

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Mt. San Jacinto High School
Address	30800 Landau Blvd. Cathedral City, CA 92234-5159
County-District-School (CDS) Code	33-67173-3331121
Principal	Brad Seiple
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2019 - 6/30/2020
Schoolsite Council (SSC) Approval Date	10/15/19
Local Board Approval Date	11/26/19

X This certifies that updates to my SPSA are completed

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile	3
Purpose and Description.....	4
Stakeholder Involvement	4
Resource Inequities	4
Needs Assessment – Review of Performance	5
Greatest Progress	5
Greatest Needs	5
Performance Gaps	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	12
Student Population.....	14
Annual Review and Update	15
Goal 1.....	15
Goal 2.....	24
Goal 3.....	28
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	40
Goal 3.....	43
Centralized Services for Planned Improvements in Student Performance	47
Budget Summary and Consolidation	49
Budget Summary	49
Allocations by Funding Source.....	49
Other Federal, State, and Local Funds	49
Expenditures by Funding Source	51
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	53
School Site Council Membership	54

School Vision and Mission

School's mission:

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

School's vision:

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

Mount San Jacinto High School went through their WASC review accreditation in 2013/2014. As a result of our last self-study, Mount San Jacinto developed new Expected School-wide Learning results based upon the engage 21st Century Learners researched by McRel. Our ESLRS are:

Positive:

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

Productive:

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

Proud

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

Progressive

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

School Profile

Mount San Jacinto is an alternative school at two locations. The main location, in Cathedral City, serves 300 students in grades 10-12. Students are served in a traditional continuation program. Students participate in a quarter-based instructional cycle in order to accelerate their credit acquisition to receive a high school diploma. Some students return to a traditional setting, but others graduate from Mt. San Jacinto.

At the satellite campus in Desert Hot Springs (Ed Wenzlaff Education Center), the program serves 140 students in grades 10-12. At that site there is a continuation program and continuation independent study. Each year, the administrative team, with input from staff, review the policies and practices of the school, as necessary, to insure all students succeed. Attendance, credits, GPA, and discipline data is examined quarterly to determine needed additional supports as necessary. At Back-to-School night, we share our school program with parents.

The Single School Plan for Student Achievement is updated annually by the Mt. San Jacinto School Site Council. Our SSC and other leadership groups will review all student achievement data. Revisions to our SPSA will occur if there are substantial budget and/or material changes during the school year. For more information about our school and to review our School Accountability Report Card, please visit our school web page or school office for a hard copy.

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

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

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

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

At the beginning of the 2018-2019 school year all members of the School Site Council were up for replacement. Teachers and site staff were asked to submit their names if interested and four teachers and one additional staff member responded and were elected to SSC. Parents were encouraged to submit their names at Back to School Night and a parent meeting; no one responded. One parent and one community member agreed to be on SSC after multiple phone calls. Students were asked to submit names if interested; no one responded. Three students were recruited and agreed to serve on SSC. The school's SSC assumes the responsibility of ELAC duties and reviews data and provides input on Title I and LCFF funds.

SSC Meeting Dates and Agendas:

9/20/18, Training and first meeting. Agenda: training, election, review of SPSA, review of student data.

9/27/18. Agenda: Review of budget/spending, proposed adjustments. The only proposed recommended change to the SPSA by the SSC was the recommendation of a parent technology class being offered for 2019-2020.

2/4/19. Agenda: Review of student data, review of spending, proposals for 2019-2020.

4/29/19. Agenda: Review of student data, review of SPSA for 2019-2020. SPSA approved by SSC with no recommended changes.

Monthly MSJ Leadership Team meetings occur monthly where student data and school and district information is shared. Discussions about budget and proposals occur at most meetings.

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA: a parent technology class to be offered at MSJ during 2019-2020.

Resource Inequities

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

Student equity is a focus at MSJHS. All students come to our school with needs greater than at a traditional school; students are behind in credits and at significant risk of not graduating. We work to utilize available resources to support students in areas in which they demonstrate need, whether that is mental health services, after school arts programs, instructional aide assistance, or club/sports participation. The district provides one Bilingual Instructional Aide who is based on the main campus. There has not been any support for English Learners on the DHS campus. This inequity will be fixed in the 2019-2020 SPSA with the hire of a Bilingual Aide. An additional noted inequity is an issue with

facilities on the main campus; the lack of classroom space to build an effective CTE program is an inequity that needs to be fixed.

In the 2019-2020 plan there will be a greater emphasis on mental health supports, curriculum to promote more social and emotional learning, and mentoring for boys and girls of color. The new plan will also pay for a bilingual aide to assist EL students on the EWEC campus and will pay for students to have additional CTE courses and pathways available to them to further prepare them for college and career readiness.

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.

Mt. San Jacinto High School has continued to grow in the number of students reaching met standards or exceeded standards in math and ELA on the SBAC. Attendance rates have continued to climb due to free bus passes targeted to low income students with previously poor attendance and positive rewards systems for students with good and improved attendance. The school's graduation rate has climbed significantly as well, with a more than 10% increase in students meeting graduation requirements over the past two years.

Greatest Progress

Based on a preliminary review of 2018-19 CAASPP results, students at MSJHS made significant progress in meeting and exceeding standards on the SBAC in ELA and math. In ELA, 27% of students met or exceeded standards in 2019 on the SBAC, with an average score increase of 55 points. Math also showed gains, though not quite as significant; students meeting or exceeding standards went up from 3% in 2018 to 5% in 2019 with an average score increase in 2019 of 12 points from the previous year. The graduation rate for 2019 is not official yet but it appears based on indicators that the rate should grow by double digits. Student suspension rates also dropped significantly, reducing the number of students who were suspended in 2018-2019 by more than half.

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?

Academically the greatest area of need is students scores on the SBAC in mathematics followed by ELA. In math, students on average scored 214.3 points below met in 2018 and 124 points below met in ELA. Last year zero percent of MSJ students scored at prepared on the College and Career Readiness Indicator. The students suspension rate declined by 1.7% from the previous year but is still high, with 13.2% of students being suspended at least once last school year.

