

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Mt. San Jacinto High School/EWEC
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	7/1/2023 - 6/30/2024
Schoolsite Council (SSC) Approval Date	10/20/2023
Local Board Approval Date	11/14/2023

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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.

School's ESLR's:

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 nearly 300 students in grades 10-12 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 while the majority graduate from Mt. San Jacinto. At the satellite campus in Desert Hot Springs (located at the Edward Wenzlaff Education Center), the program serves approximately 130 students in grades 10-12. Both campuses offer an Independent Study program to students.

Each year, the administrative team, with input from staff, reviews the policies and practices of the school, as necessary, to ensure all students succeed. Attendance, credits, GPA, and discipline data is examined quarterly to determine needed additional supports. At Back-to-School night the school program with parents and guardians.

The School Plan for Student Achievement is updated annually by the Mt. San Jacinto School Site Council. The SSC and other leadership groups reviews student achievement data; revisions to the SPSA will occur if there are substantial budget and/or material changes during the school year. For more information about the school and to review the School Accountability Report Card, please visit the 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
- ☑ Additional Targeted Support and Improvement
- ☐ Homeless and Foster Youth

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 the 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At the beginning of the 2022-2023 school year three teacher positions of the School Site Council were up for replacement. Teachers were asked to submit their names if interested; four teachers responded and three were elected to SSC. Parents were encouraged to submit their names at Back to School Night and through a follow up email; three parents responded. An election was held via Google Forms and the parents were elected. Students were asked to submit names if interested in joining SSC for the three open positions; three responded. Announcements were made for students to vote for SSC student members in the office--17 students voted and selected the three candidates. The school held multiple ELAC meeting attempts with no parents attending; continuing the SSC's responsibility to act on behalf of the ELAC.

SSC Meeting Dates and Agendas:

9/21/22. Training and first meeting. Agenda: training, officer election, review of SPSA, review of student data.

12/6/22. Agenda: Review of budget/spending, proposed adjustments.

2/28/23. Agenda: Review of student data, review of spending, proposals for 2023-2024.

5/2/23. Agenda: Review of survey data. Review/approve 2023-2024 SPSA.

ELAC is integrated into SSC meetings. The teacher representative, who attends DELAC meetings, shares topics of discussion during SSC meetings and is routinely an agenda item.

MSJ Leadership Team meetings occur multiple times per semester 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: reduction in the amount of Title 1 funds available for technology.

An ATSI meeting with a focus group of 8 students who are considered homeless and/or foster youth was conducted on April 25, 2023 in the office. Students were asked questions about their teachers, the programs offered at MSJ, the rules and expectations, drug use in the restrooms and drug education, and safety. Students all shared that they feel their teachers care about them and offer more help than at their traditional sites, they have options in electives to keep them engaged in school, they understand all the rules and expectations and they feel safe on campus. When asked about supports to keep students from getting in trouble (suspension), students shared that students need to be able to make a mistake without getting in serious trouble (law enforcement) and then learn from it. Students also shared the strategy we

began using in March of locking the restrooms during instructional time is cutting back on students vaping in the restrooms, based on their observations.

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; a Bilingual Instructional Aide has been hired for the DHS campus using Title 1 funds. 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, though we have limited-time access to a set of two classrooms that formerly housed a now defunct teen parent program.

In the 2023-2024 plan we will continue to fund the bilingual aide on the EWEC campus for MSJ EL and other struggling students. We will be working with COD in an ongoing attempt to offer more CTE and/or college courses to increase the number of students designated as "college ready." We have created our own CTE pathway in ESports and will work this year to increase student participation and engagement through employing a new online curriculum that students may find more engaging.

Needs Assessment – Review of Performance

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

Reflections: Success

Mt. San Jacinto High School showed growth in the number of students reaching met standards or exceeded standards in math. The Math department built upon that growth by offering more targeted instruction to more students in key standards highly tested on the SBAC. This year, math teachers recruited students, expanding the number of students taking IM 3 classes; this is resulting in more students being exposed to and learning the standards and skills being tested on the CAASSP. More than 75% of students who were in the IM3 year-long math class met or exceeded standards on the 2022 CAASSP.

The graduation rate at MSJ for 2022 was once again above 80%. There are several factors that likely contributed to this improvement: attendance incentives, bilingual aide support, SEL support in the classroom and engaging teaching strategies to name a few. The grad rate is expected to show some growth this year as more than 140 students have already graduated this school year. With more than 100 seniors remaining all but a few are on track to meet graduation requirements.

Our EL students showed tremendous growth this year as well with the ELPI reporting 58.2% growth and an RFEP rate of 32.9%. The ELPI rate is above the state average and the RFEP rate was the highest in the district among high school students and can be attributed to our bilingual aides and teaching strategies.

In reviewing the student performance data included in the SBAC math test for 2022, 8% of MSJ students scored met or exceeded standards, an increase from 5% from 2019. In addition, MSJ was only 2% behind one of the district's comprehensive high school.

