

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.

<b>School Name</b>	Desert Springs Middle School
<b>Address</b>	66-755 Two Bunch Palms Trail Desert Hot Springs, CA 92240- 5723
<b>County-District-School (CDS) Code</b>	33-67173-6108443
<b>Principal</b>	Mr. Omar Tinoco
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2019-6/30/2020
<b>Schoolsite Council (SSC) Approval Date</b>	10/9/2019
<b>Local Board Approval Date</b>	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

The educators, community members, parents, and students of Desert Springs Middle School are committed to providing all students with an opportunity to develop their achievements in ways that foster pride, appreciation for learning, and a sense of caring representative of our community.

## School Profile

Desert Springs Middle School (DSMS) is located in the burgeoning city of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. Our current boundaries bring a diverse population of students and families from our local neighborhood, Sky Valley, as well as transfers students from the local community. It serves sixth, seventh, and eighth grade students from Desert Hot Springs, and Sky Valley. Desert Springs Middle School is currently in its 31st year of operation and serving nearly 980 students. During the 2016-17 school year DSMS was named a 2017 California School to watch for our continuous efforts in assisting every student to reach their potential and improving our instructional approaches. DSMS provides a variety of opportunities for students to be an integral member of the school community by offering a large number of clubs, after school activities and intermural sports. Desert Springs provides a comprehensive elective programs that include Technology, Art, Music and Foreign Language (Spanish). Behavior and academic interventions are provided to support at risk students. Approximately 98% percent are eligible for free or discounted lunch and all student received free lunch and breakfast in the classroom during first period. Desert Springs Middle school is on a 2-1-2 weekly calendar. Every Wednesday students are released at 12:01 so that teachers and administration can attend professional development opportunities, student data meetings, grade level collaboration and faculty meetings.

## Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Desert Springs Middle School has been identified for Comprehensive Support and Improvement. During the 2017-2018 school year ELA and Math All Students was at the Green Level (Low) Chronic Absenteeism and Suspension

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

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

## 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

- August 25, 2018 – Two new parents were elected – Made Lourdes Gallardo and Gloria Sandoval. Nominations were taken through August 25, 2018. Ballots were distributed and collected during Back to School Night.
- September 3, 2018 – Two new teachers were elected – Scott Fisher and Jennifer Henson. Nominations were taken through August 30, 2018. Ballots were distributed through Google Forms to be completed by September 3, 2018

- August 8, 2018 – Three students were selected from Associated Student Body. Nominations were taken in the spring of 2018. Ballots were distributed through Google Forms to the entire student body on June 1, 2018.

#### SSC Meeting Dates and Topics

- August 27, 2018 – SSC Training
- September 11, 2018 – Review SSC bylaws, election of officers, first read and input for parent involvement policy, overview of SPSA – copies provided to every member
- October 15, 2018 – Second reading of the parent Involvement policy, ELAC report, review of SPSA actions and current implementation, review of budget allocations and adjustments. Discussed and approved revisions to current plan.
- February 5, 2019- LCAP presentation, ELAC report, review of 2018 dashboard data, begin reflection and evaluation of SPSA actions and services funded through SPSA.
- April 9, 2019 – Discussed the need for Comprehensive School Improvement Plan, implication and input to complete the actions.
- May 7, 2019 –Continued evaluation of SPSA actions and services, ELAC report, and approve revisions for the 2019-20 SPSA and budget. Reviewed expenditures of proposed SPSA, including CSI related actions and expenditures.

#### ELAC Meeting Dates and Topics

- October 12, 2018 – Met with ELAC to discuss and receive input regarding SPSA Revision. Reviewed attendance data.
- November 30, 2018 – Met with ELAC to discuss reclassification and parent involvement. DLAC report.
- March 22, 2019 – Reviewed Panorama Data. Discussed various actions and their impact and received input in regarding possible modifications and addition to the SPSA
- May 24, 2019 – DELAC Report

#### District Involvement in the Development of the CSI Plan

- March 20, 2019 - CSI District Planning Meeting - A CSI planning meeting was held for all CSI identified schools in the district. The meeting was facilitated by members of our district Ed. Services Dept. Present at our meeting was the superintendent and assistant superintendent of educational services. A team of 6 from DSMS

attended the planning meeting. Our team was comprised of our principal, assistant principal, one math teacher, one ELA teacher, one counselor, and one social studies teacher. At the meeting we reviewed the CSI identification process and expectations and procedures for CSI identified schools. A needs assessment protocol

was introduced and we began working in collaborative team to analyze successes, barriers, and unaddressed needs aligned to our 2018-19 School Plan and associated summative and formative data. Two members of the Ed. Services Dept. were assigned to assist our team including the Director of Secondary and Director of

#### Special Education.

- March 27, 2019 a leadership team meeting was held with grade level and content area representatives to discuss information about the CSI Plan, Needs Assessment and next steps. Leadership team discussed the area of strengths and identified significant gaps and areas of need.
- April 1, 2019 - Our school team reconvened and we worked to complete the Needs Assessment Protocol. We began by completing the identification of successes, barriers, and unaddressed needs aligned with supporting data. We then identified the most significant problem for our site in each of the Dashboard Indicator areas

and created problem statement for each area. We then brainstormed possible action items to address the identified needs, as well as monitoring measures associated with each item.

- April 8, 2019 - CSI District Planning Meeting - A follow-up CSI planning meeting with Ed. Services was held for all identified schools. Our CSI leadership team attended this meeting. At the meeting we worked to identify Resource Inequities. We discussed the importance of identifying evidence-based interventions to address

student needs. Collaboratively with our Ed. Services support members we worked to identify strategies and actions to include in our School Plan including how we will be monitoring and evaluating the effectiveness of actions included in our School Plan.

- April 9, 2019 - A SSC meeting was held. The Director of State and Federal Programs was present to discuss with council members and others in attendance the CSI identification process and procedures. Those in attendance learned of the additional CSI funding for our site. At the meeting we brainstormed and discussed

possible actions to address our identified needs.

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

- Increase funding for fieldtrips around area of need from the Dashboard and to support background knowledge in academic content.
- Increase the number of family nights to include game type educational activities
- Materials and Supplies to include: Poster (Equity based), Math – Calculators, PA System and standing whiteboards for PE, Technology – headphone and microphones
- Increase and change the variety of incentives for attendance and behavior and include a parent/student celebration
- Social Emotional Professional Development and materials

## Resource Inequities

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

Through our needs assessment we identified a resource inequity within our Students with Disabilities student group. Our Students with Disability group is performing 101 points below our All Students group in both ELA and Math and no specific actions or expenditures were specifically focused at this student group. In Goal 1 of our 2019-2020 plan, we have addressed this inequity through this specific action:

- Our Academic Coach will have a specific focus placed on supporting classroom teachers in the model of co-teaching to include identifying and effective delivery of appropriate strategies to use to support students access grade level standards.

## 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.

Mathematics Indicator - All students group is in the Orange Category and increased 5.3 points with the increase of 8% increase in the number of students meets or exceeds standards at 6th grade.

English Language Learners Student group increased by 12.5 points  
 ELA Indicator - English Language Learner and Students with Disability student groups maintained their distance from level 3. 6th Grade ELA number of students scoring meets or exceeds standards increased by 11%.

## Greatest Progress

Professional development targeting English Language Learner combined with Spanish for Spanish Speakers classes focused on English Language Learner literacy.  
 Academic Coach focused on effective implementation of first best instruction and small group intervention.  
 Scorpion Academy provided both academic and social support for at risk students.  
 Discipline committee developed a tiered support for behavior intervention.  
 Reading Intervention was provided focused small group instruction in Reading  
 All ELA teachers attended a 5 day training to support the implementation of new StudySync curriculum.  
 All strategies will continue on the 2019-2020 SPSA.  
 Academic Coach will focus on scaffolding instruction and increasing higher level instruction.

At the start of the 19-20 school year, a thorough review of the preliminary 2018-19 CAASPP results was conducted. Overall, 6th grade ELA and Math results increased from the previous year. We will continue to schedule the students in teams as well as provide support via our Academic Coach to teachers in the area of engagement, classroom management, and rigor.

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?

ELA Indicator - All students group is in the Orange Category at 63.6 below level of 3, a decrease of 8 points from the prior year. SWD(164.4 points below), and EL(71.8 points below) students are at Red and maintained -2.2. African American students are at Red and declined by 7.9 with 93.2 points below level 3. Hispanic students are at Orange, declined 7.9 points with 66.5 below level 3.

Mathematics Indicator -All students group is in the Orange Category at 115.5 below level of 3, and increased 5.3 points from the prior year. SWD are 212.6 points below level 3 and maintained 2.5 at Red(Low) .AAfrican American students decline 22.3 points and is 146 points below All Students group. SED (112.9 points below), EL (118 points below) and Hispanic (113.9 points below) all are in Orange (Low) and increased more than 5 points.

Suspension Indicator - All students and groups are in the Red Category with an increase of 7% to 16.8%. With African American students increasing the highest by 28.8%.