Based on 2018-2019 data an additional area of need is to better prepare EL students for academic success. Students showed a decline in scores on the ELPAC last year. To help support students a Bilingual Aide was hired for the EWEC campus and English and Social Science teachers will be using an online resource, Listenwise, to help better prepare students for the ELPAC exam.

Greatest Needs

The steps the school is planning to take to improve performance in key areas are as follows:

- Math/ELA: hire a bilingual instructional aide to assist low-performing EL and LTEL students in ELA/Math at the DHS campus, provide after school tutoring and structured pullouts to assist specific skill needs, update classroom technology as needed, hold a Spring intersession to provide support, hire Key Data Systems (or similar consultants) to provide training/support to ELA/Math teachers developing IAB's, offer extended day support classes for LTEL and struggling students to provide skill building.
- CCR Indicator: Provide field trips to students to visit CTE programs at colleges and worksites, visit model CTE programs at Alternative Education sites and purchase selected CTE curriculum, offer extended year program to provide additional training/support to students interested in career in CTE.

Suspension Rate: Provide additional training and conference attendance for staff in PBIS and bullying prevention, provide training and SEL curriculum to support student behavior needs, hire additional mental

health therapists for one-on-one and groups support, partner with community members to provide mentors to our male students of color.

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?

There currently are no performance gaps identified by the California School Dashboard, although as a whole all student groups are performing in the very low range. Steps to address student academic performance needs are addressed above. In reviewing suspension data there are some noted disproportionalities found. African American (11% of suspensions were African-American students yet African-Americans account for only 5% of the school population as a whole), American Indian (5% vs. less than 1% of population) and Filipino (8% vs. 1% of population) students were all suspended at a higher rate than other groups.

Performance Gaps

While there are no specific performance gaps to address the campus overall will work to improve academic performance as measured by IAB's, SBAC exams, and student grades/credits. All core departments will be meeting a minimum of four times this school year to write IAB's and then meet again to review data after administration of the exams. Teachers will discuss best first practices and review other student work to norm high student expectations. Specific data of student performance will be collected throughout the year to measure growth.

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	0.7%	1.17%	1.33%	3	5	4
African American	6.5%	4.69%	4.67%	28	20	14
Asian	%	%	0.67%			2
Filipino	1.2%	1.64%	1.67%	5	7	5
Hispanic/Latino	82.1%	83.57%	81.33%	353	356	244
Pacific Islander	%	0.23%	%		1	
White	7.7%	7.28%	8.67%	33	31	26
Multiple/No Response	%	0.23%	%		1	
Total Enrollment				430	426	300

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 10	5	1	
Grade 11	180	160	147
Grade 12	245	265	153
Total Enrollment	430	426	300

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	120	133	78	27.9%	31.2%	26.0%
Fluent English Proficient (FEP)	131	118	111	30.5%	27.7%	37.0%
Reclassified Fluent English Proficient (RFEP)	2	6	21	1.7%	5.0%	15.8%

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 11	247	185	247	231	176	232	231	176	232	93.5	95.1	93.9
All Grades	247	185	247	231	176	232	231	176	232	93.5	95.1	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2466.	2463.	2518.	2.16	0.57	5.17	8.23	9.09	22.41	26.41	25.57	29.74	63.20	64.77	42.67
All Grades	N/A	N/A	N/A	2.16	0.57	5.17	8.23	9.09	22.41	26.41	25.57	29.74	63.20	64.77	42.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.90	8.52	9.52	38.53	42.61	42.42	57.58	48.86	48.05
All Grades	3.90	8.52	9.52	38.53	42.61	42.42	57.58	48.86	48.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.16	0.57	6.93	24.24	27.27	54.11	73.59	72.16	38.96
All Grades	2.16	0.57	6.93	24.24	27.27	54.11	73.59	72.16	38.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.33	4.55	6.90	53.25	51.14	65.95	42.42	44.32	27.16
All Grades	4.33	4.55	6.90	53.25	51.14	65.95	42.42	44.32	27.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.60	0.57	8.66	36.80	38.07	56.28	60.61	61.36	35.06
All Grades	2.60	0.57	8.66	36.80	38.07	56.28	60.61	61.36	35.06

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	247	185	247	229	176	232	229	176	232	92.7	95.1	93.9
All Grades	247	185	247	229	176	232	229	176	232	92.7	95.1	93.9

* 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 11	2414.	2421.	2433.	0.00	0.57	0.43	0.44	1.70	5.17	7.86	5.68	4.74	91.70	92.05	89.66
All Grades	N/A	N/A	N/A	0.00	0.57	0.43	0.44	1.70	5.17	7.86	5.68	4.74	91.70	92.05	89.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	2.27	3.88	5.24	2.27	4.31	94.76	95.45	91.81
All Grades	0.00	2.27	3.88	5.24	2.27	4.31	94.76	95.45	91.81

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	1.14	1.29	19.21	18.75	23.71	80.79	80.11	75.00
All Grades	0.00	1.14	1.29	19.21	18.75	23.71	80.79	80.11	75.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.57	1.72	32.31	32.95	34.48	67.69	66.48	63.79
All Grades	0.00	0.57	1.72	32.31	32.95	34.48	67.69	66.48	63.79

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 11	1536.3		1528.0		1544.1		42	
Grade 12	1539.7		1534.3		1544.6		30	
All Grades							72	

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
11	*		28.57		42.86		*		42
12	*		46.67		*		*		30
All Grades	16.67		36.11		36.11		*		72

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
11	33.33		47.62		*		*		42
12	40.00		40.00		*				30
All Grades	36.11		44.44		15.28		*		72

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
11	*		*		45.24		30.95		42
12	*		*		53.33		*		30
All Grades	*		16.67		48.61		29.17		72

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
11	28.57		52.38		*		42	
12	40.00		50.00		*		30	
All Grades	33.33		51.39		15.28		72	

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
11	52.38		38.10		*		42	
12	60.00		*		*		30	
All Grades	55.56		36.11		*		72	

