School Year: **2019-20**

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 Hot Springs High School
Address	65850 Pierson Blvd Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-3330818
Principal	Caroline Cota
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2019-6/30/2020
Schoolsite Council (SSC) Approval Date	10/14/2019
Local Board Approval Date	November 26, 2019

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Mission: DHSHS inspires and empowers all Golden Eagles for success.

Vision: Desert Hot Springs High School is an academically competitive school in which students focus on college and career readiness. Students master cross-curricular content and formulate a 10-year plan that suits their individual learning strengths and goals. The staff engages in collaboration, employs the latest technology, and promotes innovation to increase student achievement and students' ability to contribute positively to society.

EXPECTED SCHOOL WIDE LEARNING RESULTS

Desert Hot Springs High School will prepare its graduates to:
1. DISPLAY LITERACY: Demonstrate ongoing growth in the ability to read, write, listen, and speak proficiently.
2. HONE MATHEMATICAL SKILLS: Demonstrate on-going growth in proficiency with basic mathematical computations and the ability to analyze and explain algebraic concepts.
3. SEIZE LEARNING OPPORTUNITIES: Demonstrate the ability to actively collaborate with others and engage in the new and varied learning opportunities.
4. HONOR CRITICAL AND CREATIVE THINKING: Demonstrate the ability to identify and implement a range of strategies necessary for solving complex challenges.
5. SUPPORT AND VALUE THE STRENGTH OF COMMUNITY: Demonstrate positive personal qualities, work habits, and attitudes.

School Profile

Desert Hot Springs High School is one of four comprehensive high schools in the Palm Springs Unified School District. DHSHS opened its doors on September 7, 1999, with an initial enrollment of 642 students. Today it serves approximately 1,650 students from the communities of Desert Hot Springs, North Palm Springs, Sky Valley and the unincorporated areas of Painted Hills and Mission Lakes. These communities reflect a student population that is diverse. The City of Desert Hot Springs is located 10 miles north of Palm Springs and is known for its natural hot springs and beautiful views of the Coachella Valley.

Desert Hot Springs High School continuously reviews existing programs and provides new avenues to meet current student needs. Two linked California Partnership Academies (CPAs) provide students real-world experiences to help them connect class work to their future career or college work. The Renewable Energy Academy of Learning (REAL) prepares students for employment in the green energy field and/or to further their education at the university level. The Public Safety Academy (PSA) prepares students for careers in the law enforcement, fire and emergency medical services and for the next steps in their training at the college level. DHSHS is also home to the Academy for Careers in Education (ACE) a linked learning academy focused on preparing future educators. The Digital Media and Digital Arts pathways and an award-winning Marine Corps JROTC program provide additional options to meet students' interests. The school has also expanded its AVID program, Advanced Placement offerings, and dual and concurrent enrollment opportunities through a partnership with the College of the Desert to meet the growing student and parent demand for rigorous and academically-challenging options. Students have the opportunity to participate in a variety of clubs and other extracurricular activities. DHSHS also has a comprehensive athletic program for both male and female students. DHSHS staff takes an individualized approach to supporting EACH student on his or her path to college and career, including those who need additional academic assistance. We welcome all learners to Desert Hot Springs High School and the Golden Eagle family.

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

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:
Parents were encouraged to submit their name to the site secretary by 8/20/18. Advertising for name submission occurred through the school website, social media, autodialer to parents, and Back to School night. Three parents agreed to volunteer. A ballot was created with their three names and room for a write-in candidate. The ballots were sent out via email in Google form and were available for voting at the Fall Academic Awards night. The three volunteers were confirmed.
Certificated staff were encouraged through email to submit their names to the principal. Four teachers volunteered. A Google form was created and sent out to the staff who voted for two teachers to fill the year's openings for classroom teacher representatives.
No non-teaching staff openings existed on the 2018-2019 SSC.
Students were encouraged to volunteer for the School Site Council through daily announcements. Three students volunteered to represent their school. A ballot was created with their three names and room for a write-in candidate. The ballots were sent out via email in Google form and the three volunteers were confirmed.

SSC Meeting Dates and Topics:
September 6, 2018: SSC Training
September 24, 2018: Review of SSC by-laws, election of officers, first read and input for parent involvement policy, brief overview of current SPSA- copies provided to all council members for them to review prior to the next meeting, proposals for new expenditures due to changes in staffing since passage of SSC in May 2018.
October 15, 2018: Review of minutes and approved expenditures at 10/2018 meeting, review of English and Math CAASPP data from 2018, review of budget and proposals for new expenditures.
October 29, 2018: CORE survey completed.
December 10, 2018: Review of minutes from October 15, review of Dashboard data including attendance, suspension, graduation, college and career index, English Learner progress and CAASSPP results, discussion of measures to address student academic and social-emotional needs, including expansion of Advanced Placement and implementation of Restorative Practices.
February 11, 2019: LCAP Stakeholder Input Meeting, discussion of parent engagement measures
March 18, 2019: Review of allocated resources that remain unspent, proposals for re-allocation of funds, discussion of parent engagement measures to better suit parent needs
April 29, 2019: Review of proposed SPSA for 2019-20

ELAC Meeting Dates and Topics:
September 25, 2018 – Rationale for Establishing ELAC, ELAC Elections, ELAC Meeting Dates, Report from SSC/DELAC.

October 2, 2018 – Topics remained the same as 9/25/18 because we couldn't hold elections at our first meeting due to low attendance.
November 6, 2018 – ELAC Elections, ELPAC, Report from SSC/DELAC
February 12, 2019 – Topics remained the same as 11/6/18 due to low attendance on this date
May 6, 2019 – Project 2 Inspire proposal and SPSA review and approval

Based on the evaluation and the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:
Goal 1: EL Coordinator to adopt a focus on College and Career readiness for English learners additional training in meeting the instructional needs of EL students for general education staff. Increased co-teaching offerings for students with disabilities to access the content standards in college preparatory classes. Counseling and college and career center staff to provide targeted support with 4-year high school planning, including A-G and CTE pathways, and post-high school planning to include community college and University transition for EL and for African American and disabled students.

Goal 2: Provide bus passes for students in need to attend school. Expand incentives and recognition for students who improve attendance or have perfect attendance.

Goal 3: Improve and increase mental health and social emotional supports to address the social emotional needs of all students, with a focus on identified subgroups. Provide training for all staff on trauma-informed restorative practices, with a focus on the special needs of African American, homeless, and disabilities students.

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 Goal 1 (Academic Achievement) Although our African American students, English learners, and disabled students are performing 17-31 percentage points below our All Students group in College and Career Preparation, and our Special Education students are performing 20% below our All Students group in graduation, no actions or expenditures were specifically focused at these student groups for these measures. In Goal 1 of our 19-20 plan, we have addressed this inequity through three specific actions:
- Our English Learner coordinator will have a specific focus placed on College and Career readiness, and our English Learner students will be cohorted into Math and Science classes of teachers who have received additional training in meeting the instructional needs of English Learners.
- Our Special Education students will receive additional supports for meeting graduation requirements through increased co-teaching sections.
- Our counseling and college and career center staff will provided targeted support with four-year high school planning, including A-G and CTE pathways, and post-high school planning including community college and University transition for English learners, and for African American and disabled students.

We identified a resource inequity within Goal 2 (Parent and Community Partnerships). Although African American and disabled students, and English learners have a higher rate of chronic absenteeism than the All Students group, no actions or expenditures were specifically focused at these student groups for this measure. In Goal 2 of our 2019-20 plan, we have addressed this inequity through the following actions:
- Provide bus passes for students in need to attend school, with monthly monitoring of attendance for identified subgroups.
- Expand incentives and recognition for students who improve attendance or have perfect attendance.

We identified a resource inequity within Goal 3 (Safe Learning Environment). Although African American, homeless, and disabled students have a higher suspension rates than the All Students group, no actions or expenditures were specifically focused at these student groups for this measure. In Goal 3 of our 2019-20 plan, we have addressed this inequity through the following actions:
- Establish a wellness center with a Counselor on Special Assignment to address the social emotional needs of all students, with a focus on identified subgroups.
- Provide training for all staff on trauma-informed restorative practices, with a focus on the special needs of African American, homeless, and disabled students.

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, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

~According to the Fall 2018 dashboard data, DHSHS saw progress with the percentage of students who were college and career prepared, as measured by the CCI index. There was a 23.3% increase for homeless students to 33.3% (no color), 2.7% increase for all students to 36.4% (Green), a 2.8% increase for students with disabilities to 2.8% (Orange), a 3.1% increase for English Learners to 16% (Yellow), a 5.8% increase to 33.3% for white students (Yellow), a 2.4% increase to 37.8% for Hispanic students (Green), and a 3.6% increase to 37% for SED students (Green).
~The graduation rate increased in 2018 for all students to 93.4% (3.8% increase, Green). All student subgroups also made improvements: 1.2% increase for African-American students (90.5%, no color), 15.5% increase for homeless students (90.5%, no color), 22.2% increase for Students with Disabilities (72.2%, Yellow), 13.4% increase for English Learners (93.4%, Green), 2.6% increase for Hispanic students (94.2%, Green), 3.3% increase for SED students (93.7% Green), and 13% increase for white students (90.5%, Green)
~The baseline data for English Learners on the new ELPAC was also positive, with 19% of students in the Level 4 (well-developed) category, and 35.2% in the Level 3- Moderately Developed category.
~The suspension rate for foster youth (5.6%, 9.4% decline, no color), English Learners (4.4%, 1.4% decline, Green) and Hispanic students (4.1% , 0.7% decline, Green) declined in 2018.