SED - +17.1%

SWD - +22.6

EI - +13.8%

Hispanic - + 6.5%

White - +5.4%

Chronic Absenteeism - All students and groups are in the Red Category with an increase of 2.6% to 28.1%. With the African American student group being the highest with an increase of 16.4% to 46.3%

SED- +2.8%

SWD - +2.8%

EL - +0.9%

Hispanic - +1.3%

White - +5.2%

## Greatest Needs

Co-Teaching for Special Education was provided during the 2017-2018. The number of sections for Co-Teaching has increased during the 2018-2019 school year. With the number of sections increased by 5 more during the 2019-2020 school year.

Academic Coach will provided support to new SPED staff to support grade level instruction and scaffolding. Professional development was provided by the Cambio Group in the area of equity and will continue with the 3rd year of implementation. This training will focus on the students and creating leadership team that focuses on Equity.

Discipline Committee will work on modified tiered behavior support and developing a plan to implement Social Emotional Learning and Restorative Practices.

At the start of the 19-20 school year, a thorough review of the preliminary 2018-19 CAASPP results was conducted. Overall, 8th grade math results declined with 7th grade math remaining the same from the previous year. Overall, 7th and 8th grade ELA also declined from the previous year. Additional funding will be allocated for short term prep buy out to offer intervention for students in ELA that need that support.

Suspension rates also increased this last school year so additional funding will be allocated for lunch time supervision to increase student safety at lunch. Lunches will also be broken up into 3 separate lunches to allow a great student to adult ratio in terms of supervision.

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?

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

Suspension Indicator – Suspension gaps are noted between the overall suspension rates and the African American and SWD group. Based on the review of discipline referrals the number have decreased during the 2018-2019 but remain significantly higher for the African American and SWD population. Data indicates that a majority of our suspension are during PE and after school

## Performance Gaps

The following actions will be implemented to improve services for English Language Learners, African American students and Students with Disabilities students: Cambio Group as noted above will provide ongoing professional development with a team of teachers and with the whole staff during collaboration Wednesdays. The Academic Coach will provide support monthly working specifically with teachers Co-Teaching on scaffolding strategies to develop structures to reduce non-instructional time. Clubs, sports and after school activities will be provided to try to develop stronger student connections to school.

# 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	0.3%	0.41%	0.52%	3	4	5
African American	5.9%	7.16%	7.88%	56	70	76
Asian	0.4%	0.20%	%	4	2	
Filipino	0.3%	0.31%	0.31%	3	3	3
Hispanic/Latino	82.9%	81.17%	80.52%	783	793	777
Pacific Islander	0.1%	0.10%	%	1	1	
White	8.4%	8.90%	9.12%	79	87	88
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				945	977	965

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	315	335	313
Grade 7	323	326	325
Grade 8	307	316	327
<b>Total Enrollment</b>	945	977	965

# 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	364	336	299	38.5%	34.4%	31.0%
Fluent English Proficient (FEP)	226	253	243	23.9%	25.9%	25.2%
Reclassified Fluent English Proficient (RFEP)	40	53	33	12.3%	14.6%	9.8%

# 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 6	323	326	311	314	317	308	314	314	308	97.2	97.2	99
Grade 7	323	317	316	314	309	306	314	308	307	97.2	97.5	96.8
Grade 8	318	308	326	303	298	310	303	298	312	95.3	96.8	95.1
All Grades	964	951	953	931	924	924	931	920	927	96.6	97.2	97

\* 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 6	2461.	2482.	2492.	4.78	8.60	10.39	18.79	25.16	29.22	27.07	25.48	23.05	49.36	40.76	37.34
Grade 7	2491.	2461.	2483.	3.82	4.55	5.56	25.16	18.83	24.84	29.62	19.81	20.92	41.40	56.82	48.69
Grade 8	2526.	2510.	2498.	9.24	5.03	7.74	26.07	26.17	20.97	30.69	27.52	24.19	33.99	41.28	47.10
All Grades	N/A	N/A	N/A	5.91	6.09	7.90	23.31	23.37	25.00	29.11	24.24	22.73	41.68	46.30	44.37

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 6	7.35	13.74	17.21	41.21	41.53	40.58	51.44	44.73	42.21	
Grade 7	7.64	9.09	12.42	43.63	29.22	33.66	48.73	61.69	53.92	
Grade 8	14.57	11.78	13.27	44.37	39.06	37.54	41.06	49.16	49.19	
All Grades	9.80	11.55	14.30	43.06	36.60	37.27	47.15	51.85	48.43	

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 6	8.31	11.86	13.96	35.46	40.38	48.05	56.23	47.76	37.99
Grade 7	10.83	9.80	10.82	46.82	35.62	49.51	42.36	54.58	39.67
Grade 8	17.55	11.49	11.61	46.03	46.28	42.90	36.42	42.23	45.48
All Grades	12.16	11.05	12.13	42.73	40.70	46.80	45.10	48.25	41.06

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	8.31	10.54	10.39	59.42	57.83	62.66	32.27	31.63	26.95
<b>Grade 7</b>	5.41	4.55	7.52	53.18	44.16	51.63	41.40	51.30	40.85
<b>Grade 8</b>	7.95	6.73	5.81	66.56	61.62	60.00	25.50	31.65	34.19
<b>All Grades</b>	7.21	7.30	7.90	59.63	54.47	58.12	33.15	38.24	33.98

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	14.38	18.53	21.10	42.81	48.56	45.78	42.81	32.91	33.12
<b>Grade 7</b>	14.01	13.31	14.38	46.82	37.01	39.22	39.17	49.68	46.41
<b>Grade 8</b>	18.54	20.95	12.30	50.33	42.57	41.10	31.13	36.49	46.60
<b>All Grades</b>	15.61	17.56	15.93	46.61	42.75	42.04	37.78	39.69	42.04

# 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 6	323	326	311	316	316	307	316	315	307	97.8	96.9	98.7
Grade 7	324	317	316	317	308	308	317	308	308	97.8	97.2	97.5
Grade 8	317	308	326	309	296	308	309	296	310	97.5	96.1	94.5
All Grades	964	951	953	942	920	923	942	919	925	97.7	96.7	96.9

\* 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 6	2424.	2451.	2453.	2.85	6.98	7.49	7.91	10.79	11.07	22.15	24.44	27.04	67.09	57.78	54.40
Grade 7	2457.	2446.	2469.	4.73	5.84	5.52	9.78	9.09	14.29	27.76	19.48	25.00	57.73	65.58	55.19
Grade 8	2463.	2466.	2452.	2.91	8.11	7.79	11.33	5.41	7.47	19.74	20.95	15.26	66.02	65.54	69.48
All Grades	N/A	N/A	N/A	3.50	6.96	6.93	9.66	8.49	10.94	23.25	21.65	22.43	63.59	62.89	59.70

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 6	5.06	8.89	10.42	19.30	23.81	25.08	75.63	67.30	64.50	
Grade 7	7.57	10.71	10.75	23.97	14.94	23.45	68.45	74.35	65.80	
Grade 8	4.53	9.83	9.74	22.98	21.02	16.56	72.49	69.15	73.70	
All Grades	5.73	9.80	10.30	22.08	19.93	21.69	72.19	70.26	68.00	

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 6	3.80	7.62	8.14	31.65	33.65	35.50	64.56	58.73	56.35
Grade 7	5.68	7.79	8.12	36.91	31.17	40.26	57.41	61.04	51.62
Grade 8	8.74	8.81	8.44	24.92	39.32	24.35	66.34	51.86	67.21
All Grades	6.05	8.06	8.23	31.21	34.64	33.37	62.74	57.30	58.40

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	4.11	8.89	7.82	30.06	33.65	37.79	65.82	57.46	54.40
<b>Grade 7</b>	5.36	6.17	7.17	51.10	45.13	56.35	43.53	48.70	36.48
<b>Grade 8</b>	2.91	9.49	6.17	37.86	37.29	34.74	59.22	53.22	59.09
<b>All Grades</b>	4.14	8.17	7.05	39.70	38.67	42.95	56.16	53.16	50.00

# 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 6	1511.0		1504.5		1516.9		101	
Grade 7	1520.0		1520.6		1518.9		96	
Grade 8	1528.0		1520.7		1534.7		81	
All Grades							278	

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
6	16.83		34.65		30.69		17.82		101	
7	25.00		33.33		23.96		17.71		96	
8	32.10		37.04		17.28		13.58		81	
All Grades	24.10		34.89		24.46		16.55		278	

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
6	34.65		36.63		17.82		10.89		101	
7	44.79		28.13		19.79		*		96	
8	53.09		25.93		*		*		81	
All Grades	43.53		30.58		15.83		10.07		278	

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
6	*		18.81		34.65		41.58		101	
7	*		25.00		33.33		34.38		96	
8	18.52		25.93		29.63		25.93		81	
All Grades	9.71		23.02		32.73		34.53		278	

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
6	31.68		50.50		17.82		101	
7	25.00		53.13		21.88		96	
8	32.10		46.91		20.99		81	
All Grades	29.50		50.36		20.14		278	

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
6	55.45		32.67		11.88		101	
7	66.67		27.08		*		96	
8	71.60		17.28		*		81	
All Grades	64.03		26.26		9.71		278	

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
6	*		24.75		67.33		101	
7	11.46		26.04		62.50		96	
8	20.99		25.93		53.09		81	
All Grades	12.95		25.54		61.51		278	

Writing 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
6	*		78.22		12.87		101	
7	*		75.00		15.63		96	
8	16.05		77.78		*		81	
All Grades	11.15		76.98		11.87		278	