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

Reflections: Identified Need

Though improvement has been made in math in the past few years and ELA has had varied signs of success there is still a significant performance gap between MSJ students and the district average. As of the most recent SBAC testing data EL students showed a concerning achievement gap on both exams.

Another concern is the suspension rate. Although it should be noted that the suspension rate did not "increase" after a couple of years of no specific data due to the pandemic, the rate was higher than it has been in some previous years. Our Foster and Homeless Youth was identified as a subgroup that had more than a 2% higher suspension rate than the overall rate which was recognized as an ATSI status. The Prevention Specialist assists by working with students who have committed violent offenses but will also help monitor and coach Homeless and Foster Youth.

The graduation rate as MSJ was over 80% for all students but our Homeless and Foster Youth were significantly behind the overall campus average, also being recognized as ATSI status. Counselors will be more closely monitoring and meeting with those students during the year to recognize more quickly any students failing or falling behind.

Overall the campus will continue to work to improve academic performance as measured by IAB's, SBAC exams, and student grades/credits. All core departments will be meeting every other week during collaboration schedule to adjust IAB's based on testing criteria and review student performance data. Teachers will continue to share best practices, lesson plans, and assessments and will adjust instruction and reteach standards as needed based on student performance data. Teachers, counselors, and administration will work together to increase social emotional learning opportunities and to offer mental health supports to students demonstrating need.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	1.01%	0.7%	4	3	3
African American	5.2%	3.72%	2.82%	21	11	12
Asian	0.3%	%	0.23%	1		1
Filipino	1.5%	1.35%	0.94%	6	4	4
Hispanic/Latino	83.7%	87.50%	89.2%	340	259	380
Pacific Islander	%	%	0%			0
White	6.9%	6.08%	4.93%	28	18	21
Multiple/No Response	1.5%	0.34%	1.17%	6	1	5
	Total Enrollment			406	296	426

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	145	100	111
Grade 12	261	196	315
Total Enrollment	406	296	426

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	78	89	93	26.0%	26.1%	22.90%
Fluent English Proficient (FEP)	111	117	146	37.0%	34.3%	36.00%
Reclassified Fluent English Proficient (RFEP)	21	5	17	15.8%	6.4%	18.3%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
296	99.3	27.7	1.4
Total Number of Students enrolled in Mt. San Jacinto High School/EWEC.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	27.7
Foster Youth	4	1.4
Homeless	15	5.1
Socioeconomically Disadvantaged	294	99.3
Students with Disabilities	18	6.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.7
American Indian	3	1.0
Asian		
Filipino	4	1.4
Hispanic	259	87.5
Two or More Races	1	0.3
Pacific Islander		
White	18	6.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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



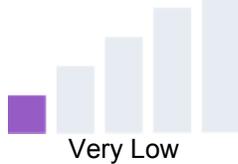
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



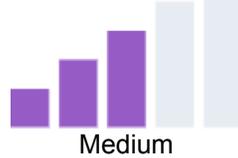
English Learner Progress



College/Career
Not Reported in 2022

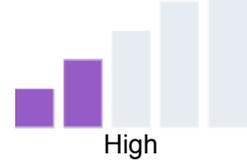
Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

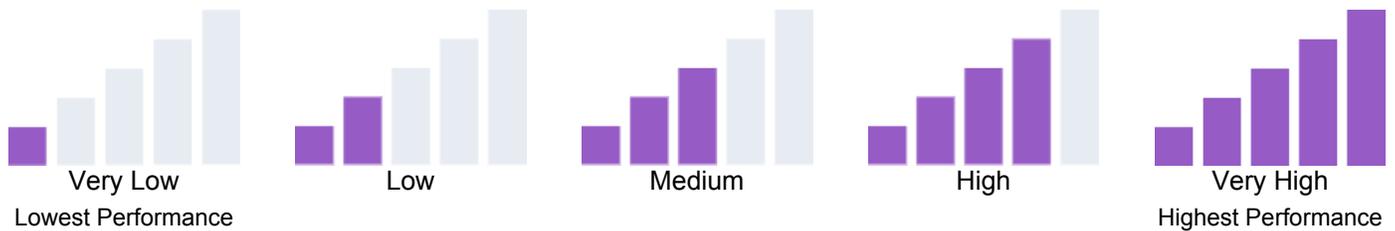
1.