We have implemented additional messaging about A-G completion, increased supports for SAT, AP testing, provided college trips to every grade level to encourage students to complete A-G during the 2018-19 school year, but must wait for the 2019 data to assess the effectiveness of those measures.
One of the reasons we believe our English Learners have improved is due to the addition of services for English Learners (EL Coordinator release period and bilingual para-educators) over the last several years. We plan to keep these services in place and to increase the number of release periods provided to our English Learner coordinator in 2019-20.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

DHSHS has several areas of greatest need:
~According to the CAASPP data from fall 2018, Mathematics is an area of need. Overall, student performance on the Math CAASPP declined by 7.9 points to 122 points below the standard (Red), English Learners (188 points below), Hispanic students (126.3 points below), and SED students (126.2 points below) were all red and showed declines. African Americans increased by 36.7 points to 128.3 points below standard (no color). Students with Disabilities were 222.2 points below standard, maintained by 2.7 points, with no color reported. Homeless students were 147.2 points below standard with no data available for comparison and no color reported. White students were 89.7 points below standard and maintained by 2.3 points (Orange).
~CAASPP performance in English Language Arts is also an area of need. Overall, student performance on the ELA CAASPP declined by 11 points to 11.5 points below the standard (Orange), English Learners (91.8 points below, Red), Hispanic students (14.8 points below, Orange), SED students (17.7 points below, Orange), and White students (5.8 points below, Orange) all showed declines. African Americans maintained by -0.5 points to 15.1 points below standard (no color). Students with Disabilities were 134.1 points below standard, declined by 3.4 points, with no color reported. Homeless students were 61.1 points below standard with no data available for comparison and no color reported.
~The suspension rate increased in 2018 for all students to 6% (0.4% increase, Orange). 11.9% of African-American students were suspended (maintained, Red), 16.2% of Students with Disabilities were suspended (7.4% increase, Red), 12.8% of white students were suspended (6% increase, Red), 12.9% of Homeless students were suspended (0.4% decline, Orange), 5.9% of SED students were suspended (Maintained, Yellow). Two subgroups showed a decrease in suspension rates (English Learners and Hispanic students). Preliminary data gathered at the district level indicates that our suspension rate will be even higher when 2019 dashboard data is released in Fall 2019.
~Chronic Absenteeism remains of the areas of greatest need at DHSHS. Our overall rate is 28.6% (which is a 1.8% decline in Chronic Absenteeism from 2017), compared to 18.2% for the district. The subgroups with the highest chronic absenteeism are: 2 or more races at 52%, homeless youth at 41.3%, Students with Disabilities at 40.2%, African American at 39.3 %, and white is 39.6%, and English learners at 32.3%.

Although our population of American Indian or Alaska Native students is not large enough to be reported, their chronic absenteeism rate is 71.4%.
~The graduation rate for students with disabilities remains low at 72.2% after a 22.2% increase (Yellow).
~The College and Career Indicator remains a major area for growth: Despite a 2.9% improvement overall and improvements for most subgroups, overall our school is considered low at 36.4%, and our African-American subgroup showed a 10.7% decline on this index to 14.3% prepared. Two subgroups remain lower than others despite making improvements: English Learners (16%), Students with Disabilities (2.8%)

We addressed the Math and English CAASPP results during the 2018-19 school year with additional release time for teacher collaboration, changes to our testing setting and timing, a CAASPP bootcamp for students to get additional instruction in English and Math, and visits to all classrooms to explain the importance of the exam. However, we will not know whether these measures were effective until the 2019 CAASPP results are released in fall 2019. We plan to address these areas of need in this plan. We also began working on suspensions in 2018-19 by discussing restorative practices and ways to address student behaviors prior to suspendable offenses occurring. However, we are still in the planning stages at this time and plan to further develop our systems in the 2019-20 plan. We believe the addition of the community liaison for attendance has helped with chronic absenteeism and plan to continue our efforts in this area. We believe the action steps outlined under Goals 1-3 will help us make improvements for all of these measures.

At the start of the 19-20 school year, a thorough review of the 2018-19 CAASPP results was conducted. Overall, 11th grade math and English results declined from the previous year. Additional funding will be allocated to train 9th through 11th grade ELA and Math teachers on Professional Learning Communities and data dis-aggregation, as well as additional tutoring. The main focus of tutoring efforts will continue to be Math and English.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

We have identified the following sub groups to have performance gaps:
Math CAASPP: English learners, Students with Disabilities, and Homeless students
English Language Arts CAASPP: English learners, Students with Disabilities, Homeless students
Suspension: African Americans, Students with Disabilities, Homeless, and White subgroups
Absenteeism: 2 or more races, American Indian/ Alaskan subgroups, Homeless youth and Students with Disabilities
Graduation Rate: Students with Disabilities.
College and Career Indicator: African American, English Learner, Students with Disabilities subgroups

We plan to address these performance gaps with our action items under goals 1-3.
Goal 1: EL coordinator will have a specific focus on College and Career readiness, and our additional training in meeting the instructional needs of EL. SPED students will receive additional support to meet graduation requirements through increased co-teaching. Counseling and college and career center staff will provide targeted support with 4-year high school planning, including A-G and CTE pathways, and post-high school planning to include community college and University transition for EL and for African American and disabled students.

Goal 2: Provide bus passes for students in need to attend school, with monthly monitoring of attendance for identified subgroups. Expand incentives and recognition for students who improve attendance or have perfect attendance.

Goal 3: Establish a wellness center with a Counselor on Special Assignment to address the social emotional needs of all students, with a focus on identified subgroups. Provide training for all staff on trauma-informed restorative practices, with a focus on the special needs of African American, homeless, and disabilities students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.33%	0.28%	7	6	5
African American	6.5%	6.56%	6.61%	113	118	117
Asian	0.8%	0.67%	0.68%	14	12	12
Filipino	0.3%	0.33%	0.45%	6	6	8
Hispanic/Latino	78.2%	79.33%	79.21%	1,368	1428	1,402
Pacific Islander	0.1%	0.06%	0.11%	2	1	2
White	12.7%	11.56%	10.96%	222	208	194
Multiple/No Response	%	%	%			
Total Enrollment				1,750	1800	1,770

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	471	501	453
Grade 10	483	470	489
Grade 11	436	434	411
Grade 12	360	395	417
Total Enrollment	1,750	1,800	1,770

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	410	408	368	23.4%	22.7%	20.8%
Fluent English Proficient (FEP)	658	708	720	37.6%	39.3%	40.7%
Reclassified Fluent English Proficient (RFEP)	32	59	60	8.0%	14.4%	14.7%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	389	398	332	373	384	319	373	384	319	95.9	96.5	96.1
All Grades	389	398	332	373	384	319	373	384	319	95.9	96.5	96.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2581.	2566.	2534.	15.28	17.97	8.46	38.34	28.39	27.27	27.08	27.08	27.59	19.30	26.56	36.68
All Grades	N/A	N/A	N/A	15.28	17.97	8.46	38.34	28.39	27.27	27.08	27.08	27.59	19.30	26.56	36.68

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.86	22.92	12.54	49.06	48.70	43.89	27.08	28.39	43.57
All Grades	23.86	22.92	12.54	49.06	48.70	43.89	27.08	28.39	43.57

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.01	26.04	19.12	50.40	40.36	44.51	23.59	33.59	36.36
All Grades	26.01	26.04	19.12	50.40	40.36	44.51	23.59	33.59	36.36

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.60	16.41	10.97	67.56	61.72	60.82	19.84	21.88	28.21
All Grades	12.60	16.41	10.97	67.56	61.72	60.82	19.84	21.88	28.21

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.76	26.82	15.05	53.35	47.66	48.90	16.89	25.52	36.05
All Grades	29.76	26.82	15.05	53.35	47.66	48.90	16.89	25.52	36.05

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	389	397	332	376	383	322	376	383	322	96.7	96.5	97
All Grades	389	397	332	376	383	322	376	383	322	96.7	96.5	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2511.	2503.	2491.	4.26	2.35	2.80	11.17	11.49	10.87	22.87	22.45	18.01	61.70	63.71	68.32
All Grades	N/A	N/A	N/A	4.26	2.35	2.80	11.17	11.49	10.87	22.87	22.45	18.01	61.70	63.71	68.32

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.57	6.79	7.76	20.21	23.24	16.77	70.21	69.97	75.47
All Grades	9.57	6.79	7.76	20.21	23.24	16.77	70.21	69.97	75.47

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.12	3.39	5.90	35.90	39.43	33.85	57.98	57.18	60.25
All Grades	6.12	3.39	5.90	35.90	39.43	33.85	57.98	57.18	60.25

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.38	3.92	4.97	51.60	47.00	45.65	42.02	49.09	49.38
All Grades	6.38	3.92	4.97	51.60	47.00	45.65	42.02	49.09	49.38

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1520.5		1508.5		1531.9		104	
Grade 10	1536.3		1527.1		1545.0		86	
Grade 11	1548.2		1541.9		1553.8		80	
Grade 12	1551.4		1545.9		1556.3		57	
All Grades							327	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	12.50		28.85		33.65		25.00		104	
10	22.09		32.56		27.91		17.44		86	
11	21.25		36.25		28.75		13.75		80	
12	22.81		49.12		*		*		57	
All Grades	18.96		35.17		26.91		18.96		327	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	27.88		28.85		26.92		16.35		104	
10	38.37		30.23		18.60		12.79		86	
11	42.50		40.00		*		*		80	
12	54.39		29.82		*		*		57	
All Grades	38.84		32.11		16.51		12.54		327	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		24.04		31.73		42.31		104	
10	*		20.93		33.72		34.88		86	
11	*		20.00		41.25		32.50		80	
12	*		26.32		43.86		22.81		57	
All Grades	6.12		22.63		36.70		34.56		327	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	27.88		47.12		25.00		104	
10	36.05		41.86		22.09		86	
11	30.00		48.75		21.25		80	
12	28.07		56.14		*		57	
All Grades	30.58		47.71		21.71		327	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	41.35		43.27		15.38		104	
10	52.33		37.21		*		86	
11	65.00		26.25		*		80	
12	77.19		*		*		57	
All Grades	56.27		32.42		11.31		327	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		37.50		58.65		104	
10	12.79		37.21		50.00		86	
11	*		45.00		48.75		80	
12	*		49.12		43.86		57	
All Grades	7.34		41.28		51.38		327	

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		70.19		24.04		104	
10	19.77		60.47		19.77		86	
11	26.25		65.00		*		80	
12	29.82		63.16		*		57	
All Grades	18.65		65.14		16.21		327	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,800	**94.1%**	**22.7%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	408	22.7%
Foster Youth	3	0.2%
Homeless	73	4.1%
Socioeconomically Disadvantaged	1,693	94.1%
Students with Disabilities	229	12.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	118	6.6%
American Indian	6	0.3%
Asian	12	0.7%
Filipino	6	0.3%
Hispanic	1,428	79.3%
Two or More Races	21	1.2%
Pacific Islander	1	0.1%
White	208	11.6%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students in Desert Hot Springs High School will meet grade level proficiency in the core academic subjects: English language arts, mathematics, social science, and science as measured by the CAASPP (California Assessment of Student Progress & Performance), and will graduate prepared for college and/or a career of their choice.

