes. Supplies will be purchased to supplement and support the class as well as a literacy outdoor camp or other field trips to build student literacy and language development</p>			
<p>College and Career Readiness support through Field Trips, career days and motivational speakers. The goal is to get all students access and exposure to college and career options in effort to raise test scores and help students goal set for future plans</p>			

Funding for teacher prep buy out to cover class sizes for ELA in grades 7			

Goal #2:

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

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Salary to provide additional hours for a certificated and/or classified office clerk and extra duty for security will be provided. The classified clerk will work specifically to support parent participation and attendance. They will provide non-English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, SST meetings and parent meetings. They will be responsible for contacting all 6th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year. Provide other services that promote parent participation at DSMS events like Opening the School, Back To School Night, Community Nights, and other events. In addition, Security will be present at all after school activities for students and families. Bridging families and parental involvement with community events and field trips (with family involvement). Materials and supplies necessary for events will be purchased</p>			

School branding and community outreach. These funds will allow us to purchase school shirts, hats and other apparel to raffle at family events, as well as purchase one more round of banners for our school's new SEL plan. This will help increase our community and parent partnerships.			
Offer trainings for parents in curriculum, adolescence, social media, conflict mediation and various community resources to include Parent/Student Nights to include a Parent Leadership Institute. Certificated and classified Salaries for presenting information and materials will be purchased for parent nights. Build up the Being Bilingual Program			

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
School clubs and activities will be provided to students. (Robotics, Band, Cheer leading, Dance, etc.) to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed. Outside vendors to provide activities for students. Classified staff for extra hours to support students in enrichment and intervention			
Implementation of the SEL plan for DSMS. Funding for materials for our site intervention and boot camps as well as Social Emotional kits. Also			

materials for our Student Recognition program in conjunction with our assessment plan. To include prizes for Scorpion Tickets (DSMS PBIS), Field trips and assemblies			
Transportation will be provided for field trips and activities to include Intramural and 8th grade end of year field trip (as well as incentive trips for 6th and 7th) to support student connectedness to school. Expected test scores to increase as a result of providing enrichment opportunities for students Other material and supplies for extended day enrichment and lunch opportunities			
All students attending DSMS will wear a school issued identification card suspended in a plastic pouch from a lanyard. This action will promote a safe campus for all students. To include ink for ID machine			
In order to increase student attendance for our Students with Disabilities and African American student groups we will have community members come in and provide focus groups with both student groups to make connections and try to find trends and barriers that do not allow them to come to school regularly. The importance of attendance will also be stressed with the families of these two subgroups via our Prevention Specialist. If community members are not available to come to campus, field trips for these student groups to go out for same outcomes,]. Student and parent forums for their voices and input			
Three (3), 3 hour lunch time, PE supervision aides will be provided to ensure the safety of our student population during the school day.			
2.75 hours will be paid out of site funds for (3) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours.			
Maintenance of band instruments.			
Bring in staff at lunch to help keep students engaged - Internal (classified or certificated) or external (Kick to Learn or other entities that have lunch activities)			