School and Student Performance Data

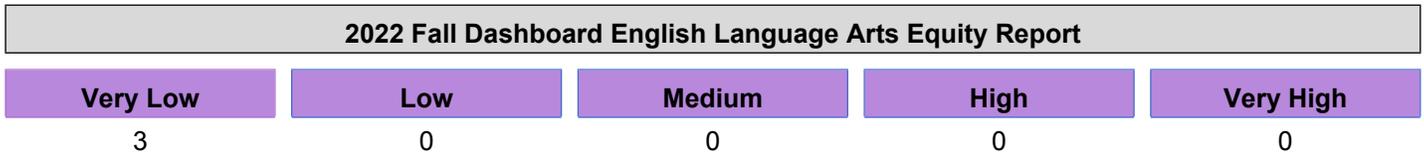
Academic Performance English Language Arts

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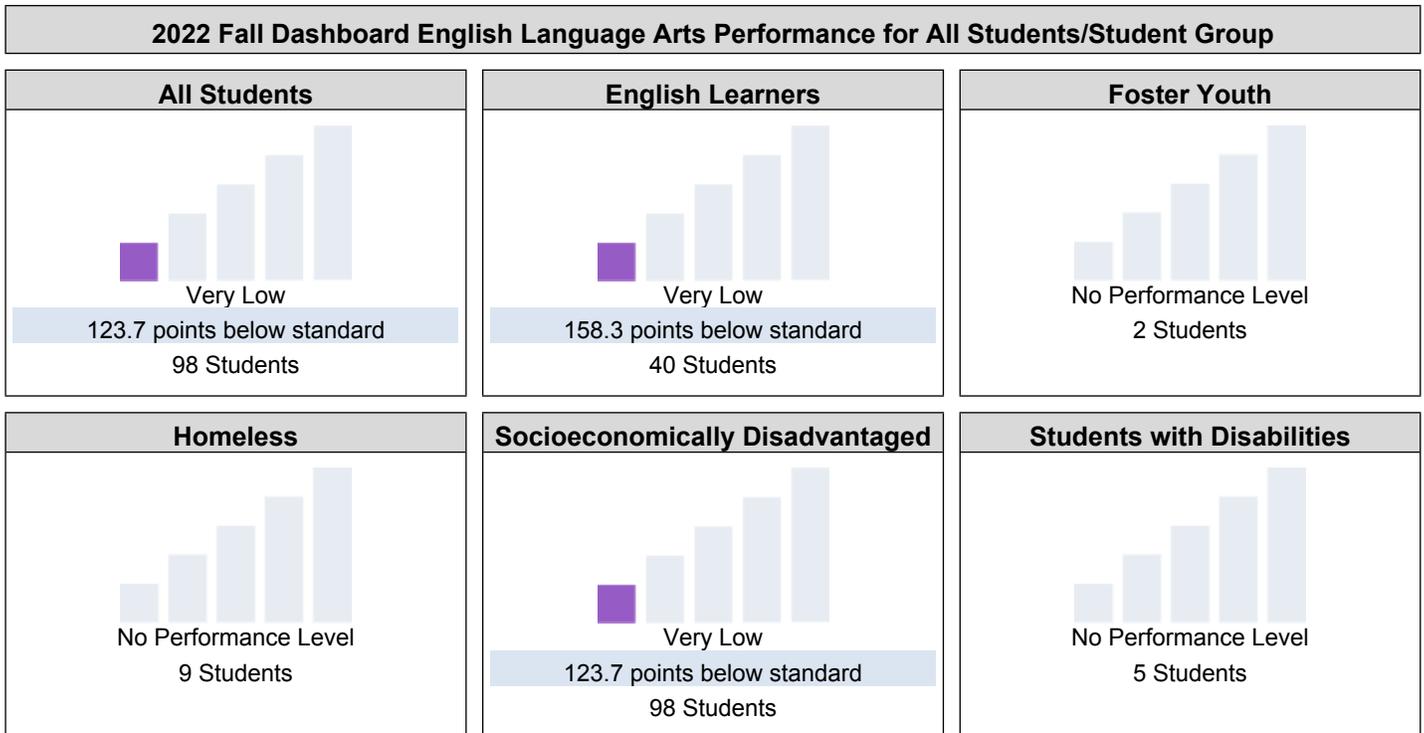
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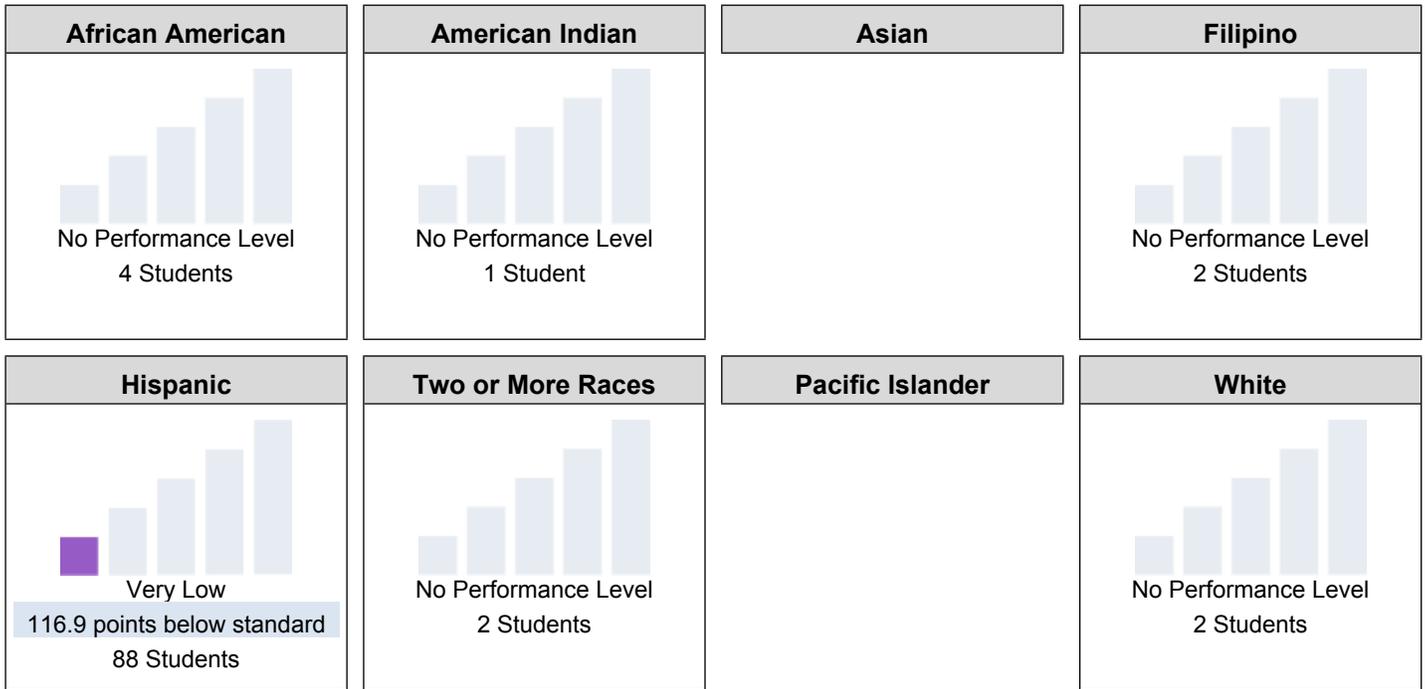
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>170.5 points below standard</p> <p>32 Students</p>	<p>9 Students</p>	<p>139.0 points below standard</p> <p>29 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