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>977</b>	<b>97.6%</b>	<b>34.4%</b>	<b>0.8%</b>

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	336	34.4%
Foster Youth	8	0.8%
Homeless	99	10.1%
Socioeconomically Disadvantaged	954	97.6%
Students with Disabilities	143	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	7.2%
American Indian	4	0.4%
Asian	2	0.2%
Filipino	3	0.3%
Hispanic	793	81.2%
Two or More Races	17	1.7%
Pacific Islander	1	0.1%
White	87	8.9%

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>California School Dashboard - Academic Indicator for English Language Arts                      All Students (ALL) Orange -(55.6) Very Low - Declined 9.6                      English Learners (EL) Orange - (69.2)Very Low - Declined 16.5                      Hispanic (Hisp) - Orange - (57.2)Very Low - Declined 10.5                      African American (AA) - Red- (85) Very Low - Maintained -2.1                      Socioeconomically Disadvantaged (SED) - Orange -(57.1)Very Low - Declined 9.8                      Students with Disabilities (SWD) - Red -(162.2)Very Low - Declined 25.7</p>	<p>"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.</p> <p>"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.</p> <p>"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.</p> <p>"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.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts                      All Students (ALL) - Orange (63.6) - Very Low - Declined 8                      English Learners (EL) - Red - (71.8)Very Low - Maintained -2.6                      Hispanic (Hisp) - Orange -(66.5) Very Low - Declined 9.3                      African American (AA) - Red - (93.2)Very Low - Declined 7.9                      Socioeconomically Disadvantaged (SED) -(64.9) Orange - Low - Declined 7.9                      Students with Disabilities (SWD) - Red -(184.4) Low - Maintained -2.2</p>
<p>California School Dashboard - Academic Indicator for Mathematics                      All Students (ALL) - Red-(116.8)Very Low - Maintained .1                      English Learners (EL) - Very Red- (130.5)Low - Declined 7.3                      Hispanic (Hisp) - Red -(119.7) Very Low - Declined 7.3                      African American (AA) - Orange - (135.2)Very Low - Increased 13.6                      Socioeconomically Disadvantaged (SED) - Orange -(118.1) Very Low - Increased 3.2                      Students with Disabilities (SWD) - Red- (215.1)Very Low - Declined 14.4</p>	<p>"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.</p> <p>"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.</p>	<p>California School Dashboard - Academic Indicator for Mathematics                      All Students (ALL) - Orange - (111.5)Very Low - Increased 5.3                      English Learners (EL) - Orange - (118) Very Low - Increased 12.5                      Hispanic (Hisp) - Orange - (113.9)Very Low - Increased 5.8                      African American (AA) - Red- (157.7)Very Low - Declined 22.2                      Socioeconomically Disadvantaged (SED) - Orange - (112.9)Very Low- Increased 5.2 points                      Students with Disabilities (SWD) - Red -(212.6)Very Low - Maintained +3</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"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.</p> <p>"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.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>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.</p> <p>"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%.</p> <p>"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%.</p> <p>"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.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:  24.1% - Level 4 -Well Developed  34.9 - Level 3 -Moderately Developed  24.5 - Level 2 -Somewhat Developed  16.5 -Level 1 - Beginning Stage</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 11.1%</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 9.8%</p>
<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results.  All Students (ALL) - 14.24%  English Learners (EL) - 16.06%  Hispanic (Hisp) -15.25%  African American (AA) 0%  Socioeconomically Disadvantaged (SED) - 12.97%  Students with Disabilities (SWD) - 0%</p>	<p>Increase 8th grade Math SBAC proficiency by 4% from 2018 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.</p>	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard)  All Students (ALL) - 13.52% - Decreased .72%  English Learners (EL) 13.58% - Decreased 2.48  Hispanic (Hisp) 11.11% - Decreased 4.14  African American (AA) 5% - Increased 5%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Socioeconomically Disadvantaged (SED) 12.89% - Declined .8 Students with Disabilities (SWD) 3.57 - Increased 3.57
8th Grade Mathematics Interim Assessments All Students (ALL) - 7.4% English Learners (EL) - .7% Hispanic (Hisp) - 7.2% African American (AA) - 5.6% Socioeconomically Disadvantaged (SED) - 6.3% Students with Disabilities (SWD) - 4%	Determine baseline performance on April 2018 Interim Test for "all students" and each student group	8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) - 7.3% English Learners (EL) 1.2 Hispanic (Hisp) -7.4% African American (AA) 4.5 % Socioeconomically Disadvantaged (SED) -5.1% Students with Disabilities (SWD) -0%
Williams Textbook/Materials Compliance - Met	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - Met

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic Coaches will provide in class support for teachers in the consistent implementation of research based strategies.(especially in ELL, SPED and African American populations	1.0 Academic Coach was hired prior to the 18-19 School year.  Academic Coach was focused on supporting 7th and 8th grade teachers on first best instruction and small group instruction. The academic coach was specifically focused on 7th and 8th grade specifically focused on scaffolding and small group instruction around grade level standards. The academic coach facilitated grade level and department meetings, provided demonstration lessons, co-taught, and completed the Impact Cycle with new teachers, The coach also supported the development of PLCs and short cycle assessments.	Certificated Salary 1000-1999: Certificated Personnel Salaries Title I 145355	Certificated Salary 1000-1999: Certificated Personnel Salaries Title I 145355