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
11	*		33.33		64.29		42	
12	*		*		63.33		30	
All Grades	*		30.56		63.89		72	

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
11	26.19		69.05		*		42	
12	*		70.00		*		30	
All Grades	26.39		69.44		*		72	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
426	92.0%	31.2%	0.5%
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	133	31.2%
Foster Youth	2	0.5%
Homeless	25	5.9%
Socioeconomically Disadvantaged	392	92.0%
Students with Disabilities	24	5.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4.7%
American Indian	5	1.2%
Filipino	7	1.6%
Hispanic	356	83.6%
Two or More Races	5	1.2%
Pacific Islander	1	0.2%
White	31	7.3%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels and materials to engage students in supplementary activities that support application of concepts and career training opportunities. In addition to all subject areas we will focus our effort on Math and ELA.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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>	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) - Red(-124) - Very Low - Decreased - (-)5.9% English Learners (EL) - Red (-161.3)- Very Low - Decreased - (-)6.4% Hispanic (Hisp) - Red(-123.3) - Very Low - Maintained - (-)0.8% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - Red(-119.9) - Very Low - Maintained - (+)2.4% Students with Disabilities (SWD) - N/A
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) - Red(-214.3) - Very Low - Maintained - (-)0.6% English Learners (EL) - Red (-233.3)- Very Low - Decreased - (-)7.8% Hispanic (Hisp) - Red (-214.5)- Very Low - Increased - (+)3% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - Red(-213.4) - Very Low - Maintained - (+)2.3

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>	Students with Disabilities (SWD) - N/A
California School Dashboard - English Learner Progress Indicator (ELPI)	<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:</p> <p>Well Developed - 16.7% Moderately Developed - 36.1% Somewhat Developed - 36.1% Beginning Stage - 11.1%</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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 Graduation Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p>	<p>California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) - 77.9% English Learners (EL) - 75.9% Hispanic (Hisp) - 70.5% African American (AA) - 84.6% Socioeconomically Disadvantaged (SED) - 78.5% Students with Disabilities (SWD) - 78.6%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"Orange" 2016-2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for Graduation Rate will be an increase of 5.0% or more.</p> <p>CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2016-2017 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2016-2017 data.</p>	
Williams Textbook/Materials Compliance	Maintain 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 3% from 2016-2017 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2016-2017 levels.	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2018 percentage by 2%. Increase African American student group results by 5% from 2017 levels.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	New Indicator - Baseline Results	College and Career Indicator (CCI) (Color(%) - Status - Level - Change) All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Schedule and conduct before and after school tutoring, lunch tutoring, teacher prep period tutoring and strategic support classes. Summer School Classes will be conducted. Inter-session classes will be conducted during Spring Break. Subjects to be tutored are ELA and MATH.	All tutoring services in English and Math are taking place after school. Student attendance has been spotty, with sometimes only one or two students attending while other days more than 10 would attend math tutoring. Students are receiving additional SBAC math and English prep during classes by shifting students into targeted groups. Summer School and Spring Break classes are being offered.	Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 1000-1999: Certificated Personnel Salaries Title I 1102.00 Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 3000-3999: Employee Benefits LCFF 2088.00 Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 1000-1999: Certificated Personnel Salaries LCFF 9830.00 Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 3000-3999: Employee Benefits Title I 715.00	Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 1000-1999: Certificated Personnel Salaries LCFF 2941.00 Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 3000-3999: Employee Benefits LCFF 821.00 Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 1000-1999: Certificated Personnel Salaries LCFF 3774.00 Extra duty / benefits for Support and Collaboration on Data Analysis and pull-out interventions. 3000-3999: Employee Benefits Title I 641.00
Participate in staff development opportunities to support the implementation of the Common Core State Standards that may include the Continuation State Conference, Solution Tree Conference on RTI, Equity Conferences, PBIS	Teachers, counselors, and administrators have participated in the CCEA state conference, PBIS/Restorative Justice trainings, WhyTry? training, trauma-informed decision making professional development, and the California Association of Bilingual Educators (CABE).	Conference Attendance - The focus is implementation of the Common Core State Standards. 5000-5999: Services And Other Operating Expenditures Title I 20000.00	Conference Attendance - The focus is implementation of the Common Core State Standards. 5000-5999: Services And Other Operating Expenditures Title I 10286.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
conferences, and Kagan Training.		Substitutes for teachers at conferences 5000-5999: Services And Other Operating Expenditures Title I 2500.00	Substitutes for teachers at conferences 5000-5999: Services And Other Operating Expenditures Title I 2370.00
Supplemental Technology and Staff Extra Duty to support online programs for students performing below grade level and who need credit recovery.	Supplemental Technology has been purchased and staff extra duty pay has occurred to support students in achieving grade-level learning.	<p>Software to support ELA and MATH students based on the number of students enrolled in the online ELA program to include licenses to support all students. 5000-5999: Services And Other Operating Expenditures Title I 6000.00</p> <p>Teacher Extra Duty salary and fringes to support ELA and Math students. 1000-1999: Certificated Personnel Salaries Title I 3000.00</p> <p>Teacher Extra Duty salary and fringes to support ELA and Math students. 3000-3999: Employee Benefits Title I 513.00</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I 2000.00</p> <p>Computer hardware, supplies and peripherals to support all students 5700-5799: Transfers Of Direct Costs Title I 12000.00</p>	<p>Software to support ELA and MATH students based on the number of students enrolled in the online ELA program to include licenses to support all students. 5000-5999: Services And Other Operating Expenditures Title I 1000.00</p> <p>Teacher Extra Duty salary and fringes to support ELA and Math students. 1000-1999: Certificated Personnel Salaries Title I 2941.00</p> <p>Teacher Extra Duty salary and fringes to support ELA and Math students. 3000-3999: Employee Benefits Title I 641.00</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I 4740.00</p> <p>Computer hardware, supplies and peripherals to support all students 5700-5799: Transfers Of Direct Costs Title I 6787.00</p>
Replace, upgrade and install technology to help	Technology has been purchased and upgraded	Technology supplies and upgrades	Technology supplies and upgrades