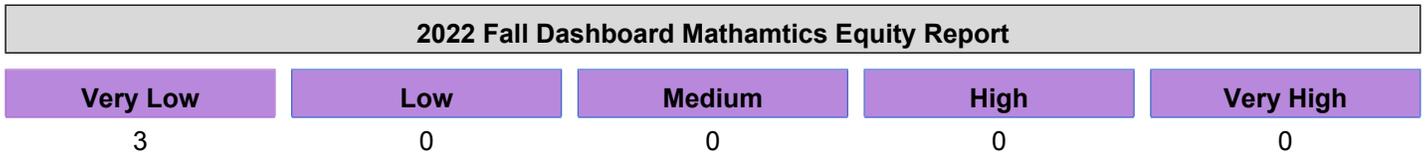
Academic Performance Mathematics

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

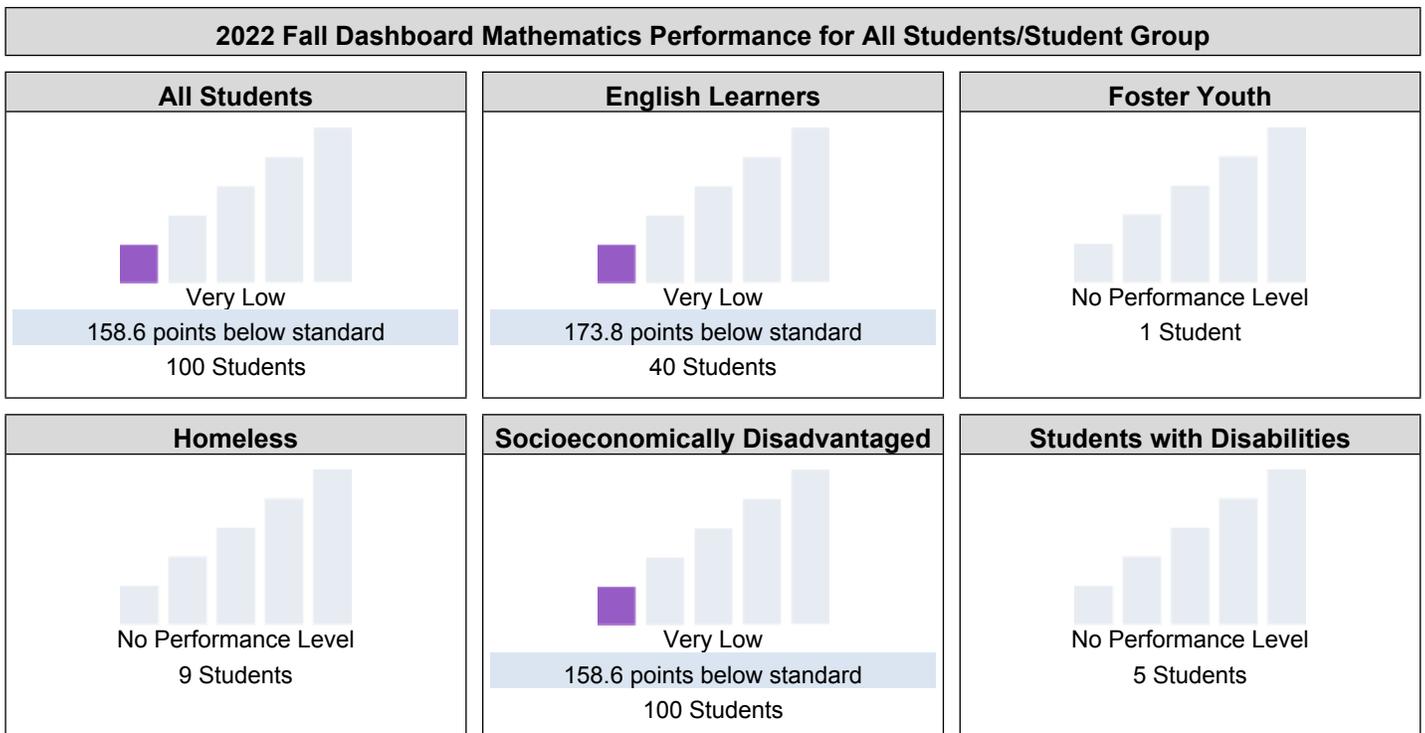
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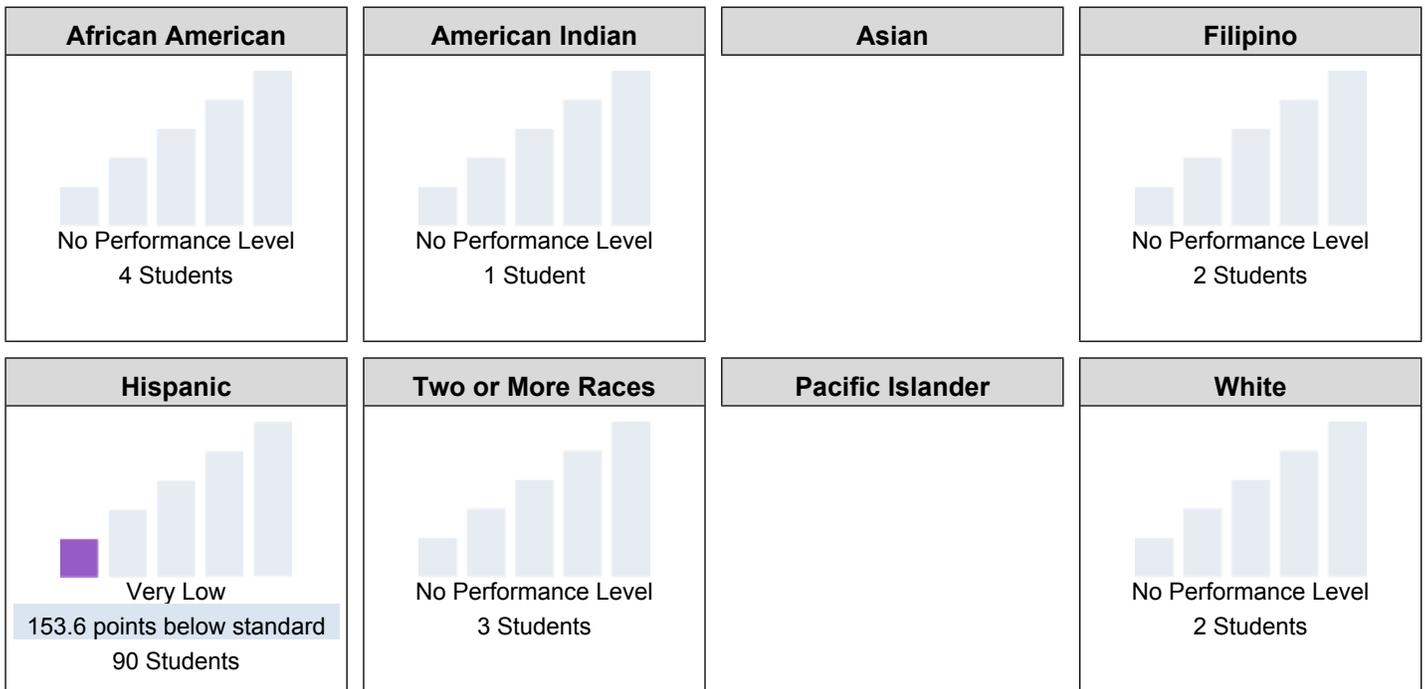
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>177.7 points below standard 32 Students</p>	<p>9 Students</p>	<p>196.9 points below standard 32 Students</p>

Conclusions based on this data:

1.

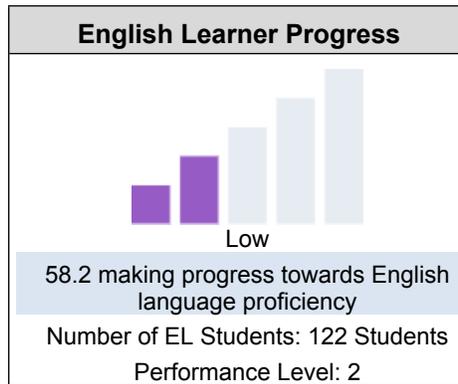
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.6%	26.2%	0.8%	57.4%

Conclusions based on this data:

1.