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Intervention teacher working with 6-8 at risk students ELA/Math blocked for 2 sessions (24 students)</p> <p>Intervention teacher will provide a blended online learning program</p>	<p>Supplementary books and materials were purchased prior to the 2019 school year to support the implementation of Scorpion Academy.</p> <p>Supplemental books were high interest and low level reading to promote literacy.</p> <p>Edgenuity was purchased in July of 2018 prior to the school year. This program was used to support both Scorpion Academy and Independent Study students.</p> <p>Provided release days for parent progress meetings every six weeks. Extra duty paid time was provided for additional meetings after school.</p> <p>Purchase of printer and ink to support parent communication</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I 1000</p> <p>Technology Licenses - Edgenuity, Lexia 4000-4999: Books And Supplies Title I 9113</p> <p>Extra Duty - Certificated Salries 1000-1999: Certificated Personnel Salaries Title I 2000</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I 720</p> <p>Technology Licenses - Edgenuity, Lexia 4000-4999: Books And Supplies Title I 8330</p> <p>Substitute Salary &amp; Extra Duty 1000-1999: Certificated Personnel Salaries Title I 2000</p>
<p>With the support from Academic Coach teachers and classified staff will receive staff development for collaboration, research based instructional strategies and coaching.</p> <p>All teachers will be provided with ongoing training, classroom demonstrations, co-teaching, and opportunities for collaborations.</p> <p>Professional Development opportunities through the analysis of achievement data that are measurable, relevant and address the identified</p>	<p>Extra Duty was provided to teachers that planned and presented professional development.</p> <p>Certificated substitutes were provided for Cambio and Instructional Rounds.</p> <p>7 staff attended Model Schools 6 staff attended Schools to Watch 7 Attended Restorative Practices for Student Attendance 3 will attend Model Schools in June 2019 3 staff attended Restorative Practices National Conference</p>	<p>Extra Duty Certificated 1000-1999: Certificated Personnel Salaries Title I 2,000</p> <p>Material &amp; Supplies 4000-4999: Books And Supplies LCFF 500</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 4909</p> <p>Conferences &amp; Travel 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>Extra Duty Certificated 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF 1134</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 6000</p> <p>Conferences &amp; Travel 5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>needs of the current staff and students</p> <p>Professional development will include all content areas with a focus on implementation of Common Core Standards and research based instructional strategies to support English Language Learners.</p>	<p>Instructional Rounds around the problem of practice through the Equity Lens was completed twice.</p>	<p>15000</p>	<p>15000</p>
<p>1. Administration, academic coach and all teachers will participate in analyzing and interpreting CAASPP, CELDT, and curriculum benchmark results.</p> <p>2. Data meetings will be conducted weekly utilizing the Professional Learning Community format. Student data and progress will be discussed along with the implementation of research based strategies and the grade levels action plan.</p> <p>3. Administration, academic coach and all teachers will use data from district benchmark assessments and grade level collaborative assessments will be analyzed to monitor student progress and to inform instruction and programming needs.</p> <p>4. Administration and After School Facilitator will monitor the after school interventions provided and select students based upon multiple data sources.</p>	<p>Technology Licenses were purchased in July 2018 - NearPod &amp; Overdrive</p> <p>Purchased a yearly subscription to Writer's Guild to supplement Library</p>	<p>Supplemental Instructional Materials and Technology 4000-4999: Books And Supplies Title I 20000</p> <p>Technology Licenses - NearPod and Overdrive 4000-4999: Books And Supplies Title I 2,000</p>	<p>Supplemental Instructional Materials and Technology  Title I 4200</p> <p>Technology Licenses - DBQ, &amp; Overdrive. 4000-4999: Books And Supplies Title I 6500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>5. Purchase supplemental instructional materials like Science lab items, Math manipulatives, Language Arts trade books, Social Studies realia or technology licenses to support classroom instruction.</p> <p>6. Purchase Supplemental Library materials and technology licenses for students</p>			
<p>Teachers will provide ELA and Math interventions to identified students during the regular day and during additional time of instruction in an extended school year format and/or 20 minute daily additional instructional support during and after school.</p>	<p>Supplemental materials and supplies were purchased in August to include whiteboards for interactive lessons, dry erase board markers, erasers, math manipulatives (Algebra tiles, calculators, fractions tiles, rulers, etc)</p> <p>18 teachers provided intervention during lunch or after school at least 3 times a week.</p>	<p>Supplemental Intervention materials and supplies</p> <p>4000-4999: Books And Supplies Title I 20000</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 13955</p>	<p>Supplemental Intervention Materials and Supplies 4000-4999: Books And Supplies Title I 1134</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 1740</p>
<p>Intervention programs utilizing StudySync and Reading Plus will be scheduled to receive additional in classroom coaching and support to improve the overall effectiveness . Materials, Supplies and Licenses will be purchased.</p>	<p>High Interest low level literature books were purchased in July 2019</p>	<p>Supplemental Intervention materials and supplies</p> <p>4000-4999: Books And Supplies LCFF 500</p> <p>Technology Licenses 4000-4999: Books And Supplies Title I 1000</p>	<p>Supplemental Intervention materials and supplies</p> <p>4000-4999: Books And Supplies LCFF 500</p> <p>Technology 4000-4999: Books And Supplies Title I 0</p>
<p>English Learners that score at the Beginning (Level I) or Early Intermediate (Level</p>	<p>Materials and supplies were purchased in July 2018 - High interest Spanish books to promote</p>	<p>Intervention Supplies for ELL students 4000-4999: Books And Supplies</p>	<p>Intervention Supplies for ELL students 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>II) who have either not been enrolled in a United States school for three years or less or EL's who require additional support to increase their ELPAC and SBAC proficiency levels will be placed in the appropriate ELD and ELA class.</p>	<p>literacy. White boards, dry erase markers, printer ink.</p>	<p>Title I 4000</p>	<p>Title I 500</p>
<p>Long term English Language Learners will be provided the opportunity to enroll in a Spanish for Speakers Class to develop literacy in their primary language.</p>	<p>Spanish literature were purchased in July 2018</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF 500</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF 500</p>
<p>All students will participate in Career Cruising and develop a short term and long term goal by December 2018 with follow up in Spring 2019</p>	<p>All students participated in Career Cruising in October 2018 and March 2019</p>	<p>Site policy and not funded with site allocations. None Specified None Specified</p>	<p>Site policy and not funded with site allocations. None Specified None Specified</p>
<p>Career Day 2 Career Days will be planned for 7th and 8th grade. One will occur in December 2017 and April 2018.</p> <p>Virtual Career Day will be held monthly using an online forum that brings experts to schools.</p>	<p>1 Career Day was held in January 2019. All 8th graders participated.</p>	<p>Supplies and Materials for Career Day  4000-4999: Books And Supplies LCFF 1000.00</p>	<p>Supplies and Materials for Career Day  4000-4999: Books And Supplies LCFF 1500</p>
<p>Purchase technology upgrades, software, replacement batteries and Chrome Books.</p> <p>Also, purchase instructional materials like Science lab items, Math manipulatives, Language Arts trade books, or Social Studies</p>	<p>Technology License was purchased in July 2019 - NearPod</p> <p>Science lab supplies were purchased to include eyeballs, chicken wings, etc.</p> <p>Additional technology supplies were purchased in November to include</p>	<p>Supplemental Instructional Materials and Technology  4000-4999: Books And Supplies LCFF 2000</p> <p>Technology Equipment,</p>	<p>Instructional Materials and Technology  4000-4999: Books And Supplies Title I 37000</p> <p>Technology Equipment,</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>realia to support classroom instruction.</p> <p>Integration of technology into PE - Program and heart monitors</p> <p>Purchase replacement iPads for Certificated Staff.</p>	<p>replacement ink for all printers.</p> <p>Swivel were purchased for classroom coaching January 2019</p> <p>Supplemental Materials and Supplies purchased for PE &amp; Art in July and August 2018.</p>	<p>Chrome books, Carts, Printers Materials and Supplies</p> <p>4000-4999: Books And Supplies LCFF 5000.00</p> <p>DBQ License 4000-4999: Books And Supplies LCFF 5000.00</p> <p>Supplemental Instructional Materials 4000-4999: Books And Supplies Title I 2000.00</p>	<p>Chrome books, Carts, iPads, Printers Materials and Supplies</p> <p>4000-4999: Books And Supplies LCFF 48000</p> <p>DBQ License 4000-4999: Books And Supplies LCFF 1500</p> <p>Supplemental Instructional Materials 4000-4999: Books And Supplies Title I 0</p>
<p>Professional Development - Cambio Group Cultural Literacy Instruction</p>	<p>6 Days with both Equity Team Training and full staff PD 1 Day - Leadership Training 2 Days - Developing and training Student Equity Team</p>	<p>Consultant Fees 5000-5999: Services And Other Operating Expenditures Title I 15000.00</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Title I 2000.00</p>	<p>Consultant Fees 5000-5999: Services And Other Operating Expenditures Title I 30000.00</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Title I 7000</p>

## Analysis

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

Substitutes were provided for Professional Development, coaching and PLCs. The time was used to design instruction and assessments, and analyze data. For example the Cambio Group facilitated the equity team to analyze classroom practice through the equity lens. Various supplemental materials were purchased to support both ELA and Math instruction to better target instruction to identified needs areas. The Academic Coach completed the coaching cycle to support to improve practice. The Swivel Camera was used to complete the Impact Cycle of Coaching. Cambio professional development allowed teacher to develop further their instructional practice around equity. In addition, other conferences were attended outside the school year. These opportunities helped develop teachers practice in the areas of restorative practices and instructional practices to support student achievement.

The additional support and professional development allowed all grade/department teams to collaborate weekly to identify essential standards in ELA, Math, Science and Social Studies to create short cycle assessments. 2017-2018 Core Growth Model shows that our school is progressing in ELA and Math at a projected rate. With 6th grade ELA performing an above average rate and 8th grade Math performing below average. The strategies implemented contributed to improved ELA and Math performance in 6th grade with an Increase of 11%(ELA) and 8%(Math) scoring meets or exceeds standards.

Our African American subgroup showed a decrease in SBAC performance in Math by 22 points. This created an even larger achievement gap between our "All Student" group and our African American subgroup. 2017-2018 Core Growth model shows 8th grade Math and 7th grade ELA scoring below average growth. In addition benchmark assessment results showed a similar lack of progress for African American Students, 7th grade ELA and 8th grade Math. 7th ELA did have a long term substitute Most of the year for 5 of the 9 sections. The Academic Coach supported the long term substitute in designing lessons and research based instructional strategies. Additional actions will be focused on the African American subgroup, to support incoming 8th grade ELA students and 8th grade Math.

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

Consultant fees and substitute's salaries were higher than expected. During the 2018-2019 we saw an increase in discipline behaviors inside and outside the classroom. Interim Assessments showed a drop in proficiency in both ELA and Math. Student survey groups showed the need to focus on all areas through an Equity Lens. The cost of technology and insurance was higher than expected. Approval was made by SSC in January. Extra Duty costs for professional development was transferred to substitute salaries to support in class coaching.

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.

Due to the decrease in 7th grade ELA, one section (two periods) of Scorpion Academy Intervention will be eliminated and be utilized for 8th grade ELA intervention. This action can be found in Goal 1 Strategies/Action settings.

Due to the lack of progress in African American and SWD students in both ELA and Math and the increasing gap between "All Students" and these two subgroups the focus during collaboration and professional development will be to discuss strategies and materials to be used to support instruction. Cambio will continue with the 3rd year to provide profession development in the area of equity. The focus will be to work with staff on planning and implementing instruction around and Equity Lens. Additionally, the Academic Coach will provided support to new SPED staff to support grade level instruction and scaffolding. She will work with both the content teacher and Special Education co-teacher. Further, the academic coach will work with all teachers on small group instruction, implementing grade level instruction to support all students. These actions can be found in Goal 1 of the Planned Strategies/Actions section.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