WASC Critical Areas for Follow-up / Goals Relevant to Rigor & Academic Achievement Include:
- Teachers in all subject areas will provide rigorous and relevant literacy instruction in context, focusing on the higher levels of Depths of Knowledge integrated with the subject's most recent standards.
- Teachers will employ engaging, culturally relevant instruction, and will ensure mastery of learning targets and objectives by using robust formative assessment techniques, such as checking for understanding, often.
- Continue developing a school-wide instructional plan where the entire staff is utilizing common instructional strategies in all classes to unify the student's instructional experience.
- Teachers will meet in PLCs to jointly plan lessons, units, and projects, look at student work, hone teaching strategies, and develop and analyze assessments. PLCs will measure the effectiveness of teaching strategies and assessments and adjust them to improve student achievement.
- All departments need to disaggregate student performance data and student work samples to identify strategies that will support all sub-groups (e.g., ELs, LTELs, and SPED).
- Develop more comprehensive articulation between feeder middle schools and DHSHS to support achievement of Common Core standards.

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)	"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results. "Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group. "Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group. "Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM)- Status - Level - Change) All Students (ALL) Orange (-11.5)- Low -Decreased by 11 points English Learners (EL) Red (-91.8)- Very Low - Decreased by 18.7 points Hispanic (Hisp) Orange (-14.8) - Low - Decreased by 8.7 points African American (AA) NA Socioeconomically Disadvantaged (SED) Orange (-17.7)- Low- Decreased by 14.4 points Students with Disabilities (SWD) NA
California School Dashboard - Academic Indicator for Mathematics	"Blue" or "Green" student groups: Maintain status in either blue or green	California School Dashboard - Academic Indicator for Mathematics

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results. "Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group. "Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group. "Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.	(Color-(DFM) - Status - Level - Change) All Students (ALL) Red (-122)- Very Low - Decreased by 7.9 points English Learners (EL) Red(-188)- Very Low- Decreased by 3.1 points Hispanic (Hisp) Red (-126.3)- Very Low - Decreased by 9.5 points African American (AA) NA Socioeconomically Disadvantaged (SED) Red (-126.2)- Very Low- Decreased by 9.1 points Students with Disabilities (SWD) NA
California School Dashboard - English Learner Progress Indicator (ELPI)	Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results. "Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%. "Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%. "Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.	California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results: Well Developed - 19% Moderately Developed - 35.2% Somewhat Developed - 26.9% Beginning Stage - 19%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 59 students, 14.4% PSUSD Reclassification Rate: 13.0%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Riverside County Reclassification Rate: 12.3% California Reclassification Rate: 13.8%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Graduation Rate Indicator. "Yellow" 2016-2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%. "Orange" 2016-2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%. "Red" 2016-2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for Graduation Rate will be an increase of 5.0% or more. CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2016-2017 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2016-2017 data.	California School Dashboard - Graduation Rate Indicator (Color (%) - Status - Level - Change) All Students (ALL) 363 - Green (93.4%) Increased by 3.8% English Learners (EL) 106 - Green (93.4%) Increased by 13.4% Hispanic (Hisp) 291 - Green (94.2%) Increased by 2.6% African American (AA) NA Socioeconomically Disadvantaged (SED) 351 - Green (93.7%) Increased by 3.3% Students with Disabilities (SWD) 36 - Yellow (72.2%) - Increased by 22.2%
Williams Textbook/Materials Compliance	Maintain 100% Williams Textbook/ Materials Compliance	Williams Textbook/Materials Compliance: DHSHS was found to be in compliance during fall 2018 visit.
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 3% from 2016-2017 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2016-2017 levels.	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 38.6% English Learners (EL) 23.2% Hispanic (Hisp) 38% African American (AA) 31.6% Socioeconomically Disadvantaged (SED) 39.2%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Increase to or maintain CTE program completion rate at 95.0% or higher for 2017-2018.	% of pupils completing a CTE program and earning a high school diploma- 98.5%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Advanced Placement (AP) Test Results Reported as percent of students passing two or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2018 percentage by 2%. Increase African American student group results by 5% from 2017 levels.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 47.8% English Learners (EL) - 86.7% Hispanic (Hisp) - 49.2% African American (AA) - 50% Socioeconomically Disadvantaged (SED) - 47.3%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	New Indicator - Baseline Results	College and Career Indicator (CCI) (Color(%) - Status - Level - Change) All Students (ALL) Green (36.4%) - Medium - Increased by 2.7% English Learners (EL) Yellow (16%)- Low - Increased by 3.1% Hispanic (Hisp) Green (37.8%) - Medium - Increased by 2.4% African American NA Socioeconomically Disadvantaged (SED) Green (37%) - Medium - Increased by 3.6% Students with Disabilities Orange (2.8%) - Very Low - Increased by 2.8%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring and open computer labs before and after school to support students in meeting rigor of Common Core standards in all subject areas. Develop a system to electronically monitor tutoring and computer lab attendance using Google Forms.	Provided after school tutoring and opened computer labs before and after school to support students in meeting rigor of Common Core standards in all subject areas. After school tutoring google doc (18.19 DHSHS Tutoring Form Responses) shows that 2581 students checked in and out throughout the entire school year	Teacher extra duty for ELA & Math tutoring (Benefits included) 1000-1999: Certificated Personnel Salaries Title I 11,853.00	Teacher extra duty for ELA & Math tutoring (Benefits included) 1000-1999: Certificated Personnel Salaries Title I 11,853.00
		Teacher extra duty for other subject tutoring (Benefits included) 1000-1999: Certificated Personnel Salaries Title I 6,011.00	Teacher extra duty for other subject tutoring (Benefits included) 1000-1999: Certificated Personnel Salaries Title I 1,860.00
Provide two days collaboration time (during non-instructional days, breaks, or before or after the school year) to all content area teachers to	Provided two days collaboration time (during non-instructional days, breaks, or before or after the school year) to all content area teachers to	Paid Collaboration Stipends on non-work days (English & Math) 1000-1999: Certificated Personnel Salaries Title I	Paid Collaboration Stipends on non-work days (English & Math) 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
work in PLCs to increase rigor and achievement of all students by analyzing data and conducting common planning.	work in PLCs to increase rigor and achievement of all students by analyzing data and conducting common planning. The Science, Math, and English department had collaboration time either before school or during non-instructional days.	12,600.00 Paid Collaboration Stipends on non-work days (other subjects) 1000-1999: Certificated Personnel Salaries Title I 20,492.00	2,678.00 Paid Collaboration Stipends on non-work days (other subjects) 1000-1999: Certificated Personnel Salaries Title I 0
Provide release period to EL Coordinator to support and monitor English Learner students and coach teachers in effective EL instructional strategies, including Kagan, QTEL, etc., as well as how to integrate technology into class instruction. EL Coordinator will also help supervise and direct the work of 3 bilingual para-educators.	EL Coordinator received a release period which she used to coordinate services for English Learner students, organize and supervise ELPAC testing, and supervise the work of 3 bilingual para-educators	Salary & Benefits 1000-1999: Certificated Personnel Salaries Title I 10,000.00	Salary & Benefits 1000-1999: Certificated Personnel Salaries Title I 19,427.00
Supplemental classroom materials for all departments	Supplemental classroom materials were purchased for all departments. These included calculators, batteries, individual student white boards, additional toner and mouse pads.	Supplemental materials and supplies to support student rigor and achievement, including books, experiment materials, equipment, supplies, etc. 4000-4999: Books And Supplies Title I 20,000.00 Purchase music stands for band classes. 4000-4999: Books And Supplies LCFF 8,000.00	Supplemental materials and supplies to support student rigor and achievement, including books, experiment materials, equipment, supplies, etc 4000-4999: Books And Supplies Title I 9,920.07 Purchase music stands for band classes. 4000-4999: Books And Supplies LCFF 8,081.28
Materials for In-House PD		ASCD books and resources,professional development materials and subscriptions, and other materials to facilitate staff PD. 4000-4999: Books And Supplies	ASCD books and resources,professional development materials and subscriptions, and other materials to facilitate staff PD. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 1,788.69	Title I 2,170.00
Supplemental classroom materials for Special Education Students	Supplemental classroom materials were purchased for Special Education Students	Supplemental materials and supplies to support student rigor and achievement, including books for performing arts program, consumer math program, SH curriculum supplies, materials, supplies, etc. 4000-4999: Books And Supplies Title I 500.00	Supplemental materials and supplies to support student rigor and achievement, including books for performing arts program, consumer math program, SH curriculum supplies, materials, supplies, etc. 4000-4999: Books And Supplies Title I 500.00
Hire Bilingual para-educators to support ELs in content area and ELD classrooms.	Three para-educators provide support to English Learner students. They provided support by pushing in to classrooms.	Full-time para-educator (Salary & Benefits) 2000-2999: Classified Personnel Salaries LCFF 54,580.00	Full-time para-educator (Salary & Benefits) 2000-2999: Classified Personnel Salaries LCFF 55,993.00
		Part-time para-educator (Salary & Benefits) 2000-2999: Classified Personnel Salaries Title I 25,534.00	Part-time para-educator (Salary & Benefits) 2000-2999: Classified Personnel Salaries Title I 25,534.00
		Part-time para-educator (Salary & Benefits) 2000-2999: Classified Personnel Salaries Title I 26,711.00	Part-time para-educator (Salary & Benefits) 2000-2999: Classified Personnel Salaries Title I 27,728.00
Supplemental technology and supplies (such as computers, laptops, software, printers, document cameras, materials, supplies, ink, etc.) to increase achievement of targeted EL, Foster/Homeless, and Low SES students. In addition, provide funding to establish student stations in counseling office to increase access to guidance counselors	Supplemental technology and supplies were purchased and student stations were established in counseling office, including a new desktop and ten chromebooks for student use in the counseling area, a new display to inform students and parents about upcoming events in the lobby...	Technology & related supplies 4000-4999: Books And Supplies Title I 88,043.31	Technology & related supplies 4000-4999: Books And Supplies Title I 104,719.42