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students develop their abilities in Language Arts, Technical Skills and other classroom applications.	to support students in ELA and technical skills.	4000-4999: Books And Supplies Title I 9903.00	4000-4999: Books And Supplies Title I 703.00
Students will participate in site approved, curriculum based field trips to enhance and enrich learning (Ex: trips to plays, musicals, museums, schools/colleges)	Field trips have occurred to the Tolerance Center, nature preserves and trails, a musical, and College of the Desert.	Field Trip, Registration, Transportation, Substitute Teachers 5000-5999: Services And Other Operating Expenditures LCFF 10000.00	Field Trip, Registration, Transportation, Substitute Teachers 5000-5999: Services And Other Operating Expenditures LCFF 6751.00
Teachers will work with English Language Learners performing below grade level expectations in small groups on targeted instruction in reading and writing during the school day and after school. The focus will be on designated ELD standards and integrated ELD standards.	After school tutoring has occurred periodically throughout the year in English and the bilingual aide worked one-on-one and in small groups with EL students.	Teacher extra duty salary and fringes/working with ELL students on targeted instruction after school 1000-1999: Certificated Personnel Salaries Title I 4000.00 Teacher extra duty salary and fringes/working with ELL students on targeted instruction after school	Teacher extra duty salary and fringes/working with ELL students on targeted instruction after school 1000-1999: Certificated Personnel Salaries Title I 2941.00 Teacher extra duty salary and fringes/working with ELL students on targeted instruction after school
		3000-3999: Employee Benefits Title I 226.00	3000-3999: Employee Benefits Title I 641.00
Students will be tested annually on the SBAC exams.	Instructional supplies, posters, etc., as needed for the SBAC exams have been purchased.	Instructional supplies and incentives 4000-4999: Books And Supplies LCFF 1371 Substitute teachers 5000-5999: Services And Other Operating Expenditures LCFF 1000	Instructional supplies and incentives 4000-4999: Books And Supplies LCFF 5105.00 Substitute teachers 5000-5999: Services And Other Operating Expenditures LCFF 2925.00
Provide monthly collaboration meetings for teachers of EL students. Provide supplemental	A teacher representative has attended DELAC meetings to share practices and information.	Teacher extra duty salary and fringes / ELL students	Teacher extra duty salary and fringes / ELL students

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
materials and supplies for students to include EL students. Provide computers and appropriate programs to improve writing skills and provide Integrated and Designated ELD.		1000-1999: Certificated Personnel Salaries LCFF 500	1000-1999: Certificated Personnel Salaries LCFF 3774.00
		Teacher extra duty salary and fringes / ELL students	Teacher extra duty salary and fringes / ELL students
		3000-3999: Employee Benefits LCFF 86	3000-3999: Employee Benefits None Specified 821.00
		Computer Hardware 4000-4999: Books And Supplies LCFF 1000	Computer Hardware 4000-4999: Books And Supplies LCFF 5106.00
		Instructional Supplies 4000-4999: Books And Supplies LCFF 4778	Instructional Supplies 4000-4999: Books And Supplies LCFF 5106.00
Purchase hardware, software to include apps, supplies and online licenses. Monitor student achievement in online programs. Train teachers in course development and delivery of online curriculum. Align online curriculum to ELD standards.	Math teachers using Edgenuity (online curriculum) have met several times throughout the year to adjust and align curriculum to meet ELD needs.	Software site licenses / to support ELL students based on enrollment (Edgenuity)	Software site licenses / to support ELL students based on enrollment (Edgenuity)
		5000-5999: Services And Other Operating Expenditures LCFF 4000.00	5000-5999: Services And Other Operating Expenditures LCFF 6945.00
		Teacher Extra Duty salary and fringes to align curriculum to Common Core Standards	Teacher Extra Duty salary and fringes to align curriculum to Common Core Standards
		1000-1999: Certificated Personnel Salaries LCFF 500	1000-1999: Certificated Personnel Salaries LCFF 3774.00
		Teacher Extra Duty salary and fringes to align curriculum to Common Core Standards	Teacher Extra Duty salary and fringes to align curriculum to Common Core Standards

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF 86	3000-3999: Employee Benefits LCFF 821.00
Art With Heart Program Guitar Club DJ Club School Mural Program Student Participation in Valley Art Shows Extra-curricular and co- curricular activities	More than 35 students participated in the Art With Heart program this school year and 13 students participated in after school mural painting classes. A large number of students in art classes participated in different art shows and contests around the valley. There was no student interest this year in a guitar club or DJ club.		
Additional support to increase graduation rate and college attendance to include monitoring student progress. The support will include visits to college campuses.	Approximately 100 students have attended multiple trips to College of the Desert.	College Visitations 5000-5999: Services And Other Operating Expenditures Title I 5000	College Visitations 5000-5999: Services And Other Operating Expenditures Title I 0
		Materials and Supplies 4000-4999: Books And Supplies LCFF 200	Materials and Supplies 4000-4999: Books And Supplies LCFF 6015.00
		Software 5000-5999: Services And Other Operating Expenditures LCFF 500	Software 5000-5999: Services And Other Operating Expenditures LCFF 14206.00
Art Supplies (consumable supplies, art materials - Drying racks, lockers, bench)	Consumable art supplies and materials have been purchased throughout the year.	Consumable art supplies and materials 4000-4999: Books And Supplies LCFF 2500.00	Consumable art supplies and materials 4000-4999: Books And Supplies LCFF 3165.00
Materials for Professional Development to include, but not limited to, professional development books, laptops, and various resources and supplies.	Laptops, professional development books, and other instructional supplies have been purchased.	PD books and supplies 4000-4999: Books And Supplies Title I 5000.00	PD books and supplies 4000-4999: Books And Supplies Title I 1623.00

Analysis

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

The majority of the strategies and activities listed were implemented to achieve the articulated goal while some listed strategies were not implemented. Staff participated in trainings and professional development opportunities to not only increase their capacity to teach rigorous, grade-level curriculum but also to support students emotionally and socially to meet higher expectations. The school monitored student attendance, pass rates, and GPA to monitor student progress throughout the year. The purchase of technology has continued to help students and staff bring more technology into lessons and the classroom. Progress has been made, especially in the math department, to support students learning grade-level standards at a more rigorous level; math teachers are using Edgenuity as a curriculum delivery and are supplementing with additional lessons to close learning gaps and prepare students for the SBAC. As a first-year principal there has not been the level of data collection and monitoring as what will be employed next 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.