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

1. The ultimate goal is for all students to attend school every day, as there is a definite link between attendance and academic achievement.
2. DSMS stakeholders clearly acknowledge the role of parents as significant stakeholders in our student's academic, social and emotional development. To that end site teachers and administrators strive to include parents in the fabric of the schools day to day activities and actively seek their guidance and participation in the school's management and operation. We will provide a variety ongoing opportunities for parents to be engage in school.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL) - 92.91%	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) - 92.49%
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 (Color (%)- Status - Level - Change) All Students (ALL) 28.1% - Red - Low - Increased 2.6% English Learner (EL) - 27.8% - Red - Low - Increased .9% Hispanic (Hisp) - 26.5% - Red- Low - Increased 1.3% African American (AA) - 46.3%- Red-Low- Increased 16.4% Socioeconomically Disadvantaged (SED) - 28.5% - Red - Low - Increased 2.9% Students with Disabilities (SWD) 36% - Red - Low - Increased 1.3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 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) - 59% English Learner (EL) - 65% Hispanic (Hisp) - 61% African American (AA) - 53% SED - 69%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide non-English speaking parents with appropriate translation and services that facilitate understanding to our students.(6 hour additional clerk)</p>	<p>Office Clerk was hired prior to July 2018. Clerk translated for each after school event, all IEPS(175), teacher &amp; parent meetings, parent conferences and administrator or and parent meetings. Translated all auto-dialer messages. Translated with teachers all phone calls home to parents.</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 20000</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 23946</p>
<p>Provide other services that promote parent participation at DSMS events like Opening the School, T-Dap requirements, Back To School Night, One Community Fair, and other events. These services include translation, security presence for night time events, training materials for events, and additional personnel to help provide these events. (Additional Clerk)</p>	<p>Office Clerk was hired prior to July 2018 - Clerk translated for each after school event, all IEPS(175), teacher &amp; parent meetings, parent conferences and administrator or and parent meetings. Translated all auto-dialer messages. Translated with teachers all phone calls home to parents.</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 10000</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 10000</p>
<p>1. All staff will participate in follow up training for Social Emotional Learning and Restorative Practices. 2. Teacher, student and parent surveys will be distributed. 3. Student, Parent and Teacher committees will be formed to create and monitor Social Compact</p>		<p>Site policy not be funded using allocations. None Specified None Specified</p>	
<p>Offer trainings for parents in curriculum, adolescence, and various community resources to include Parent/Student Nights</p>	<p>Parents were night in October and May. Extra duty was given to staff that participated in Parent Nights.</p>	<p>Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 3682</p>	<p>Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2082</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Materials for parent training (ELAC)	Materials and supplies were purchased in September and April. Substitutes were provided for teachers to participate in ELAC Materials included educational games, ink and toner for fliers, materials for Day of the Dead Alters and Multicultural night table displays.	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 690  Substitute Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 411  Certificated Extra Duty Salary 0001-0999: Unrestricted: Locally Defined Title I 2000.00	Materials and Supplies 4000-4999: Books And Supplies Title I 1200  Substitute Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1501  Certificated Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I 0

## Analysis

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

The office clerk was hired prior to July 2019. She worked specifically to support parent participation and attendance. Family surveys were given to all families that entered the school in October and January. These surveys stated showed an increase in customer service and the high support they were given for their child. Further, the office clerk translated for all IEPS, SSTs and parent meetings. She completed over 300 meetings this year. This extra staff member insured the site was able to help and support families immediately. Chronic Absenteeism Data has decreased 2% and Average Daily Attendance has increased each quarter during the 2018-2019 school year. There was 100% compliance with T-Dap before 8/15/18.

Security was hired for family nights, carnival, and after school events. There were no discipline referrals or incidents during any events this school year.

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

No major differences.

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.

With the Panorama Climate Survey data showing a low % in Family and School Connectedness and input from ELAC, PIQE training will be offered. There will be 2 sessions of PIQE and 1 session specifically for Parent Leadership. This action can be found in Goal 2 of the Planned Strategies/Actions sections.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 3

All students will be educated in a safe and drug-free learning environment.  
 All students will be provided enrichment opportunities that will support student school engagement and academic learning.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Suspension Rates:                      All Students (ALL)- 9.6%                      English Learner (EL) - 8.2%                      Hispanic (Hisp) - 9.1%                      African American (AA) -11.2%                      Socioeconomically Disadvantaged (SED) - 10.1%                      Students with Disabilities (SWD) - 13.2%</p>	<p>"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.</p> <p>"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%.</p> <p>"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%.</p> <p>"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.</p>	<p>Suspension Rates:                      All Students (ALL) - 16.8% - Red - Increased 7%                      English Learner (EL) - 13.8% - Red - Increased 5.6%                      Hispanic (Hisp) - 15.6% - Red - Increased 6.5%                      African American (AA) - 28.8% - Red - Increased 11.6%                      Socioeconomically Disadvantaged (SED) - 17.1% - Red - Increased 7.0%                      Students with Disabilities (SWD) - 22.6% - Red - Increased 9.4%</p>
<p>Expulsion Rates                      All Students (ALL)- .1%                      English Learner (EL) - 0%                      Hispanic (Hisp) - .1%                      African American (AA) -0%                      Socioeconomically Disadvantaged (SED) - 0%                      Students with Disabilities (SWD) - )</p>	<p>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%</p>	<p>Expulsion Rates                      All Students (ALL) - .6% - Increased .5%                      English Learner (EL) - .7% - Increased .7%                      Hispanic (Hisp) - .5% - Increased .4%                      African American (AA) - 2.5% - Increased 2.5%                      Socioeconomically Disadvantaged (SED) - .4%                      Students with Disabilities (SWD) - .02% increased</p>
<p>Family School Connectedness via Panorama Family Climate Survey                      All Students (ALL)                      English Learner (EL)                      Hispanic (Hisp)                      African American (AA)                      SED-</p>	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Family School Connectedness via Panorama Family Climate Survey                      Baseline Results:                      All Students (ALL) - 59%                      English Learner (EL) - 65%                      Hispanic (Hisp) - 61%                      African American (AA) - 53%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		SED - 61%
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 All students:58% EL: 58% AA: 49% Hisp: 60% SED: 59
Williams Facilities Inspection Results -100% Compliance - Met	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results - 100% Compliance - Met

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
After school clubs and activities will be provided to students. (Choir, Ceramics, Robotics, Band, Cheer leading, Dance, etc.)	Will be distributed at the end of 2018-2019 School Year - Clubs included, GSA, Black Student Union, Club de Espanol, Sign Language club, Skate club, cheer, debate.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 3,000	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 3000
		Materials Supplies 4000-4999: Books And Supplies LCFF 1980	Materials & Supplies 4000-4999: Books And Supplies LCFF 1980
		Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 1040	Classified Salaries(Additional Clerk) 2000-2999: Classified Personnel Salaries LCFF 1040
Incentives, lunch time activities and awards assemblies will be provided to celebrate students success for both academics and behavior.	Materials and supplies and PBIS Liscense was purchased in August of 2019. Includes prizes - hats, t-shirt, pencils, water bottles, lanyards, etc.	Materials and Supplies 4000-4999: Books And Supplies LCFF 25000	Materials and Supplies 4000-4999: Books And Supplies LCFF 6000
			Technology License - PBIS Rewards 5000-5999: Services And Other Operating Expenditures LCFF 2000
Field Trips to support instruction.	Field trips included: 8th Grade End of Year Academic Decathlon Intramural Sports	Transportation/Field Trips	Transportation/Field Trips

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF 10000	5000-5999: Services And Other Operating Expenditures Title I 10000
<p>All students attending DSMS will wear a school issued identification card suspended in a plastic pouch from a lanyard. This action will promote a safe campus for all students.</p> <p>Loaner t-shirt will be provided for missing lanyards and PE uniforms</p>	<p>Material and supplies were purchased in July 2018 and January 2019</p>	<p>Lanyards, Ids and Loaner Clothes 4000-4999: Books And Supplies LCFF 2500</p>	<p>Lanyards, Ids and Loaner Clothes 4000-4999: Books And Supplies LCFF 5000</p>
<p>Provide a 6 hour additional clerical support to both assistant principals and Dean of Students to allow assistant principals and Dean of Students more time to work directly with students.</p>	<p>Position was filled prior to the 2018-2019 school year. Part of a classified office clerk was hired to support the Dean of Student and 2 Assistant principals. Her role was to help with scheduled of Return from Suspension meetings, translate, schedule parent meetings, monitor discipline and attendance reports and flag students for further contact. This position has support a decrease in the number of suspensions by 2% and a decrease number of repeat suspension. In addition, attendance reports show that there was a decrease in Chronic Absenteeism by 2% and an increase of Average Daily Attendance each quarter.</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries LCFF 54644</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries LCFF 54644</p>
<p>All students attending DSMS will be provided with access to Safe Space (Library) during lunch, before and after school</p>		<p>Site policy not be funded using allocations.</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a school wide program to educate students regarding tolerance, bullying (including cyberbullying) and their consequences,	Materials were not purchased. Discipline and Safety Committee will chose a program for the 2019-2020 school year.	Materials & Supplies 4000-4999: Books And Supplies LCFF 1000.00	

## Analysis

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

Stipends will be given in June 2019. This school year DSMS had 15 active clubs that included: 1) Skate Club, 2) Debate, 3) Academic Pentathlon, 4) GSA, 5) Spanish Club, 6) ASB, etc. These clubs are active on campus and give students the opportunity to feel connected. Club meetings are either held during lunch or after school.

Part of a classified office clerk was hired to support the Dean of Student and 2 Assistant principals. Her role was to help with scheduled of Return from Suspension meetings, translate, schedule parent meetings, monitor discipline and attendance reports and flag students for further contact. This position has support a decrease in the number of suspensions by 2% and a decrease number of repeat suspension. In addition, attendance reports show that there was a decrease in Chronic Absenteeism by 2% and an increase of Average Daily Attendance each quarter.

Transportation was provided for field trips that include Intramural Sports, Academic Decathlon and 8th grade end of the year trip. Boys and girls flag football, volleyball, basketball and soccer were offered through the school year. Academic Decathlon had a 6th, 7th and 8th grade competitions. The competition for all three groups takes place in Irvine. Students that participate in this competition for the past two years have shown improvement academically, behaviorally and increased attendance. With 96% of our students being SED, transportation enabled students the opportunity participate.