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Substitutes for additional collaboration to increase ELA & Math achievement (for such activities as Lesson Study, Learning Walks, & PLC Collaboration)	Substitutes were provided for additional collaboration to increase ELA & Math achievement (for such activities as Lesson Study, Learning Walks, & PLC Collaboration). Some departments made more use of release days for collaboration than others, with the Math department using four days.	Sub Costs 1000-1999: Certificated Personnel Salaries Title I 16,100.00	Sub Costs 1000-1999: Certificated Personnel Salaries Title I 11,334.00
Provide funding for lodging, food, travel, materials, etc. as necessary to hold retreats with the purpose of making site plans to increase student achievement.	Conference and retreat funding was used for an administrative planning retreat prior to the beginning of the school year and to fund teachers and staff going to multiple professional development opportunities, including Restorative Practices in Fall and Spring semesters, Art conference in Fall 2018, Counselor Conferences throughout the year , Reducing Chronic Absenteeism in Fall 2018, RCOE Transition Partnership Program in Fall and Spring, RCOE Building Educators Assessment Literacy Conference in Spring 2019, CUE Conference in Spring 2019, Behavior Training in Spring 2019, AP Summer Institutes in summer 2018, World Language Curriculum Framework in Spring 2019, and Athletics and Student Activities Coordinator conferences in Spring 2019.	Lodging, travel, food, supplies 5000-5999: Services And Other Operating Expenditures LCFF 4,000.00	Lodging, travel, food, supplies 5000-5999: Services And Other Operating Expenditures LCFF 12,540.37
Provide additional licenses to Turn-It-In to support improved writing across content areas. (Despite limited success in 2017-18, both the lead teachers and SSC want to	Provide additional licenses to Turn-It-In to support improved writing across content areas.	License-Turn-It-In 5000-5999: Services And Other Operating Expenditures Title I 8,570.00	License-Turn-It-In 5000-5999: Services And Other Operating Expenditures Title I 8,570.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
extend the license for one more more year.)			
Extra-duty for additional after school collaboration to increase ELA/math achievement	Teachers opted for using collaboration days during the school year, which led to substitute costs instead of time cards for additional time.	Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 2,631.00	Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 0
Provide after-school or school-break tutoring for AP students	AP supports were not utilized during the school year, however an AP Calculus bridge course is planned for June 2019.	Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 10,000.00	Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 0
Provide credit recovery options for students using Edgenuity platform	Provide credit recovery options for students using Edgenuity platform	Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 8,350.00	Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 0
		Licenses 5000-5999: Services And Other Operating Expenditures LCFF 9,000.00	Licenses 5000-5999: Services And Other Operating Expenditures LCFF 9,000.00
TECHNOLOGY LICENSES: Provide licenses for Discovery Education Streaming Plus, a comprehensive digital video service that motivates students to learn and helps teachers in every content area to transform their instruction. Containing thousands of standards-aligned resources, the videos will allow teachers to make their instruction more relevant to our students; Virtual Job Shadowing, another video service that provides Motivate students to take control of their futures by planning engaging job shadowing and career advice videos to help our outcome of increasing students college/career readiness	TECHNOLOGY LICENSES were provided, inlcuding virtual job shadowing license, brain pop, texthelp, and N2Y software. No other technology licenses were requested by teachers or staff.	Virtual job shadow license 5000-5999: Services And Other Operating Expenditures LCFF 1,275.00	Virtual job shadow license 5000-5999: Services And Other Operating Expenditures LCFF 1,275.00
		BrainPop license 5000-5999: Services And Other Operating Expenditures Title I 1,795.00	BrainPop license 5000-5999: Services And Other Operating Expenditures Title I 1,795.00
		TextHelp Inc. 5000-5999: Services And Other Operating Expenditures Title I 1,800.00	TextHelp Inc. 5000-5999: Services And Other Operating Expenditures Title I 1,800.00
		N2Y Software 5000-5999: Services And Other Operating Expenditures Title I	N2Y Software 5000-5999: Services And Other Operating Expenditures Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
in the Success 101 classes; BrainPop, an online platform that helps to differentiate difficult science and other subjects to help our English Learners achieve at higher levels; and Quizlet, which allows teachers to differentiate content and provide additional scaffolds for English Learners and others.		505.00	505.00
		Other technology licenses 5000-5999: Services And Other Operating Expenditures Title I 2,000.00	Other technology licenses 5000-5999: Services And Other Operating Expenditures Title I 0
		Home campus license 5000-5999: Services And Other Operating Expenditures LCFF 895.00	Home campus license 5000-5999: Services And Other Operating Expenditures LCFF 0
Provide licenses and training for My10yearplan.com and consumable modules for Focus on Success Grade 10-12 curriculum.	Licenses and training for My10yearplan.com and consumable modules for Focus on Success Grade 10-12 curriculum were purchased.	Licenses, materials, supplies 4000-4999: Books And Supplies LCFF 16,878.07	Licenses, materials, supplies 4000-4999: Books And Supplies LCFF 15,322.16
Provide funding for registration, transportation, meals, and substitute coverage etc. for teacher and staff professional development in topics that would increase student engagement, academic rigor and improve instruction for all students	Funding was provided for registration, transportation, meals, and substitute coverage etc. for teacher and staff professional development, including TLC, Counselor Conferences (CSCA, ACT, AVID, CSU), Admin Conferences, CIF, CMC, CADA, Restorative Practices, CUE, CAAASA, CSADA, Behavior Training	Conferences 5000-5999: Services And Other Operating Expenditures Title I 10,000.00	Conferences 5000-5999: Services And Other Operating Expenditures Title I 10,000.00
		Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 10,000.00	Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 12,075.30
Provide for additional time for Library Aide to improve academic support for all students in Library	Additional time for Library Aide provided to improve academic support for all students in Library. This allowed the library to be open for students uninterrupted from 7:30 am to 3:30 pm and for the teacher librarian to be available for supports out in classrooms while the library remained open.	Additional 2.75 hr Library tech 2000-2999: Classified Personnel Salaries Title I 14,000.00	Additional 2.75 hr Library tech 2000-2999: Classified Personnel Salaries Title I 11,722.38
Provide college visits and college exam prep	College visits and college exam prep courses were provided for students on	College visit trips and exam preparation	College visit trips and exam preparation

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
courses for students on A-G track	A-G track, including a three day trip to visit 10 California colleges in the central and northern California area, multiple trips to area colleges (San Diego, Riverside, Redlands), and an SAT prep course.	5000-5999: Services And Other Operating Expenditures Title I 30,000.00	5000-5999: Services And Other Operating Expenditures Title I 8,858.87
Provide transportation for student groups visiting colleges, internship locations, and attending conferences or competitions	This fund was not used this year due to the availability of the College Grand Fund for this purpose.	Transportation 5000-5999: Services And Other Operating Expenditures LCFF 2,750.00	Transportation 5000-5999: Services And Other Operating Expenditures LCFF 0

Analysis

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

Implementation: Overall, we implemented the strategies with fidelity. Some departments made more use of release days for collaboration than others. All departments made full use of the additional funding for classroom supplies. The funds allocated to provide a release period for the EL Coordinator and to hire bilingual aides provided our English Learner students with needed supports. The funding allocated for college trips was used for multiple trips for all grade levels, including a three-day trip to central and northern California colleges, and multiple trips to local colleges in San Diego, Riverside, Redlands, and local community and satellite campuses. The funding set aside for technology was used to purchase multiple site licenses for programs as teachers requested them. Conference and retreat funding was used for an administrative planning retreat prior to the beginning of the school year and to fund teachers and staff going to multiple professional development opportunities, including Restorative Practices, Art conferences, Counselor Conferences , Reducing Chronic Absenteeism, RCOE Transition Partnership Program, RCOE Building Educators Assessment Literacy Conference, CUE Conference, Behavior Training, AP Summer Institutes, World Language Curriculum Framework, and Athletics and Student Activities Coordinator conferences. The funding set aside for the 10-year plan licenses was spent for that purpose and students senior students were asked to give feedback on their experiences with the program and its value.
Effectiveness: The EL coordinator and bilingual support, release time for teacher collaboration, extra assistance in the library and money allocated for training and planning time were effective in providing students with the support they need in some areas. Our English Learner Reclassification Rate was better than the district, county and state averages. Our graduation rate increased in 2018 for all students and all student subgroups, most notably for our students with disabilities (+22.2%) and English Learners (+13.4%). Our College and Career Index showed increases for all students and all student subgroups. However, our student academic achievement data shows that we have failed to make gains in ELA and Math for the past two years. Our CAASPP scores dropped in English (between 8 and 18 points) and in Math (between 3 and 9 points) for all subgroups. The A-G completion rate of 38.6% represents a drop by .8% compared to the 2017 graduating class. The data currently available represents what students achieved prior to these strategies being put into place (2018 data is latest available at this time).

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

A large portion of the funding for AP Supports was allocated to provide a summer AP Calculus bridge program in June 2019 to provide students from IM3 and IM3 Honors with additional pre-calculus skills so that they could successfully access AP Calculus curriculum, when it became clear that few teachers and students had used the funding for supports during the school year. As a result, it has not yet been spent. Paid Collaboration Stipends on non-work days are still being planned and will be spent mostly in June 2019. We are providing a credit recovery options for students using Edgenuity platform. However, the teacher's salary is being charged to a different funding source. We spent less than

planned on transportation for college visits, due to the generous amount left in the College Block Grant that expires this school year. We anticipate needing more of our own funds for this purpose next year.