Some changes between the intended implementation occurred due to a change in master schedule; all teachers have a common prep where students are not in attendance. This negated the goal to have teachers work with students during their prep time; those funds were shifted elsewhere. Additional site licenses and/or curriculum was not purchased or put in place due to master schedule concerns as well, with teachers not able to take on additional elective or support opportunities. Six teachers attended the state Continuation Schools Conference, two attended a PBIS conference, and all teachers received training in SEL, but no teachers attended other suggested conferences listed. There were no teacher meetings of EL students specifically because EL students are spread out throughout all classrooms.

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

The new goal will read as follows: "All students will learn grade-level and subject specific standards in a rigorous environment. Students will receive the support and technology needed to access the curriculum with a deeper focus on literacy and mathematical skills." Additional support will be available to the EWEC campus for EL students and EO students needing further support. Teachers will be working to further breakdown SBAC testing expectations to ensure students are better prepared for the exams and teachers will be working in subject teams to adjust the curriculum to further implement and incorporate Common Core standards; IAB's in all core departments will be developed to help measure progress. A greater emphasis will be placed on Social and Emotional learning and support for students with additional curriculum and mental health commitments; in Panorama Survey results students score themselves poorly in self-efficacy and resiliency in their academics and growth is needed in this area for students to become more successful, life-long learners.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Improve parent involvement by providing a Parent Center, child care for parent meetings and Spanish translation services for parents at meetings. The information learned by parents will translate into improved student attendance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) - 88.06%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2016-2017. Decrease EL and SWD subgroup rates by 2% from 2016-2017 data.	High School 4-Year Dropout Rate All Students (ALL) 21.2% English Learner (EL) 20.0% Hispanic (Hisp) 20.4% African American (AA) N/A Socioeconomically Disadvantaged (SED) 20.9%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 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: 93% Hispanic (Hisp) 92% African American (AA) N/A

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. Train parents on how to access Synergy to monitor student progress. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and	Parents were educated on graduation requirements during student/parent/counselor one-on-one meetings during student intake/enrollment. School information was shared during Back to School Night. Parent nights for FAFSA and college applications were held.	Child care and translation for "Conversations with the Principal, Counselors, and Teachers" 2000-2999: Classified Personnel Salaries Title I 1500.00 Child care and translation for "Conversations with the Principal, Counselors, and Teachers"	Child care and translation for "Conversations with the Principal, Counselors, and Teachers" 2000-2999: Classified Personnel Salaries Title I 0 Child care and translation for "Conversations with the Principal, Counselors, and Teachers"

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Military options. Provide various tools necessary to ensure overall Student Success: tutoring schedules, test preparation websites, College informational websites, various handouts. Inform and train parents how to volunteer and participate in school programs. provide a means for parents to participate in school activities.		3000-3999: Employee Benefits Title I 208.00	3000-3999: Employee Benefits Title I 0
		Child care and translation for "Conversations with the Principal, Counselors, and Teachers"	Child care and translation for "Conversations with the Principal, Counselors, and Teachers"
		2000-2999: Classified Personnel Salaries LCFF 500.00	2000-2999: Classified Personnel Salaries LCFF 0
		Child care and translation for "Conversations with the Principal, Counselors, and Teachers"	Child care and translation for "Conversations with the Principal, Counselors, and Teachers"
		3000-3999: Employee Benefits LCFF 208.00	3000-3999: Employee Benefits LCFF 0
		Materials & Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 600.00	Materials & Supplies 4000-4999: Books And Supplies 0
		Technology to support counselors during parent meetings and parent presentation 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 690.00	Technology to support counselors during parent meetings and parent presentation 5000-5999: Services And Other Operating Expenditures Title I 0
		Technology to support counselors during parent meetings and parent presentation 5000-5999: Services And Other Operating Expenditures Title I 2023.00	Technology to support counselors during parent meetings and parent presentation 5000-5999: Services And Other Operating Expenditures Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide various tools necessary to improve overall attendance. This includes gathering information from Synergy regarding attendance. Data will be used to create lists for teachers to call home regarding chronic attendance issues. Counselors will be given updated lists to create parent/student conferences regarding student attendance. Administration will make home visits as necessary.	The clerical support position changed midway through the school year. The additional funding for extra hours was no longer needed for the second semester.	Clerical Support 2000-2999: Classified Personnel Salaries LCFF 17000.00 Clerical Support 3000-3999: Employee Benefits LCFF 6071.00	Clerical Support 2000-2999: Classified Personnel Salaries LCFF 7362.00 Clerical Support 3000-3999: Employee Benefits LCFF 5885
Light refreshments for Parent Meetings	Light refreshments were provided for one parent meeting.	Refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 285.00	Refreshments 4000-4999: Books And Supplies Title I 0
Parent educational opportunities through the PSUSD Parent Center to include English and technology classes.	No English or technology classes were offered for parents this year.	Instructors 1000-1999: Certificated Personnel Salaries Title I 2398.00 Benefits 3000-3999: Employee Benefits Title I 500.00	Instructors 1000-1999: Certificated Personnel Salaries Title I Benefits 3000-3999: Employee Benefits Title I

Analysis

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

Parent turnout at a variety of group events throughout the year was poor (other than Back-to-School Night, which had roughly 25 parents attend we had no parents show for the annual LCAP meeting and two parents show for School Site Council presentation), though parent meetings one-on-one with counselors and/or teachers was better.

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

There were no "Conversations with the Principal, Counselors, and Teachers held." No childcare during meetings were offered by staff. No classes were held for parents this year but are planned for next year.