PBIS rewards system, supplies and school gear was purchased this year. This system enables all staff to positively reward students for academics or behavior. Staff is easily able to scan student ids for points. Students collect points to purchase supplies or school gear. We are able to track student and staff usage of the program. There has been a steady increase in the usage of the system since August. Student reward spending and informal surveys show that students like the program. By focusing on the positive we have seen a decrease in suspension and chronic absenteeism.

Lanyards, IDs and loaner closed were purchased this year. Loaner clothes are used to for both PE and no ID. Lanyard usage daily average is 95%. The lanyards easily allow us to see who belongs on our campus. They also help staff to identify students that are not in the class. Further, it supports our substitutes with classroom management and identifying 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.

Materials were not purchased to implement anti-bullying education. The Discipline and Safety Committee decided to wait until the SEL curriculum was chosen and decide if items need to be purchased during the 2019-2020 school year. This allowed an increase in material and supplies to support incentives.

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.

All strategies will continue for the 2019-2020 school year. There will be an increase in student incentives to include attendance and academic improvement every 6 weeks. This action can be found in Goal #3 of the Planned Strategies/Actions section.

PIQE and Leadership training will be offered to parents to support their students at school. This action can be found under Goal 2 of the Planned Strategies/Actions section.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Desert Springs Middle School will provide the foundation and opportunities so all students will graduate from high school prepared for college and/or a career.

All students at Desert Springs Middle School will meet grade level proficiency in standards in the core academic subjects: English language arts, math, social studies and science as measured by interim benchmark assessments and CAASPP.

Use technology that is directly tied to the effectiveness of the instructional design, content and teaching strategies employed to support student learning in all content areas

### LCAP Goal

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

### Identified Need

1. Overall, in ELA we remain 63.6 points below standard and in Math we remain 111.5 points below standard indicating a need to improve first instruction and support students need through targeted intervention.
2. English Language learners (71.8 below), AA (93.2 below) and SWD(164.4 below) are increasing a lesser rate in ELA than "All Students" group indicating a need for additional target support for those identified groups.
3. AA (157.7 below) and SWD (212.6 below) are increasing a lesser rate in Math than "All Students" group indicating a need for additional target support for those identified groups.
4. Core Growth model shows an average growth in ELA but indicates improvement rates overall are average. However, 6th grade shows above average growth and 7th grade shows a below average growth.
5. Core Growth model data shows and average growth school wide, 6th and 7th grade in math. \*th grade is below average growth.
6. African American students reported a decline of 22.3 points in math.
7. ELL(+12.8), Hispanic(+5.8) and SED(+5.2) showed an increase the distant from standards in Math but placement remains low in Orange.
8. All groups in ELA declined in their distant from standard and remain in the low or very low group.
9. This is the first year for the ELPI indicator. Results reported are the baseline
10. Current reclassification rate is 11% and the Riverside County average rate is 13.6%
11. 8th grade SBAC in Mathematics results slight decrease of .7%. With ELL (2.48%) and Hispanic(4.14%) student declined in the % meeting or exceeding standards.
12. 8th grade Math Interim Math Assessments show that all groups are below the district average.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) - Orange (63.6) - Very Low - Declined 8 English Learners (EL) - Red - (71.8)Very Low - Maintained -2.6	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) - Orange - Very Low - Declined 8 English Learners (EL) - Red -Very Low - Maintained -2.6	California School Dashboard - Academic Indicator for English Language Arts (Color - Status (DFM) - Level - Change) All Students (ALL) - Orange - Low - Increase + 7 (56.6)

Metric/Indicator	Baseline	Expected Outcome
<p>Hispanic (Hisp) - Orange -(66.5) Very Low - Declined 9.3  African American (AA) - Red - (93.2)Very Low - Declined 7.9  Socioeconomically Disadvantaged (SED) -(64.9) Orange - Low - Declined 7.9  Students with Disabilities (SWD) - Red -(184.4) Low - Maintained -2.2</p>	<p>Hispanic (Hisp) - Orange - Very Low - Declined 9.3  African American (AA) - Red - Very Low - Declined 7.9  Socioeconomically Disadvantaged (SED) - Orange - Low - Declined 7.9  Students with Disabilities (SWD) - Red - Low - Maintained -2.2</p>	<p>English Learners (EL) - Red - Very Low - Increase +20 (51.8)  Hispanic (Hisp) - Orange - Low - Increase +7 (59.5)  African American (AA) - Red - Very low - Increase +20 (73.2)  Socioeconomically Disadvantaged (SED) - Orange - Low - Increase +7 (57.9)  Students with Disabilities (SWD)- Red - Very low - Increase +20 (164.4)</p>
<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL) - Orange - (111.5)Very Low - Increased 5.3  English Learners (EL) - Orange - (118) Very Low - Increased 12.5  Hispanic (Hisp) - Orange - (113.9)Very Low - Increased 5.8  African American (AA) - Red- (157.7)Very Low - Declined 22.2  Socioeconomically Disadvantaged (SED) - Orange - (112.9)Very Low- Increased 5.2 points  Students with Disabilities (SWD) - Red -(212.6)Very Low - Maintained +3</p>	<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL) - Orange -Very Low - Increased 5.3  English Learners (EL) - Orange - Very Low - Increased 12.5  Hispanic (Hisp) - Orange -Very Low - Increased 5.8  African American (AA) - Red- Very Low - Declined 22.2  Socioeconomically Disadvantaged (SED) - Orange - Very Low- Increased 5.2 points  Students with Disabilities (SWD) - Red -Very Low - Maintained +3</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change)  All Students (ALL)- Orange - Low - Increase + 6(105.5)  English Learners (EL) - Orange - Low - Increase + 6 (112)  Hispanic (Hisp)- Orange - Low - Increase + 6 (107,3)  African American (AA)Red - Very low - Increase +15 (147.2)  Socioeconomically Disadvantaged (SED)- Orange - Low - Increase + 6 (106.9)  Students with Disabilities (SWD)Red - Very low - Increase +15 (197,6)</p>
<p>California School Dashboard - English Learner Progress Indicator  Baseline Results:  24.1% - Level 4 -Well Developed  34.9 - Level 3 -Moderately Developed  24.5 - Level 2 -Somewhat Developed  16.5 -Level 1 - Beginning Stage</p>	<p>California School Dashboard - English Learner Progress Indicator  Baseline Results:  24.1% - Level 4 -Well Developed  34.9 - Level 3 -Moderately Developed  24.5 - Level 2 -Somewhat Developed  16.5 -Level 1 - Beginning Stage</p>	<p>California School Dashboard - English Learner Progress Indicator (ELPI)  Baseline Results:  24.1% - Level 4 -Well Developed  34.9 - Level 3 -Moderately Developed  24.5 - Level 2 -Somewhat Developed  16.5 -Level 1 - Beginning Stage  Goals will be set following second year of ELPAC</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP)  Reclassification Rate - 9.8%</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP)  Reclassification Rate 9.8% Riverside County 13.6%</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP)  Reclassification Rate - Increase to be at average level for Riverside County.</p>
<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard)  All Students (ALL) - 13.52% - Decreased .72%  English Learners (EL) 13.58% - Decreased 2.48  Hispanic (Hisp) 11.11% - Decreased 4.14  African American (AA) 5% - Increased 5%</p>	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard)  All Students (ALL) - 13.52% - Decreased .72%  English Learners (EL) 13.58% - Decreased 2.48  Hispanic (Hisp) 11.11% - Decreased 4.14  African American (AA) 5% - Increased 5%</p>	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard)  All Students (ALL) - Increase 4% (17.52%)  English Learners (EL) - Increase 6% (19.58)  Hispanic (Hisp) - Increase 6% (17.11%)  African American (AA) - Increase 6% (11%)</p>

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) 12.89% - Declined .8 Students with Disabilities (SWD) 3.57 - Increased 3.57	Socioeconomically Disadvantaged (SED) 12.89% - Declined .8 Students with Disabilities (SWD) 3.57 - Increased 3.57	Socioeconomically Disadvantaged (SED) Increase 6% (18.89%) Students with Disabilities (SWD) Increase 6% (9.57%)
8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) - 7.3% English Learners (EL) 1.2 Hispanic (Hisp) -7.4% African American (AA) 4.5 % Socioeconomically Disadvantaged (SED) -5.1% Students with Disabilities (SWD) -0%	8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) - 7.3% English Learners (EL) 1.2 Hispanic (Hisp) -7.4% African American (AA) 4.5 % Socioeconomically Disadvantaged (SED) -5.1% Students with Disabilities (SWD) -0%	8th Grade Mathematics Interim Assessments All Students (ALL) Increase 10% (17.3%) English Learners (EL) Increase 15% (16.2%) Hispanic (Hisp) Increase 10% (17.4%) African American (AA) - Increase 15% (19.5%) Socioeconomically Disadvantaged (SED) Increase 15% (20%) Students with Disabilities (SWD) - Increase 15% (15%)
Williams Textbook/Materials Compliance - 100% Compliance - Met	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance -100% Met

## Planned Strategies/Activities

### Strategy/Activity 1

Academic Coaches will provide in class support for teachers in the consistent implementation of research based strategies and scaffolding. Academic Coach will work with SPED and Content Teachers with co-teaching strategies and support grade level instruction.