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

Changes to this goal will include two release periods for our English Learner coordinator and the addition of a dedicated Counselor on Special Assignment to support English Learners. Another change will be additional co-taught sections to support our students with disabilities to remain in the Least Restrictive Environment. The counseling department will provide targeted support for four-year high school planning and post-high school transition to college and careers. These can be found in the planned improvements to Goal #1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All students in Desert Hot Springs High School will attend school daily and arrive into their classroom on time. Parents will be involved in their student's education and work in partnership with the school on a regular basis.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate.	Student Attendance Rates: All Students (ALL) 92.23% as of April 2019- Increased from 90.52% in June 2018
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates Not reported on Dashboard for High School (No color or status available) (Level - Change) All Students (ALL) 28.6%- Declined 1.8% English Learner (EL) 32.3%- Increased 3.4% Hispanic (Hisp) 25.7%, Declined 2.6% African American (AA) 39.3%, Declined 4.5% Socioeconomically Disadvantaged (SED) 29%, Declined 2% Students with Disabilities (SWD) 40.2%, Declined 4.5%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2016-2017. Decrease EL and SWD subgroup rates by 2% from 2016-2017 data.	High School 4-Year Dropout Rate All Students (ALL) 12- 3.3%, Increased from 11- 3.1% in 2017 English Learner (EL) 2- 1.8%, Decreased from 5- 5.8% in 2017 Hispanic (Hisp) 8- 2.7%, Increased from 7- 2.6% in 2017 African American (AA) 1- 4.7%, Increased from 1-3.6% in 2017 Socioeconomically Disadvantaged (SED) 11- 3.1%, increased from 2.6% in 2017
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) -87%, Maintained from Fall 2017 English Learner (EL) - Not Available Hispanic (Hisp) - 87%- Decreased by 1% from Fall 2017 African American (AA) - Not Available, 89% in 2017

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide books, materials and supplies for Parent Center or for parent/guardian PD/meetings	Provided books, materials and supplies for Parent Center or for parent/guardian PD/meetings, including a desk, table and computers.	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2,786.00	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 5,263.57
Provide refreshments for Parent Mtgs/Parent PD	Provided refreshments for Parent Mtgs/Parent PD, including at each ELAC, Coffee with the Principal, Cookies with the Principal, and Academic Awards Nights.	Refreshments 4000-4999: Books And Supplies LCFF 1,500.00	Refreshments 4000-4999: Books And Supplies LCFF 1,500.00
Provide funds for parents to attend CABE or other PD Workshop	Provided funds for parents to attend CABE or other PD Workshop. Two parents participated in the one-day CABE conference.	Conference/PD Attendance 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 2,913.00	Conference/PD Attendance 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 700.00
Hire full-time community liaison to staff Parent Center and provide further outreach to parents	Full-time community liaison in place in Parent Center to communicate with parents regarding parent events, translate communication for the weekly newsletter, organize ELAC meetings and Coffee/Cookies with the Principal, as well as answer questions from parents on a drop-in basis.	Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 56,618.00	Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 56,618.00
Provide childcare for parents during meetings and events	Provided childcare for parents during meetings and events, including FAFSA night, Academic Awards nights, and Cookies with the Principal.	Extra duty/OT for classified staff for childcare 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 750.00	Extra duty/OT for classified staff for childcare 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 750.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide 7.5 hour school-community liaison bilingual-attendance to work with chronically truant students and their families.	Provided 7.5 hour school-community liaison bilingual-attendance to work with chronically truant students and their families. She conducted home visits and Student Attendance Review Team meetings for chronically truant students, made numerous phone calls to address attendance problems and recruited students to attend Saturday School to make up absences.	Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 60,142.18	Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 60,142.00
Provide additional parent PD through Project2Inspire or other similar program providing parent training sessions.	Although money was set aside for this purpose, no additional parental supports were provided that required fees. We added Cookies with the Principal, during which parents received information on A-G requirements and designing a four-year plan for their student. Requests were made for parent suggestions of training and assistance they would like, but none were requested.	Fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 1,661.00	Fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 0

Analysis

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

Implementation: Overall, the strategies that were planned out were implemented with fidelity. The two positions funded out of this goal were staffed throughout the year and both staff members made numerous efforts to communicate with parents regarding student attendance and parent events. Translation and child care were provided for parent events, staff members conducted home visits and Student Attendance Review Team meetings for chronically truant students and Parent Conference opportunities were provided and advertised through Coffee with the Principal, Cookies with the Principal, ELAC meetings, and SSC meetings. A weekly newsletter was sent out via phone and email in Spanish and English each week, listing parent and student events.
Effectiveness: The most recent data available shows a decrease in the chronic absenteeism rate between 2017 and 2018. The overall attendance rate also improved between June 2018 and April 2019. The parents' reported school connectedness has remained the same between Fall 2017 and Spring 2018, overall. However, parents of Hispanic students report a 1% drop in school connectedness compared to Fall 2017. The dropout rate increased between 2017 and 2018 for most subgroups and parent attendance at events remains sporadic, with high turnout for Academic Awards and Special Program events and low turnout at ELAC and Coffee/ Cookies with the Principal. Additionally, few parents have shown an interest in attending off-site (CABE) conferences.

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 funding allocated to professional development and conferences for parents was not used, due to lack of interest this year. Therefore, the funds were used to purchase additional materials for the parent center.

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

Next year, we plan to bring back Project2Inspire, and are currently launching our appeal campaign to generate interest among parents. We also plan to provide bus passes for students in need to attend school, and to expand incentives and recognition for students who improve attendance or have perfect attendance.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

All students in Desert Hot Springs High School will be able to learn in a safe, clean, and supportive school environment.

Specific goals below will be updated when 2016-17 state data is updated:
- Student suspensions and expulsions will drop by 3%.
- Students surveyed who state they have a clean, healthy, physically and emotionally safe learning environment will increase by 3%.
- Sprigeo bullying reports will decrease by 3%
- All M&O work orders needed will be entered within 24 hours.

WASC Specific Goal: Develop an ongoing positive recognition program/positive referral for students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator. "Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%. "Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%. "Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.	Suspension Rates: (Color(%)- Status - Level - Change) All Students (ALL)- Orange (6%)- Increased 0.4% English Learner (EL)- Green (4.4%)- Declined -1.4% Hispanic (Hisp)- Green (4.1%)- Declined -0.7% African American (AA) - Red (11.9%)- Maintained 0% Socioeconomically Disadvantaged (SED)- Yellow (5.9%) - Maintained 0.1% Students with Disabilities (SWD)- Red (16.2%) - Increased 7.4%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	Expulsion Rates All Students (ALL)- 0.4%, Decreased by 0.16% from 2017 English Learner (EL)- 0%, Decreased by 0.64% from 2017 Hispanic (Hisp)- 0.19%, Decreased by 0.41% from 2017 African American (AA)- 2.1%, Increased by 0.7% from 2017 Socioeconomically Disadvantaged (SED)- 0.37%, Decreased by 0.19% from 2017

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Students with Disabilities (SWD)- 0.72%, Increased by 0.28% from 2017
Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey- School Connectedness Baseline Results: All Students (ALL) - 54%, Increased by 3% from Fall 2017 English Learner (EL) - 57%- Increased by 3% from Fall 2017 Hispanic (Hisp) - 55%- Increased by 3% from Fall 2017 African American (AA) - 48%, Increased by 1% from Fall 2017
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	.Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 66%, Decreased by 3% from Fall 2017 EL: 64%, Decreased by 5% from Fall 2017 AA: 65%, Increased by 2% from Fall 2017 Hisp: 67%, Decreased by 4% from Fall 2017
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results: DHSHS was found compliant during the Fall 2018 visit.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide School Climate Assemblies	Students benefited from several school assemblies focused on school climate, some including outside guest speakers and others planned out by the school student leadership. These included Dr. Kim Lawe, Jessica Lynch and Roy Juarez, and quarterly rallies led by the activities department.	Assembly Contracts 5800: Professional/Consulting Services And Operating Expenditures LCFF 3,500.00	Assembly Contracts 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
WASC Specific Goal: Develop an ongoing positive recognition program/positive referral for students.	Two academic awards nights held to recognize students for perfect attendance, improved attendance, honor roll,	Student incentives for Perfect Attendance, A-G completion, Positive Referrals, etc.	Student incentives for Perfect Attendance, A-G completion, Positive Referrals, etc.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	community service and teacher recognition.	4000-4999: Books And Supplies LCFF 3,500.00	4000-4999: Books And Supplies LCFF 3,500.00
		Recognition program for attendance, GPA, CAASPP, A-G 5000-5999: Services And Other Operating Expenditures LCFF 7,000.00	Recognition program for attendance, GPA, CAASPP, A-G 5000-5999: Services And Other Operating Expenditures LCFF 7,000.00
Provide funding for registration, transportation, meals, etc. for teacher and staff professional development in topics that would increase a safe and inclusive learning environment, such as Kagan Win-Win Discipline, PBIS, Restorative Justice, CADA Conference, ASCA Every Student Counts conference, state athletic director's conference, etc.	Provided funding for registration, transportation, meals, etc. for teacher and staff professional development in topics that would increase a safe and inclusive learning environment, including Restorative Circles in Fall and Spring, CADA Conference in Spring 2019, ASCA Every Student Counts conference for the counseling team, and state athletic director's conference in Spring 2019.	Conference Attendance 5000-5999: Services And Other Operating Expenditures Title I 7,597.00	Conference Attendance 5000-5999: Services And Other Operating Expenditures Title I 7,597.00
Provide field trips to students and student leaders that increase positive school climate, increase class team-building and expand learning opportunities to visit colleges, attend conferences and cultural performances, etc.	The United Student Body leaders attended the CADA conference in Winter 2019. The rest of this funding was used to supplement funds set aside for College Field trips throughout Southern California, including in San Diego, Riverside, Redlands, Los Angeles, and local Coachella Valley locations.	Field Trip (registration, transportation, subs) 5000-5999: Services And Other Operating Expenditures LCFF 8,172.00	Field Trip (registration, transportation, subs) 5000-5999: Services And Other Operating Expenditures LCFF 417.00
		Conference registration, hotels 5000-5999: Services And Other Operating Expenditures Title I 12,403.00	Conference registration, hotels 5000-5999: Services And Other Operating Expenditures Title I 12,403.00
Provide T-shirt for 9th grade PE classes so that all students have access to a school shirt.	T-shirt were purchased and handed out to 9th grade PE classes so that all students have access to a school shirt.	T-Shirts 4000-4999: Books And Supplies LCFF	T-Shirts 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4,000.00	2,779.36
Provide mental health services 2 days per week to the students of DHSHS who are struggling academically for various reasons.	Provided mental health services 2 days per week to the students of DHSHS who are struggling academically for various reasons.	To contract with a licensed clinical therapist with 3 other PSUSD schools within the DHS community to provide therapy services to students and families of DHSHS. 2000-2999: Classified Personnel Salaries Title I 41,272.00	To contract with a licensed clinical therapist with 3 other PSUSD schools within the DHS community to provide therapy services to students and families of DHSHS. 2000-2999: Classified Personnel Salaries Title I 44,859.00
Provide after-school mentoring groups targeted at increasing achievement of Black/AA students.	Due to changes in school staffing, the planned after-school mentoring groups targeted at increasing achievement of Black/AA students did not occur.	Salary & Benefits 2000-2999: Classified Personnel Salaries Title I 4,175.00	Salary & Benefits 2000-2999: Classified Personnel Salaries Title I 0
Provide additional security for student and staff safety, especially in the evening	Provided additional security for student and staff safety, especially in the evening	Hire security officer to work evenings 2000-2999: Classified Personnel Salaries LCFF 45,000.00	Hire security officer to work evenings 2000-2999: Classified Personnel Salaries LCFF 37,208.00
Provide bus passes and/or other transportation to Foster/Homeless students and other students with a demonstrated need to enable more regular school attendance	Provided bus passes and/or other transportation to Foster/Homeless students and other students with a demonstrated need to enable more regular school attendance	Bus passes, gas for school vans 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,920.00	Bus passes, gas for school vans 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,166.00
Implement a program to encourage student participation and attendance at school rallies, athletic and cultural events to connect students to school and boost school spirit	The plan to launch a program to encourage student participation and attendance at school rallies, athletic and cultural events did not occur.	Incentives for attendance at rallies, athletic and cultural events 4000-4999: Books And Supplies LCFF 2,153.75	Incentives for attendance at rallies, athletic and cultural events 4000-4999: Books And Supplies LCFF 0