School and Student Performance Data

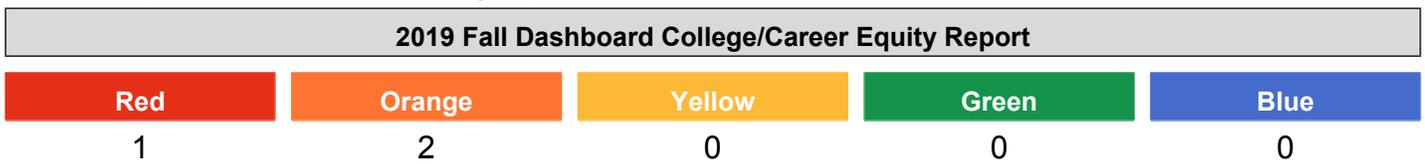
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> Orange 4.9 Increased +4.9 144	<p>English Learners</p> Red 0 Maintained 0 31	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 0 11	<p>Socioeconomically Disadvantaged</p> Orange 5.2 Increased +5.2 134	<p>Students with Disabilities</p> No Performance Color 0 Maintained 0 14

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +2.7 113	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 18.8 Increased Significantly +18.8 16

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	0 Prepared	4.9 Prepared
Approaching Prepared	7.7 Approaching Prepared	5.6 Approaching Prepared
Not Prepared	92.3 Not Prepared	89.6 Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

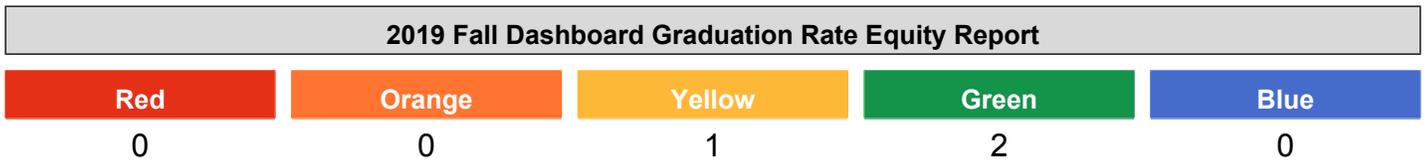
Academic Engagement Graduation Rate

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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>84.7</p> <p>Increased +7.6</p> <p>144</p>	<p>English Learners</p> <p>Yellow</p> <p>77.4</p> <p>Maintained +1.6</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>72.7</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>83.6</p> <p>Increased +6</p> <p>134</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>71.4</p> <p>Declined -7.1</p> <p>14</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 84.1 Increased +6.9 113	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 100 Increased +23.1 16

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
77.2	84.7

Conclusions based on this data:

- 1.