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

A more concentrated effort will be made next year beyond simple autodialed phone calls and mailer invites to parents. Personal phone calls and invites will be made by administration and staff to increase parent involvement. A technology class to educate parents on how to better supervise their student's internet use and grades will be offered.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

More students will earn a 'Gold Card', which is based on behavior and academics.
Student surveys will show a 3% increase in results stating that they have a clean, healthy learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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: (Color%) - Status - Level - Change) All Students (ALL) - Orange - Very High - Declined - 1.7% English Learner (EL) Yellow - High - Declined - 7.1% Hispanic (Hisp) - Orange - Very High - Declined - .5% African American (AA) - Orange - Very High - Declined - 2% Socioeconomically Disadvantaged (SED) - Orange - Very High - Declined - 1.6% Students with Disabilities (SWD) - Red - Very High - Maintained - 0%</p>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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) 1.27% English Learner (EL) 0.54% Hispanic (Hisp) 1.57% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) 1.36% Students with Disabilities (SWD) 0.00%</p>
Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 53% EL: 45% AA: 31% Hisp: 52% SED: 53%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	.Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 77% EL: 73% AA: 55% Hisp: 78% SED: 78%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results 100% Compliance

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All staff will be responsible for monitoring and evaluating student behavior. This includes teaching staff to monitor day to day behavior of students, along with Administration and Security. No funding necessary for this action.	Teachers monitored day to day behavior of students.		
The 'Gold Card' program as run by teaching staff and ASB, an incentive program to promote positive behavior. No funding necessary for this action.	The Gold Card program continued to exist and issue Gold Cards to worthy students.		
Implement a school wide program to educate students, parents and staff regarding bullying (including cyberbullying) and their consequences and rewards.	The district provided Sprigeo, an online bullying reporting system.	Materials and supplies 4000-4999: Books And Supplies LCFF 0	Materials and supplies 4000-4999: Books And Supplies LCFF 6620.00
Bus Passes and T-Shirts for improving graduation and attendance rates	Bus passes for low-income students struggling with attendance and t-shirts for seniors on track to meet graduation requirements were distributed to students.	Purchase and distribute Sun Bus Passes and Senior and college T-shirts 5000-5999: Services And Other Operating Expenditures LCFF 7900.00	Purchase and distribute Sun Bus Passes and Senior and college T-shirts 5000-5999: Services And Other Operating Expenditures LCFF 4400.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Training for staff and students on emotional trauma, cyber safety, bullying, and bias training.	Training for staff on emotional trauma occurred during the school year.	Training, consultants, conferences, 5000-5999: Services And Other Operating Expenditures LCFF 6000.00	Training, consultants, conferences, 5000-5999: Services And Other Operating Expenditures LCFF 9382.00

Analysis

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

The staff continued to reward students with Gold Cards to recognize students with the most effort and best attitude. These cards are handed out monthly to students; teachers have the choice of giving cards to up to three students in their homeroom. Training for teachers on how to recognize students who have undergone traumatic life events and strategies on how to teach them occurred. Students were given bus passes when need was demonstrated and attendance was a concern; more than 200 bus passes were distributed this year. Seniors who became on track for graduation were rewarded with senior t-shirts; roughly 70 t-shirts were distributed during the 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 significant differences occurred between the articulated goal and what took place. More money was spent on bus passes this year than was anticipated as students demonstrated greater need than in past years.

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

Next year's goal will focus more on Social Emotional Learning for students and further teacher training to incorporate de-escalation strategies into behavior management. Students continue to score themselves low in multiple SEL areas on the Panorama Survey (resiliency, grit, self-efficacy, etc); more support for students to gain academic and personal confidence is evident. Further, through much anecdotal evidence gathered through personal interviews between counselors, students, teachers, and parents we have a significant amount of students at MSJ who are overcoming traumatic life events; Deeper SEL curriculum and lessons are needed to assist teachers and counselors reach and support students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

Improve student performance on the SBAC exam (by 15 points in both math and ELA) and student RFEP Reclassification rate. Increase student opportunities to meet College and Career Readiness Indicator. Increase student performance on the ELPAC.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) - Red(-124) - Very Low - Decreased - (-)5.9% English Learners (EL) - Red (-161.3)- Very Low - Decreased - (-)6.4% Hispanic (Hisp) - Red(-123.3) - Very Low - Maintained - (-)0.8% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - Red(-119.9) - Very Low - Maintained - (+)2.4% Students with Disabilities (SWD) - N/A	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) - 106 below met English Learners (EL) - 146 below met Hispanic (Hisp) - 108 below met African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 106 below met Students with Disabilities (SWD) - N/A
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) - Red(-214.3) - Very Low - Maintained - (-)0.6% English Learners (EL) - Red (-233.3)- Very Low - Decreased - (-)7.8% Hispanic (Hisp) - Red (-214.5)- Very Low - Increased - (+)3% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - Red(-213.4) - Very Low - Maintained - (+)2.3	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) - 199 below met English Learners (EL) - 208 below met Hispanic (Hisp) - 199 below met African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 198 below met Students with Disabilities (SWD) - N/A

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD) - N/A	
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Well Developed - 16.7% Moderately Developed - 36.1% Somewhat Developed - 36.1% Beginning Stage - 11.1%	California School Dashboard - English Learner Progress Indicator (ELPI) Meet or Exceed previous rates.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Goal: 7% (+2%)
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) - 77.9% English Learners (EL) - 75.9% Hispanic (Hisp) - 70.5% African American (AA) - 84.6% Socioeconomically Disadvantaged (SED) - 78.5% Students with Disabilities (SWD) - 78.6%	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) - 77.9% or higher English Learners (EL) - 75.9% or higher Hispanic (Hisp) - 70.5% or higher African American (AA) - 84.6% or higher Socioeconomically Disadvantaged (SED) - 78.5% or higher Students with Disabilities (SWD) - 78.6% or higher
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 0% English Learners (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)
College and Career Indicator (CCI) All Students (ALL)	College and Career Indicator (CCI) (Color(%) - Status - Level - Change)	College and Career Indicator (CCI) (Color(%) - Status - Level - Change)