Analysis

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

Implementation: We implemented most, not all of the strategies planned out for the 2018-19 school year. Due to changes in school staffing, the planned after-school mentoring groups targeted at increasing achievement of Black/AA students did not occur. Additionally, the plan to launch a program to encourage student participation and attendance at school rallies, athletic and cultural events did not occur. On the other hand, students benefited from several school assemblies focused on school climate, some including outside guest speakers and others planned out by the school student leadership. We launched a new evening student recognition program to acknowledge students for attendance, academics and community service. Both evening events were heavily attended by students and parents. Staff members attended training for PBIS, Restorative Practices, CADA, ASCA and the State Athletic Directors' Conference. Student leaders attended the CADA conference and students participated in multiple field trips to colleges and cultural performances. T-shirts were provided to all 9th grade students. A therapist provided services two days per week, and an additional school safety officer was hired to provide supervision in the afternoons and evenings. Finally, we provided bus passes to students in need as planned.

Effectiveness: While the measures put in place had a positive effect on students' reports of school connectedness, they failed to improve our suspension and expulsion rates or students' feelings of safety on campus. The suspension rates, already high according to the most recent data available from CDE, have continued to climb during this school year and we anticipate falling in the red for all students when California Dashboard data is released in Fall 2019. Additionally, despite the addition of an extra security officer, students are reporting feeling less safe at school, as we are seeing an increase in fights and drug use both on and off campus. This increase is causing students to feel less safe and resulting in higher suspension rates for offending 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.

Due to changes in school staffing, the planned after-school mentoring groups targeted at increasing achievement of Black/AA students did not occur. Additionally, the plan to launch a program to encourage student participation and attendance at school rallies, athletic and cultural events did not occur. We had several opportunities for motivational speakers provided at no cost to us through the JASI program, replacing the need for contracting with paid speakers. The unused funds were reallocated to technology and to offset the higher salaries of some of our employees for 2018-19.

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.

Changes to this goal will include additional steps to implement a restorative practice and Multi-Tiered System of Supports to proactively teach students lessons regarding student behavior, bullying, conflict management, drug awareness and drug-avoidance techniques. These can be found in the planned improvements to Goal #3.

Goals, Strategies, & Proposed Expenditures

Goal 1

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

Goal Statement

All students at Desert Hot Springs High School will graduate high school prepared with the academic and technical skills necessary for college and career success.

School-identified Critical Academic Needs:
1. Improve academic achievement in core content areas, particularly mathematics and English for the following subgroups: English Learners and students with disabilities.
~Update for 2019-20: add Homeless students to targeted subgoups.
2. Increase the graduation rate to meet or exceed 90% while increasing the number of students who meet the A-G requirements to be college and career ready.
~Update for 2019-20: Improve CCI completion rate for all students, particularly African American, English Learner, and students with disabilities subgroups.

WASC Visiting Committee Critical Areas for Follow-up:
1. Students' 10 year plan needs to be continued and enhanced for every grade-level (discontinued in 2019-20 based on updated needs assessment results)
2. Explore opportunities for articulation between feeder schools and DHSHS
3. Continue a school-wide instructional plan where the entire staff is utilizing common instructional strategies in all classes to unify the student's instructional experience.
4. All departments need to dis-aggregate student performance data and student work samples to identify strategies that will support all sub-groups (e.g. ELs, LTELs. and Sp. Ed.)
5. Continue the development of research-based student intervention programs which support the needs of all students included on DHSHS campus including: English learners, at-risk incoming freshmen, students with multiple fails, and special education students.

LCAP Goal

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

Identified Need

Increase student performance on ELA CAASPP by 3 points in difference from Level 3 for all students and 10 points for English Learners.
Increase student performance on Math CAASPP by 3 points in difference from Level 3 for all students and 10 points for English Learners.
Increase percentage of English Learner students earning scores in the Well Developed and Moderately Developed categories combined by 5% (target: 59.2%), and reduce the percentage of students earning scores of somewhat developed or beginning by 5% (target 40.9%).
Maintain the RFEP Reclassification Rate above the county and state average.
Increase the graduation rate for all students by 1 %and increase the graduation rate for students with disabilities by 3%.
Increase UC and/or CSU Entrance Requirement Completion Rate by 3.4% for all students and 5% for African-American and English Learner students.
Maintain percentage of students completing a CTE pathway and earning a high school diploma.
Increase the percentage of students passing one or more AP exam with a score of 3 of higher by 2% for all student groups.
Increase the percentage of students who are prepared on the College and Career Index by 3% for all student groups and by 5% for English learners and Students with Disabilities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM)- Status - Level - Change) All Students (ALL) Orange (-11.5)- Low -Declined by 11 points English Learners (EL) Red(-91.8)- Very Low - Declined by 18.7 points Hispanic (Hisp) Orange(-14.8) - Low - Declined by 8.7 points African American (AA) NA Socioeconomically Disadvantaged (SED) Orange(-17.7)- Low- Declined by 14.4 points Students with Disabilities (SWD) NA	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-8.5)- Low -Increased by 3 points English Learners (EL) Orange (-81.8)- Very Low - Increased by 10 points Hispanic (Hisp) Yellow (-11.5)- Low - Increased by 3 points African American (AA) NA Socioeconomically Disadvantaged (SED) Yellow (-14.7)- Low -Increased by 3 points Students with Disabilities (SWD) NA
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Red(-122)- Very Low - Decreased by 7.9 points English Learners (EL) Red(-188)- Very Low- Decreased by 3.1 points Hispanic (Hisp) Red(-126.3) - Very Low - Decreased by 9.5 points African American (AA) NA Socioeconomically Disadvantaged (SED) Red(-126.2)- Very Low- Decreased by 9.1 points Students with Disabilities (SWD) NA	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Orange (-119)- Very Low - Increased by 3 points English Learners (EL) Orange (-178)- Very Low - Increased by 10 points Hispanic (Hisp) Orange (-123.3)- Very Low - Increased by 3 points African American (AA) NA Socioeconomically Disadvantaged (SED) Orange (-123.2)- Very Low - Increased by 3 points Students with Disabilities (SWD) NA
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results: Well Developed - 19% Moderately Developed - 35.2% Somewhat Developed - 26.9% Beginning Stage - 19%	California School Dashboard - English Learner Progress Indicator ELPAC Expected Outcomes: Well Developed - 21% Moderately Developed - 38.2% Somewhat Developed - 23.9% Beginning Stage - 17%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Reclassification Rate: 59 students, 14.4% PSUSD Reclassification Rate: 13.0% Riverside County Reclassification Rate: 12.3% California Reclassification Rate: 13.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Reclassification Rate: 59 students, 14.4%
California School Dashboard - Graduation Rate Indicator	California School Dashboard - Graduation Rate Indicator	California School Dashboard - Graduation Rate Indicator