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

- Students with Disabilities
- All

### Timeline

7/1/1/2019-6/30/2020

### Person(s) Responsible

Principal  
Coach

### Proposed Expenditures for this Strategy/Activity

Amount	145355
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

**Description**

**Certificated Salary**

**Strategy/Activity 2**

With the support from Academic Coach teachers and classified staff will receive staff development for collaboration, research based instructional strategies and coaching.

All teachers will be provided with ongoing training, classroom demonstrations, co-teaching, and opportunities for collaborations.

Professional Development opportunities through the analysis of achievement data that are measurable, relevant and address the identified needs of the current staff and students

Professional development will include all content areas with a focus on implementation of Common Core Standards and research based instructional strategies to support English Language Learners, African American and SWD students in both ELA and Math.

Substitutes will be provided for Instructional Rounds, professional development, coaching and collaboration.

Materials and supplies will be purchased to support implementation of strategies.

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

All

**Timeline**

7/1/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
Secretary  
Academic Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	14165
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Substitutes

**Strategy/Activity 3**

Administration, academic coach and all teachers will participate in analyzing and interpreting CAASPP, ELPAC, and curriculum benchmark results. Data meetings will be conducted weekly utilizing the Professional Learning Community format. Student data and progress will be discussed along with the implementation of research based strategies and the grade levels action plan. Administration, academic coach and all teachers will use data from district benchmark assessments and grade level collaborative assessments will be analyzed to monitor student progress and to inform instruction and programming needs. Administration and After School Facilitator will monitor the after school interventions provided and select students based upon multiple data sources.

To support this strategy:

- \* Purchase supplemental instructional materials like Science lab items, Math manipulatives, Language Arts trade books, Social Studies realia or technology licenses to support classroom instruction.
- \* Purchase Supplemental Library materials and technology licenses(Overdrive) for students to increase availability of leveled reading material with high student interest.
- \* Purchase NearPod license to support collaboration, standards based instruction and integration of technology into instruction.

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

All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Principal  
Secretary

### Proposed Expenditures for this Strategy/Activity

Amount	2479
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials and Technology
Amount	4600
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology Licenses - NearPod,

### Strategy/Activity 4

Teachers will provide ELA and Math targeted interventions to identified students during the regular day and during additional time of instruction in an extended school year format and/or 20 minute daily additional instructional support during and after school. Certificated Salaries and materials will be provided to support intervention activities.

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

All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Principal  
Secretary  
Teacher

### Proposed Expenditures for this Strategy/Activity

Amount	7158
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Intervention materials

and supplies

**Amount** 5524  
**Source** LCFF  
**Budget Reference** 4000-4999: Books And Supplies  
**Description** Materials and supplies

**Amount** 11,000  
**Source** Title I  
**Budget Reference** 1000-1999: Certificated Personnel Salaries  
**Description** Certificated Salaries

### Strategy/Activity 5

English Learners that score at the Beginning (Level I) or Early Intermediate (Level II) who have either not been enrolled in a United States school for three years or less or EL's who require additional support to increase their ELPAC and SBAC proficiency levels will be placed in the appropriate ELD and ELA class. Supplies will be purchased to supplement and support the class.

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

English Learner

#### Timeline

7/1/1/2019-6/30/2020

#### Person(s) Responsible

Principal  
Counselor  
ELD Teachers

#### Proposed Expenditures for this Strategy/Activity

**Amount** 1000  
**Source** Title I  
**Budget Reference** 4000-4999: Books And Supplies  
**Description** Intervention Supplies for ELL students

### Strategy/Activity 6

All students will participate in Career Cruising and develop a short term and long term goal by December 2019 with follow up in Spring 2020. Materials and supplies will be purchased for introducing and exploring career options. This will include a college visit in the fall and another college visit in the spring to support our college and career ready focus.

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

All

### Timeline

7/1/1/2019-6/30/2020

### Person(s) Responsible

Assistant Principal  
Counselors

### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	3000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Busing and entrance fees for university/college visits

### Strategy/Activity 7

Career Day -2 Career Days will be planned for 7th and 8th grade. One will occur in December 2019 and April 2020. Materials and supplies will be purchased to facilitate both Career Days.

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

All

### Timeline

7/1/1/2019-6/30/2020

### Person(s) Responsible

Assistant Principal  
Counselors

### Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and Materials for Career Day

## Strategy/Activity 8

Purchase technology upgrades, software, replacement batteries and Chrome Books. Also, purchase instructional materials like Science lab items, Math manipulatives, Language Arts trade books, or Social Studies realia to support classroom instruction.  
Integration of technology into PE - Program and heart monitors

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

All

### Timeline

7/1/1/2019-6/30/2020

### Person(s) Responsible

Principal  
Secretary

### Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials and Technology supplies

Amount	10000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology Equipment,

## Strategy/Activity 9

Professional Development - Cambio Group will provide professional development to all staff around instruction through the equity lens. This 3rd year will continue to develop the Equity Leadership Team and will include training a Student Equity Team.

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

All

### Timeline

7/1/1/2019-6/30/2020

### Person(s) Responsible

Principal  
Secretary

### Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Consultant Fees

### Strategy/Activity 10

Contract with Orenda (Consulting Group) to work with math and ELA teachers and administrators to increase academic achievement through a data-driven approach involving common planning, collaboration and assessments.

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

- Students with Disabilities

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Principal, Assistant Principal, math and ELA teachers, district leadership, Orenda Consultants

### Proposed Expenditures for this Strategy/Activity

Amount	16,500
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	18-19 Orenda Contract

Amount	87,334
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	19-20 Orenda Contract

Amount	19,740
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	18-19 Summer Institute Cost (\$329x5)

Amount	15,600
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries

<b>Description</b>	Orenda PLC Grade Level Collaboration
<b>Amount</b>	19,740
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	19-20 Summer Institute Cost
<b>Amount</b>	5285
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	CSI Leadership Team Collaboration

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

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

1. The ultimate goal is for all students to attend school every day, as there is a definite link between attendance and academic achievement.
2. DSMS stakeholders clearly acknowledge the role of parents as significant stakeholders in our student's academic, social and emotional development. To that end site teachers and administrators strive to include parents in the fabric of the schools day to day activities and actively seek their guidance and participation in the school's management and operation. We will provide a variety ongoing opportunities for parents to be engage in school.

### LCAP Goal

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

### Identified Need

1. Although the Average Daily Attendance improved each quarter this year, it remains below the district goal of 96%
2. Overall all student and subgroups increased in their percentage of students that are identified as chronically absent. AA students were the highest with and an increase of 16.4% and 46.3 % overall creating a larger gap between all students (28.1%) and AA students (46.3)
3. The Panorama Climate Survey was red in all areas for Family School Connectedness. AA students were the lowest at 53% favorable. All students (59%), Hispanic (61%) and EL (65%)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL) - 92.49%	Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - Increase 1% - 93.49%
Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) 28.1% - Red - Low - Increased 2.6% English Learner (EL) - 27.8% - Red - Low - Increased .9% Hispanic (Hisp) - 26.5% - Red- Low - Increased 1.3% African American (AA) - 46.3%- Red- Low- Increased 16.4% Socioeconomically Disadvantaged (SED) - 28.5% - Red - Low - Increased 2.9% Students with Disabilities (SWD) 36% - Red - Low - Increased 1.3%	Chronic Absenteeism Rates All Students (ALL) 28.1% - Red - Low - Increased 2.6% English Learner (EL) - 27.8% - Red - Low - Increased .9% Hispanic (Hisp) - 26.5% - Red- Low - Increased 1.3% African American (AA) - 46.3%- Red- Low- Increased 16.4% Socioeconomically Disadvantaged (SED) - 28.5% - Red - Low - Increased 2.9% Students with Disabilities (SWD) 36% - Red - Low - Increased 1.3%	Chronic Absenteeism Rates All Students (ALL) - Red - Very Low - decrease 1% (27.1%) English Learner (EL) -Red - Very Low - decrease .05% (27.3%) Hispanic (Hisp)- Red - Very Low - decrease .05% (27.3%) African American (AA) -Red - Very Low - decrease 4% (42.3%) Socioeconomically Disadvantaged (SED) Red - Very Low - decrease .5% (28%) Students with Disabilities (SWD) Red - Very Low - decrease 1% (35%)

Metric/Indicator	Baseline	Expected Outcome
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) - 59% English Learner (EL) - 65% Hispanic (Hisp) - 61% African American (AA) - 53% SED - 61%	Family School Connectedness via Panorama Family Climate Survey Baseline Results All Students (ALL) - 59% English Learner (EL) - 65% Hispanic (Hisp) - 61% African American (AA) - 53% SED - 61% Will be updated in March 2020

**Planned Strategies/Activities**

**Strategy/Activity 1**

Salary of classified office clerk and extra duty for security will be provided. The classified clerk will work specifically to support parent participation and attendance. They will provide non-English speaking parents with appropriate translation and services that facilitate understanding to our students needs and be responsible for translating parent phone calls, IEP meetings, SST meetings and parent meetings. They will be responsible for contacting all 6th grade parents to ensure compliance with T-Dap to prevent students from being exempt at the beginning of the school year. Provide other services that promote parent participation at DSMS events like Opening the School, Back To School Night, Community Nights, and other events. In addition, Security will be present at all after school activities for students and families.