Metric/Indicator	Baseline	Expected Outcome
English Learners (EL)	All Students (ALL) - 0%	All Students (ALL) - 3%
Hispanic (Hisp)	English Learners (EL) - 0%	English Learners (EL)
African American (AA)	Hispanic (Hisp) - 0%	Hispanic (Hisp)
Socioeconomically Disadvantaged (SED)	African American (AA) - 0%	African American (AA)
	Socioeconomically Disadvantaged (SED) - 0%	Socioeconomically Disadvantaged (SED)

Planned Strategies/Activities

Strategy/Activity 1

Hire a bilingual instructional aide for the EWEC campus for targeted interventions for EL students in ELA and math.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount 27,000.00

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Description Salary for new Bilingual Instructional Aide for EWEC campus.

Amount 3,767.00

Source Title I

Budget Reference 3000-3999: Employee Benefits

Description Extra duty / benefits for new Bilingual Instructional Aide for EWEC campus.

Strategy/Activity 2

After school tutoring will be held to provide additional support and targeted interventions for struggling students in ELA and math.

Students to be Served by this Strategy/Activity

☒ English Learner

☒ Foster Youth

☒ Low Income

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration, Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty salary for after school tutoring.
Amount	471.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teacher extra duty salary for after school tutoring.

Strategy/Activity 3

Extended year support for graduating seniors to prepare them for careers and job skills.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	22,000.00
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hiring part time employee to assist students with career research and job/interview skills.

Strategy/Activity 4

Professional development opportunities for teachers to attend conferences and training with the goal to build greater capacity to support increased student expectations and opportunities. Opportunities to include CCEA state conference, PBIS training, Key Data Systems trainings and others. PLC opportunities to attend department pullout days to share best practices and develop more rigorous, engaging lessons.

Students to be Served by this Strategy/Activity

☒ English Learner

- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration to approve all conferences and training. Admin secretary to assist in registration as needed.

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and related fees and expenses.
Amount	2,500.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teachers for ELA and math department pullouts.
Amount	2,500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teachers for non-ELA and math department pullouts.

Strategy/Activity 5

Replace, upgrade and install technology to help students develop their abilities in ELA, math, technical skills, and other classroom applications.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration, staff, and site secretary.

Proposed Expenditures for this Strategy/Activity

Amount	12,322.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology supplies and upgrades

Strategy/Activity 6

Students will participate in site approved, curriculum based field trips to enhance and enrich learning (Ex: trips to plays, musicals, museums, schools/colleges).

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Counselors, teachers, and administration

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field Trips, Registration, Transportation, Substitute Teachers

Strategy/Activity 7

Offer enrichment opportunities for students outside of school hours including Spring Intersession classes and after school art programs.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Specific Student Groups:
Identified gender and ethnicity groups

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Teachers, counselors, and administration.

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
---------------	----------

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty salary during Spring Break.
Amount	1,413.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Teacher extra duty benefits during Spring Break.
Amount	4,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	After school arts program.

Strategy/Activity 8

Additional classroom supplies and equipment for science, art, and computer classrooms to further engage students.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration and department chairs.

Proposed Expenditures for this Strategy/Activity

Amount	3,500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional supplies and equipment for art and computer classrooms.
Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional supplies and equipment for science labs.

Strategy/Activity 9

Contract with an outside provider (ie, Key Data Systems) to assist ELA and math teachers with SBAC test preparation, including curriculum alignment and test writing skills.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration and department chairs.

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultants and related costs for test analysis and preparation. To be paid out of CSI budget.

Strategy/Activity 10

Research available online CTE courses and purchase software/contract to provide new CTE pathway opportunities.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration, counselors, and leadership team.

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software and/or site licenses for CTE curriculum and pathways. To be paid out of CSI Funds.
Amount	5,000.00
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Associated costs for teachers, counselors, and admin to visit other alt ed CTE programs. To be paid out of CSI Funds.

Strategy/Activity 11

Extended day (extra periods) for LTEL students for additional classes in ELA and math support and other needed courses.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	17,200.00
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries and benefits in total for after school program.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Parent involvement will increase by providing parents more opportunities for interaction with the school including a class in technology essentials and translation services during meetings outside of school hours.

LCAP Goal

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

Identified Need

Increase student attendance rate and family connectedness to the school as evidenced by a 95% approval rating on parent responses on the Panorama Survey.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 88.06%	Student Attendance Rates All Students (ALL) - 92%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 21.2% English Learner (EL) 20.0 % Hispanic (Hisp) 20.4% African American (AA) N/A Socioeconomically Disadvantaged (SED) 20.9%	High School 4-Year Dropout Rate All Students (ALL) 20% English Learner (EL) 18% Hispanic (Hisp) 18% African American (AA) N/A Socioeconomically Disadvantaged (SED) 19%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 93% English Learner (EL) 89% Hispanic (Hisp) 92% African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 95% English Learner (EL) - 91% Hispanic (Hisp) - 94% African American (AA) - N/A

Planned Strategies/Activities

Strategy/Activity 1

Provide a "Technology Basics" class to parents, covering topics such as social media, internet bullying, and grades/attendance monitoring.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration and teachers.

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher pay for parent technology class.
Amount	471.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teacher benefits for parent technology class.

Strategy/Activity 2

Translation services and refreshments for parents for meetings/events outside of school hours.