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	(Color (%) - Status - Level - Change) All Students (ALL) 363 - Green (93.4%) Increased by 3.8% English Learners (EL) 106 - Green (93.4%) Increased by 13.4% Hispanic (Hisp) 291 - Green (94.2%) Increased by 2.6% African American (AA) NA Socioeconomically Disadvantaged (SED) 351 - Green (93.7%) Increased by 3.3% Students with Disabilities (SWD) 36 - Yellow (72.2%) - Increased by 22.2%	(Color(%) - Status - Level - Change) All Students (ALL) Green (94.4%) Increased by 1% English Learners (EL) Green (94.4%) Increased by 1% Hispanic (Hisp) 291 - Blue (95.2%) Increased by 1% African American (AA) NA Socioeconomically Disadvantaged (SED) Green (94.7%) Increased by 1% Students with Disabilities (SWD) Yellow (75.2%) - Increased by 3%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 38.6% English Learners (EL) 23.2% Hispanic (Hisp) 38% African American (AA) 31.6% Socioeconomically Disadvantaged (SED) 39.2%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 42% English Learners (EL) 28.2% Hispanic (Hisp) 41.4% African American (AA) 36.6% Socioeconomically Disadvantaged (SED) 42.4%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	% of pupils completing a CTE program and earning a high school diploma- 98.5%	Career Technical Education (CTE) Program Completion Rate % of pupils completing a CTE program and earning a high school diploma- 98.5%
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 47.8% English Learners (EL) - 86.7% Hispanic (Hisp) - 49.2% African American (AA) - 50% Socioeconomically Disadvantaged (SED) - 47.3%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 49.8% English Learners (EL) - 88.7% Hispanic (Hisp) - 51.2% African American (AA) - 52% Socioeconomically Disadvantaged (SED) - 49.3%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	College and Career Indicator (CCI) (Color(%) - Status - Level - Change) All Students (ALL) Green (36.4%) - Medium - Increased by 2.7% English Learners (EL) Yellow (16%)- Low - Increased by 3.1% Hispanic (Hisp) Green (37.8%) - Medium - Increased by 2.4% African American NA Socioeconomically Disadvantaged (SED) Green (37%) - Medium - Increased by 3.6%	College and Career Indicator (CCI) (Color(%) - Status - Level - Change) All Students (ALL) Green (36.4%) - Medium - Increased by 3% English Learners (EL) Yellow (21%)- Low - Increased by 5% Hispanic (Hisp) Green (40.8%) - Medium - Increased by 3% African American (14.3%) - Declined by 10% (No color reported due to small population) Socioeconomically Disadvantaged (SED) Green (40%) - Medium - Increased by 3%

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities Orange (2.8%) - Very Low - Increased by 2.8%	Students with Disabilities Orange (7.8%) - Very Low - Increased by 5%

Planned Strategies/Activities

Strategy/Activity 1

1.1:. Provide after school tutoring and Saturday instruction during the school year or summer session to support students in meeting rigor of Common Core standards in all subject areas and increase AP and Dual Enrollment completion rates. Develop a system to electronically monitor tutoring and computer lab attendance using Google Forms.

Students to be Served by this Strategy/Activity

X All

Timeline
SY 2019-20

Person(s) Responsible
Administrators, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty for ELA & Math tutoring (Benefits included)

Amount	9,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty for other subject tutoring and AP supports (Benefits included)

Amount	4,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty for other subject tutoring and AP supports (Benefits included)

Strategy/Activity 2

1.2: Provide up to two days collaboration time (during non-instructional days, breaks, or before or after the school year) to content area teachers to work in PLCs on data analysis and common planning.

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	17,056.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Paid Collaboration Stipends on non-work days

Strategy/Activity 3

1.3: Provide 2 release periods to EL Coordinator to support and monitor English Learner students and coach teachers in effective EL instructional strategies, including Kagan, QTEL, etc., as well as how to integrate technology into class instruction. EL Coordinator will also help supervise and direct the work of 3 bilingual para-educators. EL Coordinator will target supports for English Learners to graduate high school College and Career Prepared.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	40,204.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary & Benefits

Strategy/Activity 4

1.4: Provide supplemental classroom materials in all content areas, including Special Education and English Learner support classrooms

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	9313.82
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies to support student rigor and achievement, including books, experiment materials, equipment, supplies, etc.
Amount	68.76
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies to support student rigor and achievement, including books, experiment materials, equipment, supplies, etc.

Strategy/Activity 5

1.5: Increase the number of co-teaching sections to support students with disabilities in meeting graduation and College and Career readiness requirements.

Students to be Served by this Strategy/Activity

X   Students with Disabilities

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide up to two days collaboration time per semester for the purpose of collaboration among teachers providing services to students with disabilities.

Strategy/Activity 6

1.6: Provide targeted academic support to English Learners to improve graduation rate and college and career readiness.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	58,119.04
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Full-time para-educator (Salary & Benefits)

Amount	28,748.04
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Part-time para-educator (Salary & Benefits)

Amount	29,925.04
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Part-time para-educator (Salary & Benefits)

Amount	700.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide collaboration time for the purpose of collaboration among teachers providing services to English Learners.

Strategy/Activity 7

1.7: Provide supplemental technology and supplies (such as computers, laptops, software, printers, document cameras, materials, supplies, ink, etc.) to increase achievement of targeted EL, Foster/Homeless, Special Education, and Low SES students.

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology & related supplies

Strategy/Activity 8

1.8: Provide up to two days collaboration time per semester for Math and English PLC teams to analyze data, co-plan and complete lesson study, learning walks, etc.

Students to be Served by this Strategy/Activity

X All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs

Strategy/Activity 9

1.9: Provide funding for lodging, food, travel, materials, etc. as necessary to hold retreats with the purpose of making site plans to increase student achievement.

Students to be Served by this Strategy/Activity

X All

Timeline

SY 2018-19

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	3,158.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Lodging, travel, food, supplies

Strategy/Activity 10

1.10: Provide targeted support with four-year high school planning, including A-G and CTE pathways, and post-high school planning including community college and university transition for English learners, African-American and disabled students.

Students to be Served by this Strategy/Activity

X   English Learner

X   Students with Disabilities

X   Specific Student Groups:
African-American students

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional counseling time beyond the school day for targeted student groups.

Strategy/Activity 11

1.11: Provide incentives for students to attend beyond the school day instruction to increase ELA/Math achievement

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff, students

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips, food

Strategy/Activity 12

1.12: Provide credit recovery options for students using Edgenuity platform

Students to be Served by this Strategy/Activity

X All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries & Benefits
Amount	0.00
Description	Edgenuity licenses paid for by school district

Strategy/Activity 13

1.13: Provide technology licenses for the purpose of engaging students in high interest lessons, including Discovery Education Streaming Plus, Virtual Job Shadowing, BrainPop, Quizlet, Kahoot, Home Campus, and/or other software and applications, as determined by teachers.

Students to be Served by this Strategy/Activity

X All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses, materials, supplies
Description	.

Strategy/Activity 14

1.14: Provide funding for registration, transportation, meals, and substitute coverage etc. for teacher and staff professional development in topics that would increase student engagement, academic rigor and improve instruction for all students, including PLC Institute and AVID training.

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	43,415.18
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel, hotel, food

Amount	4,172.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs or Teacher Stipends

Strategy/Activity 15

1.15: Provide for additional time for Library Aide to improve academic support for all students in Library

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	14,725.04
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 2.75 hr Library tech

Strategy/Activity 16

1.16: Provide college exam prep courses and PSAT for students on A-G track

Students to be Served by this Strategy/Activity

X	All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College visit trips, exam preparation

Strategy/Activity 17

1.17: Provide college visits, including transportation and food for students

Students to be Served by this Strategy/Activity

X	All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	30,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation, food, substitute costs for chaperones

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships and Student Connection to School

Goal Statement

All students at Desert Hot Springs High School will attend school daily and arrive to their classroom on time.
Parents will be involved in their student's education and work in partnership with the school on a regular basis.
2019-20 Focus: Expand parent opportunities for two-way communication with the school and provide parent education opportunities to support their children through high school and into higher education and training.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

Increase student attendance rates for all students by 2 percent.
Decrease chronic absenteeism by 2% for all subgroups and by 5% for African American students and students with disabilities
Decrease 4-year dropout rate by .5% for all subgroups and by 1% for African American students.
Increase family school connectedness results by 3% for all subgroups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates: All Students (ALL) 92.23% as of April 2019	Student Attendance Rates All Students (ALL): 94.23% as of April 2020.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates Not reported on Dashboard for High School (No color or status available) (Level - Change) All Students (ALL) 28.6%- Declined 1.8% English Learner (EL) 32.3%- Increased 3.4% Hispanic (Hisp) 25.7%, Declined 2.6% African American (AA) 39.3%, Declined 4.5% Socioeconomically Disadvantaged (SED) 29%, Declined 2% Students with Disabilities (SWD) 40.2%, Declined 4.5%	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL)- 26.6% English Learner (EL) 30.3% Hispanic (Hisp) 23.7% African American (AA) 34.3% Socioeconomically Disadvantaged (SED) 27% Students with Disabilities (SWD) 35.2%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp)	High School 4-Year Dropout Rate All Students (ALL) 12- 3.3%, Increased from 11- 3.1% in 2017	High School 4-Year Dropout Rate All Students (ALL) 2.8% English Learner (EL) 1.3% Hispanic (Hisp) 2.2%

Metric/Indicator	Baseline	Expected Outcome
African American (AA) Socioeconomically Disadvantaged (SED)	English Learner (EL) 2- 1.8%, Decreased from 5- 5.8% in 2017 Hispanic (Hisp) 8- 2.7%, Increased from 7- 2.6% in 2017 African American (AA) 1- 4.7%, Increased from 1-3.6% in 2017 Socioeconomically Disadvantaged (SED) 11- 3.1%, Increased from 2.6% in 2017	African American (AA) 3.7% Socioeconomically Disadvantaged (SED) 2.6%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) -87%, Maintained from Fall 2017 English Learner (EL) - Not Available Hispanic (Hisp) - 87%- Decreased by 1% from Fall 2017 African American (AA) - Not Available, 89% in 2017	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -90% English Learner (EL) - Baseline Data Hispanic (Hisp) - 90% African American (AA) - 92%

Planned Strategies/Activities

Strategy/Activity 1

2.1: Provide books, materials and supplies for Parent Center or for parent/guardian PD/meetings

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Strategy/Activity 2

2.2: Provide refreshments for Parent Meetings/Parent PD

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments

Strategy/Activity 3

2.3: Provide professional development/educational opportunities for parents

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	4,500.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent Education Series

Strategy/Activity 4

2.4: Hire full-time community liaison to staff Parent Center and provide further outreach to parents

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	59,869.04
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary & Benefits

Strategy/Activity 5

2.5: Provide childcare and support for parents during meetings and events

Students to be Served by this Strategy/Activity

X All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	1,637.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty/OT for classified staff for childcare and support at parent events

Strategy/Activity 6

2.6: Provide 7.5 hour school-community liaison bilingual-attendance to work with chronically truant students and their families out of the Wellness Center.