School and Student Performance Data

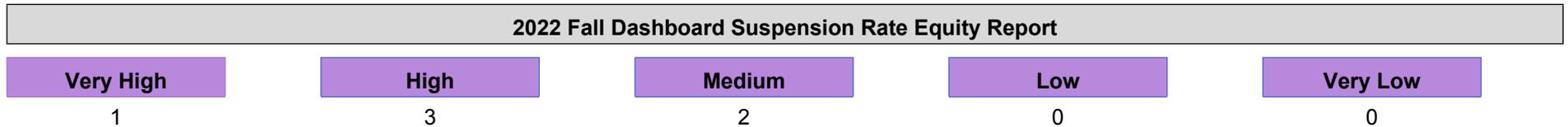
Conditions & Climate Suspension Rate

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

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

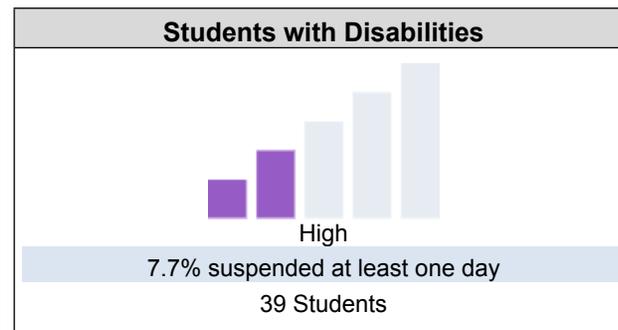
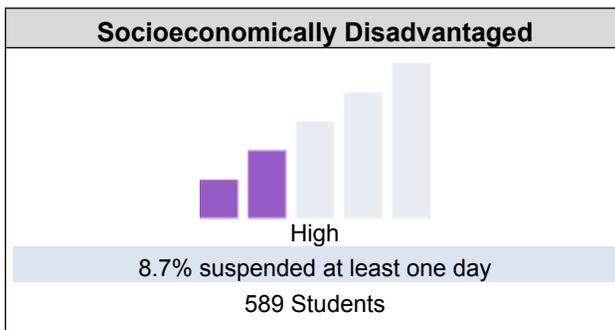
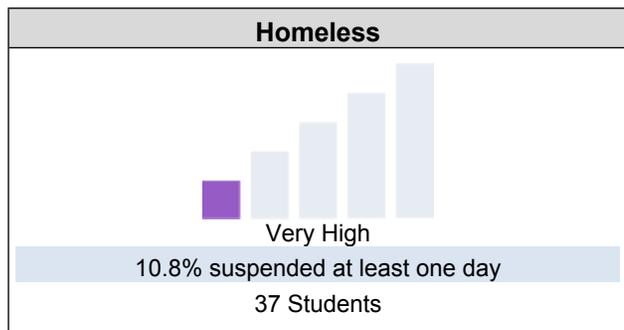
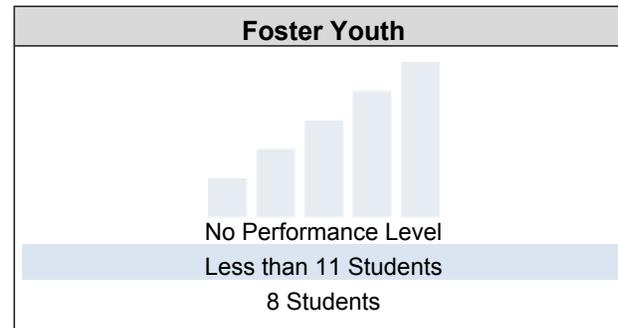
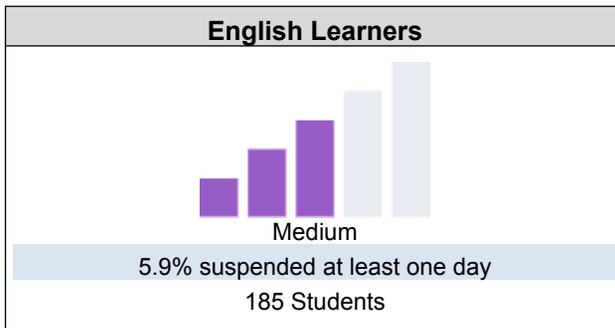
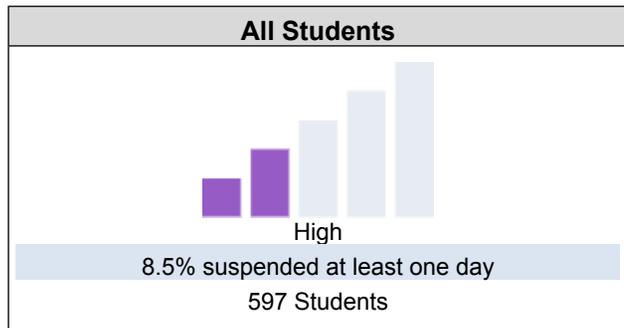


This section provides number of student groups in each level.