Students to be Served by this Strategy/Activity

- ☒ English Learner

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Office Technician, Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,100.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services for parent meetings outside of school hours.
Amount	160.00
Source	Title I Part A: Parent Involvement

Budget Reference	3000-3999: Employee Benefits
Description	Translation services for parent meetings outside of school hours.
Amount	187.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Translation services for parent meetings outside of school hours.
Amount	400.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light refreshments to serve parents during outreach meetings.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

Decrease student suspension and expulsion rates. Increase student connectedness to the school as evidenced by an approval rate of more than 56% on the Panorama Survey and students feeling safe at school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) - (22.9%) Orange - Very High - Declined - 1.7% English Learner (EL) (7.6%) Yellow - High - Declined - 7.1% Hispanic (Hisp) - (13.4%) Orange - Very High - Declined - .5% African American (AA) - (17.5%) Orange - Very High - Declined - 2% Socioeconomically Disadvantaged (SED) (13.1%) - Orange - Very High - Declined - 1.6% Students with Disabilities (SWD) (15%) - Red - Very High - Maintained - 0%	Suspension Rates: (Status(%) - Level - Color - Change) All Students (ALL) - 13.2% English Learner (EL) - 4.6% Hispanic (Hisp) - 11.4% African American (AA) - 14.5% Socioeconomically Disadvantaged (SED) - 10.1% Students with Disabilities (SWD) - 12%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 1.27% English Learner (EL) 0.54% Hispanic (Hisp) 1.57% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) 1.36% Students with Disabilities (SWD) 0.00%	Expulsion Rates All Students (ALL) 1.2% English Learner (EL) .5% Hispanic (Hisp) 1.5% African American (AA) Socioeconomically Disadvantaged (SED) 1.2% Students with Disabilities (SWD)
Panorama Survey - School Connectedness All students: EL:	Panorama Survey - School Connectedness Baseline Data: All students: 53%	Panorama Survey - School Connectedness All students: 56% EL: 48%

Metric/Indicator	Baseline	Expected Outcome
AA: Hisp: SED:	EL: 45% AA: 31% Hisp: 52% SED: 53%	AA: 34% Hisp: 55% SED: 56%
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Panorama Survey - School Safety Baseline Data: All students: 77% EL: 73% AA: 55% Hisp: 78% SED: 78%	Panorama Survey - School Safety All students: 80% EL: 76% AA: 58% Hisp: 81% SED: 81%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% compliant	Williams Facilities Inspection Results - 100% Compliant

Planned Strategies/Activities

Strategy/Activity 1

Administration, counselors, and staff will attend conferences and training to increase efficacy in Social Emotional learning. Conferences and training to include PBIS implementation, cyber bullying, student equity, WhyTry? curriculum, trauma-based decision making, etc.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Administration, counselors, and staff.

Proposed Expenditures for this Strategy/Activity

Amount	13,461.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBIS, student equity, cyber bullying, and other conferences and training.
Amount	20,000.00
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	WhyTry? training and curriculum for all staff.
Amount	10,000.00

Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PD from the Center of Excellence in Trauma Informed Care.

Strategy/Activity 2

Provide needed additional mental health services for students to support student achievement. Additional support will be one additional day of services per campus plus one weekly group therapy per campus.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Counselors

Proposed Expenditures for this Strategy/Activity

Amount	60,000.00
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	District mental health services.

Strategy/Activity 3

Provide mentors to students who demonstrate a need for positive role models.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Costs related to mentoring services and related activities.
Amount	5,000.00

Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum to support mentoring services.

Strategy/Activity 4

Bus passes, incentive items, trips, and t-shirts for improving graduation and attendance rates.

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2019 to June 30, 2020

Person(s) Responsible

Counselors and Administration

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase and distribute Sun Bus Passes and Senior and college T-shirts
Amount	8,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SunBus passes for low income students demonstrating need.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Linked Learning TOSA	July 1, 2019 - June 30, 2020	TOSA to support CTE instruction	32,063	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title IV

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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,378
Total Federal Funds Provided to the School from the LEA for CSI	\$164,200
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$284,452.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	61,118	0.00
Title I Part A: Parent Involvement	1,260	0.00
LCFF	57,874	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	\$164,200.00
Title I	\$61,118.00
Title I Part A: Parent Involvement	\$1,260.00

Subtotal of additional federal funds included for this school: \$226,578.00

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	\$57,874.00

Subtotal of state or local funds included for this school: \$57,874.00

Total of federal, state, and/or local funds for this school: \$284,452.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	164,200.00
LCFF	57,874.00
Title I	61,118.00
Title I Part A: Parent Involvement	1,260.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	49,200.00
2000-2999: Classified Personnel Salaries	28,100.00
3000-3999: Employee Benefits	6,469.00
4000-4999: Books And Supplies	23,822.00
5000-5999: Services And Other Operating Expenditures	91,861.00
5800: Professional/Consulting Services And Operating Expenditures	85,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	39,200.00
4000-4999: Books And Supplies	CSI Funding	5,000.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	85,000.00
1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
3000-3999: Employee Benefits	LCFF	1,413.00
4000-4999: Books And Supplies	LCFF	6,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	43,961.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	27,000.00
3000-3999: Employee Benefits	Title I	4,896.00
4000-4999: Books And Supplies	Title I	12,322.00
5000-5999: Services And Other Operating Expenditures	Title I	12,900.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,100.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	160.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ayon, Anel		X			
Beltran, Delilah					X
Bottorff, Ron		X			
Crossey, Barbara		X			
Duffy, Deborah				X	
Martin, Elba				X	
Martin, Modesto					X
Mosby, Maryjo		X			
Pimentel Martinez, Kevin					X
Seiple, Brad	X				
Trejo, Nicole					X
VandenBrook, Rosie			X		
Numbers of members of each category:	1	4	1	2	4

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

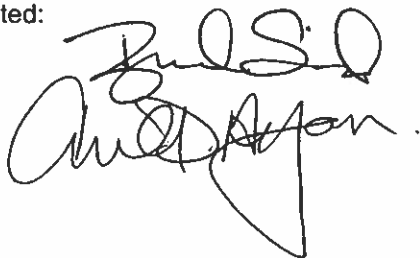
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/15/19.

Attested:

The block contains two handwritten signatures. The top signature is in dark ink and appears to read 'Brad Seiple'. The bottom signature is in black ink and appears to read 'Anel Ayon'.

Principal, Brad Seiple on 10/18/19

SSC Chairperson, Anel Ayon on 10/18/19