Students to be Served by this Strategy/Activity

X All

Timeline

SY 2019-20

Person(s) Responsible

Administration, staff, parents, students

Proposed Expenditures for this Strategy/Activity

Amount	65,484.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Salary & Benefits

Strategy/Activity 7

2.7: Provide bus passes for students in need to attend school, with monthly monitoring of attendance for identified subgroups.

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   All

X   Specific Student Groups:
African-American students

Timeline

SY 2019-20

Person(s) Responsible

Administration, staff, parents, students

Proposed Expenditures for this Strategy/Activity

Amount	3,984.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Bus passes

Strategy/Activity 8

2.8: Expand incentives and recognition for students who improve attendance or have perfect attendance

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, staff, parents, students

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide t-shirts, food, tickets to athletics or art events, and other incentives for improved and perfect attendance

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

All students at Desert Hot Springs High School will be able to learn in a safe, clean, and supportive school environment. 2019-20 Focus: Establish a systematic approach to teaching and supporting social-emotional skills, school expectations, and school pride and connection.

WASC Visiting Committee Critical Areas for Follow-up addressed in this goal:
2. Explore opportunities for articulation between feeder schools and DHSHS
3. Continue a school-wide instructional plan where the entire staff is utilizing common instructional strategies in all classes to unify the student's instructional experience.
5. Continue the development of research-based student intervention programs which support the needs of all students included on the DHSHS campus including: English learners, at-risk incoming freshmen, students with multiple fails, and special education students.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

Decrease suspension rates by 0.5% for all students and by 3% for African American students and students with disabilities on November 2020 dashboard.
Maintain expulsion rates under 0.5% for all students and reduce expulsion rates by 1.6% for African American students and by .5% for students with disabilities.
Increase School Connectedness student survey results by 5% for all student subgroups and by 10% for African American students and students with disabilities.
Increase School Safety student survey results by 5% for all student subgroups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%)- Status - Level - Change) All Students (ALL)- Orange (6%)- Increased 0.4% English Learner (EL)- Green (4.4%)- Declined -1.4% Hispanic (Hisp)- Green (4.1%)- Declined -0.7% African American (AA) - Red (11.9%)- Maintained 0% Socioeconomically Disadvantaged (SED)- Yellow (5.9%) - Maintained 0.1% Students with Disabilities (SWD)- Red (16.2%) - Increased 7.4%	Suspension Rates on November 2020 Dashboard: (Status(%) - Level - Color - Change) All Students (ALL)- Green (5.5%)- Declined -.5% compared to 2018 English Learner (EL)- Green (3.9%)- Declined -.5% compared to 2018 Hispanic (Hisp)- Green (3.6%)- Declined -.5% compared to 2018 African American (AA) - Yellow (8.9%)- Declined -3% compared to 2018 Socioeconomically Disadvantaged (SED)- Green (5.4%)- Declined -.5% compared to 2018

Metric/Indicator	Baseline	Expected Outcome
		Students with Disabilities (SWD)-Yellow (11.2%)- Declined -5% compared to 2018
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL)- 0.4%, Decreased by 0.16% from 2017 English Learner (EL)- 0%, Decreased by 0.64% from 2017 Hispanic (Hisp)- 0.19%, Decreased by 0.41% from 2017 African American (AA)- 2.1%, Increased by 0.7% from 2017 Socioeconomically Disadvantaged (SED)- 0.37%, Decreased by 0.19% from 2017 Students with Disabilities (SWD)- 0.72%, Increased by 0.28% from 2017	Expulsion Rates All Students (ALL): Less than 0.5% English Learner (EL):Less than 0.5% Hispanic (Hisp): Less than 0.5% African American (AA): Less than 0.5% Socioeconomically Disadvantaged (SED) Less than 0.5% Students with Disabilities (SWD) Less than 0.5%
Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:	Panorama Survey- School Connectedness Baseline Results: All Students (ALL) - 54% English Learner (EL) - 57% Hispanic (Hisp) - 55% African American (AA) - 48%	Panorama Survey - School Connectedness All Students (ALL) - 59% English Learner (EL) - 62% Hispanic (Hisp) - 60% African American (AA) - 58%
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Panorama Survey - School Safety Baseline Data: All students: 66% EL: 64% AA: 65% Hisp: 67%	Panorama Survey - School Safety All students: 71% EL: 69% AA: 70% Hisp: 72%
Williams Facilities Inspection Results	DHSHS received a positive report during the Williams Facilities Inspection in Fall 2018	Maintain positive report during the Williams Facilities Inspection in Fall 2019

Planned Strategies/Activities

Strategy/Activity 1

3.1: Provide School Climate Assemblies to motivate, connect, and educate students about diversity, equity, social emotional health, bullying, conflict resolution and/or substance abuse.

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assembly Contracts

Strategy/Activity 2

3.2: Expand positive recognition program/positive referral for students to encourage positive academic, attendance, and social choices.

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student incentives for Perfect Attendance, A-G completion, Positive Referrals, etc.
Amount	2,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Recognition program for attendance, GPA, CAASPP, A-G

Strategy/Activity 3

3.3: Provide funding for registration, transportation, meals, etc. for teacher and staff professional development in topics that would increase a safe and inclusive learning environment, such as Kagan Win-Win Discipline, PBIS, Restorative Practices, CADA Conference, ASCA Every Student Counts conference, College Board, MTSS conference, ACSA conference, State Athletic Director's Conference, etc.

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible
Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference attendance and/or on-site training fees

Strategy/Activity 4

3.4: Expand 9th grade transition program to include LINK Crew, Friday Night Live, or other peer leadership connection, school spirit-boosting activities, club outreach, academic and social counseling, and parent outreach.

Students to be Served by this Strategy/Activity

X   All

Timeline
SY 2019-20

Person(s) Responsible
Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	250.
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend for FNL Advisor, Recruit potential LINK or Peer Counseling adviser to launch in 2020.

Strategy/Activity 5

3.5: Provide mental health services 2 days per week to the students of DHSHS who are struggling academically for various reasons.

Students to be Served by this Strategy/Activity

X   All

Timeline
SY 2019-20

Person(s) Responsible
Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	59,879.04
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	To contract with a licensed clinical therapist with 3 other PSUSD schools within the DHS community to provide therapy services to students and families of DHSHS.

Strategy/Activity 6

3.6: Provide additional security for student and staff safety, especially in the evening

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff, students

Proposed Expenditures for this Strategy/Activity

Amount	58,845.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Maintain security officer to work evenings

Strategy/Activity 7

3.7: Establish a wellness center with a Counselor on Special Assignment, behavior para-professional, and intervention specialists to address the social emotional needs of all students, with a focus on identified subgroups.

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   All

X   Specific Student Groups:
     African American students, homeless students

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hire Behavior Para-professional to assist with services in Wellness Center, differential between district-funded ISS paraprofessional and Behavior Para-professional.
Amount	0
Source	None Specified
Description	Complete Foundation grant application to furnish Wellness Center

Strategy/Activity 8

3.8: Implement a program to encourage student participation and attendance at school rallies, athletic and cultural events to connect students to school and boost school spirit

Students to be Served by this Strategy/Activity

X   All

Timeline

SY 2018-19

Person(s) Responsible

Administration, teachers, staff, students

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for attendance at rallies, athletic and cultural events

Strategy/Activity 9

3.9: Provide training for all staff on trauma-informed restorative practices, with a focus on the special needs of African American, homeless, and disabled students.

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   Specific Student Groups:
    African American and homeless students

Timeline

SY 2019-20

Person(s) Responsible

Administration, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	MTSS/ PBIS/ Restorative Practice training
Amount	1,500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Time cards and sub costs

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Secondary Literacy Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
Linked Learning TOSA	July 1, 2019 - June 30, 2020	TOSA to support CTE instruction	32,063	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title I
Solution Tree PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA	117,025	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)**

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)**

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	$353,431
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$643,553.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	346,294	0.00
Title I Part A: Parent Involvement	7,137	0.00
LCFF	290,122	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	$346,294.00
Title I Part A: Parent Involvement	$7,137.00

Subtotal of additional federal funds included for this school: $353,431.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$290,122.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $290,122.00

Total of federal, state, and/or local funds for this school: $643,553.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	290,122.00
None Specified	0.00
Title I	346,294.00
Title I Part A: Parent Involvement	7,137.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	104,382.00
2000-2999: Classified Personnel Salaries	387,231.24
4000-4999: Books And Supplies	41,382.58
5000-5999: Services And Other Operating Expenditures	107,557.18
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	19,422.00
2000-2999: Classified Personnel Salaries	LCFF	124,329.00
4000-4999: Books And Supplies	LCFF	40,313.82
5000-5999: Services And Other Operating Expenditures	LCFF	103,057.18
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	84,960.00
2000-2999: Classified Personnel Salaries	Title I	261,265.24
4000-4999: Books And Supplies	Title I	68.76
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,637.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,500.00

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
Caroline Cota	X				
Cindy Stiede				X	
Tyrese Boone				X	
Sandra Sediles				X	
Michael Bukraba		X			
Matt Ingelson		X			
LaRonda Hutchison		X			
Colleen Morgan		X			
Anthony Palmer			X		
Matthew Moreno Ramos					X
Esthefania Rodriguez					X
Ramon Salado					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 10/14/2019.

Attested:

	Principal, Caroline Cota on October 17, 2019
	SSC Chairperson, Michael Bukraba on October 17, 2019