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

All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
Secretary

**Proposed Expenditures for this Strategy/Activity**

Amount	30000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries

**Strategy/Activity 2**

1. All staff will participate in Restorative Practices and SEL training.
  2. Teacher, student and parent surveys will be distributed.
  3. Student, Parent and Teacher committees will be formed to create and monitor Social Compact
- No funding will be needed.

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

All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
Assistant Principal

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Offer trainings for parents in curriculum, adolescence, and various community resources to include Parent/Student Nights to include PIQE Institute and Parent Leadership Institute. PIQE contract will be developed and purchased. Certificated Salaries for presenting information and materials will be purchased for parent nights.

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

All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
Secretary

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3647
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Extra Duty Salary
<b>Amount</b>	1109
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Supplies
<b>Amount</b>	10000
<b>Source</b>	Title I

**Budget Reference**

5700-5799: Transfers Of Direct Costs

**Description**

PIQE Contract

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

All students will be educated in a safe and drug-free learning environment.  
 All students will be provided enrichment opportunities that will support student school engagement and academic learning.

### LCAP Goal

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

### Identified Need

1. Overall all student and subgroups increased in their percentage of students that are suspended. AA students were the highest with and an increase of 11.6% and 28.8% overall creating a larger gap between all students by 12%.
2. During the 2017-2018 school year, 6 students were expelled. This was an increase of 5 expulsions from the previous years. All students, ELL, Hispanic and African American were over the stated goal of .5%. AA students were the highest with 2.5% overall creating a gap between all students by 1.9%
3. The Panorama Climate Survey was green overall for Family School Connectedness. AA students were the lowest at 53% favorable. All students (59%), Hispanic (61%) and EL (65%)
4. The Panorama Climate Survey was red for School Safety. AA students were at the lowest favorable at 53%. All Students(58%), EL(58%), Hispanic(60%)

### 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: All Students (ALL) - 16.8% - Red - Very low - Increased 7% English Learner (EL) - 13.8% - Red - Very low -Increased 5.6% Hispanic (Hisp) - 15.6% - Red - Very low -Increased 6.5% African American (AA) - 28.8% - Red - very low - Increased 11.6% Socioeconomically Disadvantaged (SED) - 17.1% - Red - very low - Increased 17.1% Students with Disabilities (SWD) - 22.6% - Red - Very low - Increased 9.4%.	Suspension Rates: All Students (ALL) - Orange - Very Low - Decrease 2% English Learner (EL) - Orange - Very Low - Decrease 2% Hispanic (Hisp) - Orange - Very Low - Decrease 2% African American (AA) -Orange - Very Low - Decrease 7% Socioeconomically Disadvantaged (SED) -Orange - Very Low - Decrease 2% Students with Disabilities (SWD) - Orange - Very Low - Decrease 2%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Expulsion Rates All Students (ALL) - .6% - Increased .5% English Learner (EL) - .7% - Increased .7% Hispanic (Hisp) - .5% - Increased .4%	Expulsion Rates All Students (ALL) - decrease .1% English Learner (EL) - decrease .2% Hispanic (Hisp) - decrease .1% African American (AA) - decrease 2% Socioeconomically Disadvantaged (SED) - decrease .1%

Metric/Indicator	Baseline	Expected Outcome
School Plan for Student Achievement (SPSA) Page 39 of 48 Desert Springs Middle School Students with Disabilities (SWD)	African American (AA) - 2.5% - Increased 2.5% Socioeconomically Disadvantaged (SED) -.4% Students with Disabilities (SWD) - .02%	Students with Disabilities (SWD) - decrease .1%
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Family School Connectedness via Panorama Family Climate Survey Baseline Data All Students (ALL) - 59% English Learner (EL) - 65% Hispanic (Hisp) - 61% African American (AA) - 53% SED - 61%	Panorama Survey - School Connectedness Baseline Data All Students (ALL) - 59% English Learner (EL) - 65% Hispanic (Hisp) - 61% African American (AA) - 53% SED - 61% Will be updated when growth targets are set.
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey - School Safety Baseline Data All students:58% EL: 58% AA: 49% Hisp: 60% SED - 59%	Panorama Survey - School Safety Baseline Data All students:58% EL: 58% AA: 49% Hisp: 60% SED - 59% Will be updated when growth targets are set.
Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results	Williams Facilities Inspection Results - Will be updated in Fall 2019

## Planned Strategies/Activities

### Strategy/Activity 1

After school clubs and activities will be provided to students. (Choir, Ceramics, Robotics, Band, Cheer leading, Dance, etc.) to increase school connectedness and safety on campus. All students attending DSMS will be provided with access to Safe Space (Library) during lunch, before and after school. Certificated and classified staff will facilitate clubs. Materials and supplies will be purchased as needed.

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

All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Principal  
Assistant Principals  
Counselors  
ASB Adviser  
Secretary

Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Salaries
<b>Amount</b>	1980
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Materials Supplies
<b>Amount</b>	1040
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Salaries(Additional Clerk)

**Strategy/Activity 2**

Incentives, lunch time activities and awards assemblies will be provided to celebrate students success for both academics and behavior to increase both school connectedness and safety. There will be assemblies and awards for student achievement and improved or perfect attendance every 6 weeks. Incentives will be purchased for both PBIS Rewards and awards assemblies and lunch time activities.

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

All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
Assistant Principals  
Counselors  
ASB Adviser  
Secretary  
Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	25000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Materials and Supplies

**Strategy/Activity 3**

Transportation will be provided for field trips and activities to include Academic Decathlon, Intramural and 8th grade end of year field trip to support student connectedness to school

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

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
 Assistant Principals  
 Counselors  
 ASB Adviser  
 Secretary  
 Teachers

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 4**

All students attending DSMS will wear a school issued identification card suspended in a plastic pouch from a lanyard. This action will promote a safe campus for all students. Loaner t-shirt will be provided for missing PE uniforms.

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

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal  
 Assistant Principals  
 Secretary

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2500
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<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lanyards, Ids and Loaner Clothes

### Strategy/Activity 5

Provide a 6 hour additional clerical support to both assistant principals and Dean of Students to allow assistant principals and Dean of Students more time to work directly with students to decrease the number of referrals, repeat suspensions and chronic absenteeism. The classified clerk will help schedule Return of Suspensions meeting, translate, schedule parent meetings, monitor discipline and attendance reports and flag students for further contact.

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

All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Principal  
Assistant Principals  
Secretary

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	54644
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Salary

### Strategy/Activity 6

A 3 hour lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours.

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

All

#### Timeline

10/1/19-6/30/20

#### Person(s) Responsible

Principal  
Assistant Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	LCFF

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	3 hour supervision aide position (\$8,500 salary/\$1,500 benefits)

### Strategy/Activity 7

2.75 hours will be paid out of site funds for (2) lunch time supervision aide will be provided to ensure the safety of our student population during the lunch hours.

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

All

### Timeline

9/1/19-6/31/20

### Person(s) Responsible

Principal  
Assistant Principals

### Proposed Expenditures for this Strategy/Activity

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

# Centralized Services for Planned Improvements in Student Performance

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

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy 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
Secondary Math Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	18,856	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
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 IV

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>

**School Goal #3: Maintain Healthy and Safe Learning Environment**

<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				

*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	\$235,513
Total Federal Funds Provided to the School from the LEA for CSI	\$164,199
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$559,400.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	230,757	0.00
Title I Part A: Parent Involvement	4,756	0.00
LCFF	159,688	0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI Funding	\$164,199.00
Title I	\$230,757.00
Title I Part A: Parent Involvement	\$4,756.00

Subtotal of additional federal funds included for this school: \$399,712.00

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

State or Local Programs	Allocation (\$)
LCFF	\$159,688.00

Subtotal of state or local funds included for this school: \$159,688.00

Total of federal, state, and/or local funds for this school: \$559,400.00

## Expenditures by Funding Source

Funding Source	Amount
CSI Funding	164,199.00
LCFF	159,688.00
Title I	230,757.00
Title I Part A: Parent Involvement	4,756.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	219,772.00
2000-2999: Classified Personnel Salaries	131,424.00
4000-4999: Books And Supplies	71,370.00
5000-5999: Services And Other Operating Expenditures	23,000.00
5700-5799: Transfers Of Direct Costs	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	103,834.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	40,625.00
2000-2999: Classified Personnel Salaries	CSI Funding	19,740.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	103,834.00
1000-1999: Certificated Personnel Salaries	LCFF	4,980.00
2000-2999: Classified Personnel Salaries	LCFF	111,684.00
4000-4999: Books And Supplies	LCFF	35,024.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	170,520.00
4000-4999: Books And Supplies	Title I	35,237.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5700-5799: Transfers Of Direct Costs	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,647.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,109.00

# 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
Olivia Meorado		X			
Isela Cesena				X	
Clint Wyatt		X			
Mark Wienand		X			
Alison Rodriguez		X			
Servin Ortiz					X
Daniel Castro					X
Omar Tinoco	X				
Emmanuel Burgod					X
Dalila Medina				X	
Maria Oregel			X		
Lourdus Gallardo				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

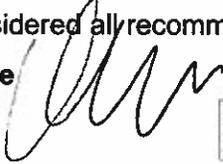
# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board 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 content requirements have been met, including those found in district governing board policies and in the local education agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a 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 10/9/2019.

Attested:

	Principal, Mr. Omar Tinoco on 10/9/19
	SSC Chairperson, Mr. Clint Wyatt on 10/9/19