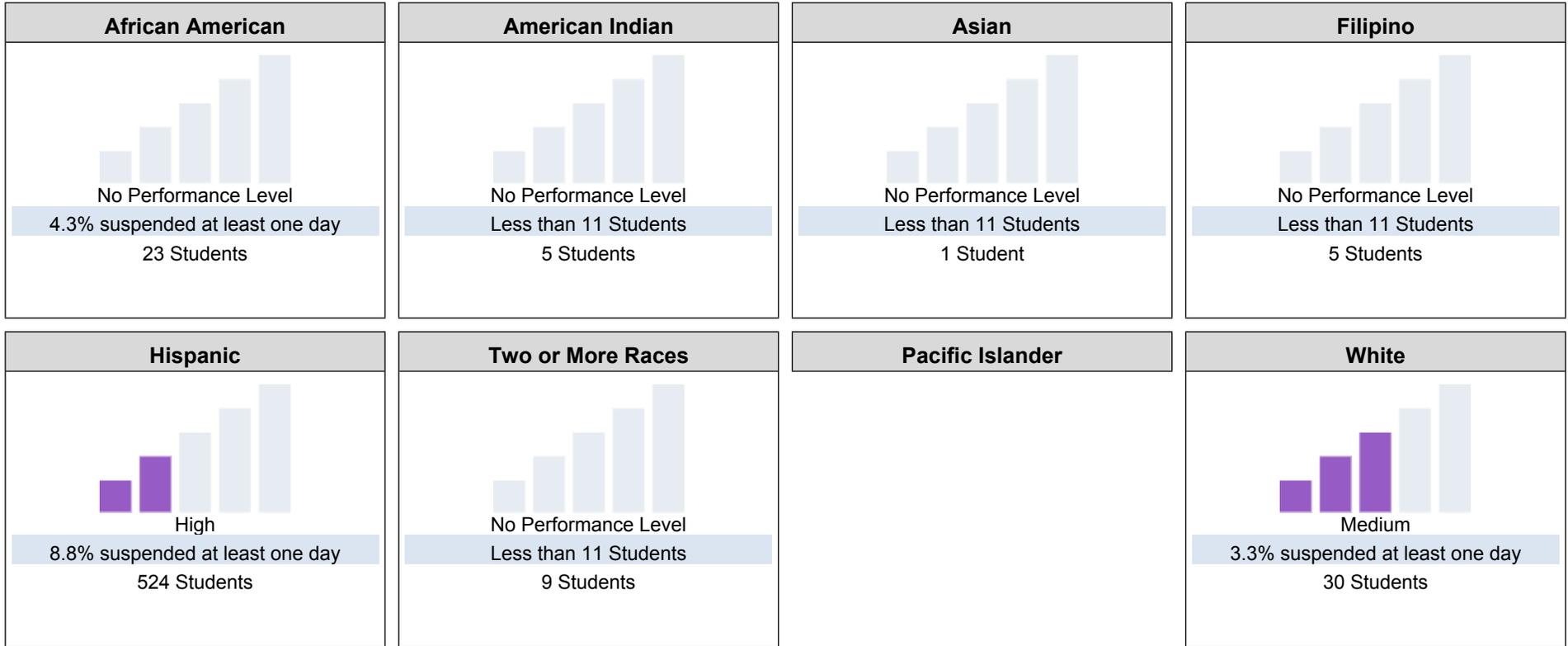


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	Overall students at MSJ scored in the Very Low range in ELA at 123.7 points below standard. English Learners scored at 158.3 points below standard, Hispanic students scored at 116.9 points below standard, and Socioeconomically Disadvantaged students scored at 123.7 points below standard.
	All	Yellow	58.2 points below standard	Increase ++3 points	
	EL	Yellow	97.7 points below standard	Increase ++15 points	
	Hisp	Yellow	65.5 points below standard	Increase ++3 points	
	AA	No Performance Color			
	SED	Yellow	60.4 points below standard	Increase ++3 points	
	SWD	No Performance Color			
	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	
All		Yellow	184.2 points below standard	Increase ++3 points	
EL		Orange	214.4 points below standard	Increase significantly ++15 points	
Hisp		Orange	194.5 points below standard	Increase ++3 points	
AA		No Performance Color			
SED		Orange	186.9 points below standard	Increase ++3 points	

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
California Science Test - Percent of Students Who Meet or Exceed Standard High School -	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 9.48%	Overall on the California Science Test, the percentage of students at MSJ who scored Met or Exceeded Standards was 4.92%																												
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – High Performance Level, 50% Making Progress	Overall the English Learner Progress Indicator (ELPI) for students at MSJ is considered low with 58.2% of students making progress.																												
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 9.4%	The rate for eleventh-grade EL students at MSJ that were Redesignated Fluent English Proficient was 37.8%. The rate for twelfth-grade grade students was 31.1%.																												
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>80.5</td> <td>Increase +3</td> </tr> <tr> <td>EL</td> <td></td> <td>78</td> <td>Increase +3</td> </tr> <tr> <td>Hisp</td> <td></td> <td>79.2</td> <td>Increase +3</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td></td> <td>79.5</td> <td>Increase +3</td> </tr> <tr> <td>SWD</td> <td>No Performance Color</td> <td>91.2</td> <td>Maintain +.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		80.5	Increase +3	EL		78	Increase +3	Hisp		79.2	Increase +3	AA	No Performance Color			SED		79.5	Increase +3	SWD	No Performance Color	91.2	Maintain +.3	Overall the graduation rate for students at MSJ was considered Low at 80.9%. English Learners earned a graduation rate of 78.1%, Hispanic students were at 80.7%, and Socioeconomically Disadvantaged students were at 81.3%, both considered Medium.
St. Group	Color	DFS/Percentage	Change																											
All		80.5	Increase +3																											
EL		78	Increase +3																											
Hisp		79.2	Increase +3																											
AA	No Performance Color																													
SED		79.5	Increase +3																											
SWD	No Performance Color	91.2	Maintain +.3																											
College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>8.6</td> <td>Increase +3</td> </tr> <tr> <td>EL</td> <td></td> <td>5.5</td> <td>Increase +3</td> </tr> <tr> <td>Hisp</td> <td></td> <td>7.0</td> <td>Increase +3</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		8.6	Increase +3	EL		5.5	Increase +3	Hisp		7.0	Increase +3	AA	No Performance Color			CCI results were not published for the Fall 2022 Dashboard and will return for the Fall 2023 Dashboard								
St. Group	Color	DFS/Percentage	Change																											
All		8.6	Increase +3																											
EL		5.5	Increase +3																											
Hisp		7.0	Increase +3																											
AA	No Performance Color																													

Metric/Indicator	Expected Outcomes	Actual Outcomes								
	<table border="1"> <tr> <td data-bbox="558 164 726 224">SED</td> <td data-bbox="726 164 894 224"></td> <td data-bbox="894 164 1062 224">9.0</td> <td data-bbox="1062 164 1201 224">Increase +3</td> </tr> <tr> <td data-bbox="558 224 726 305">SWD</td> <td data-bbox="726 224 894 305">No Performance Color</td> <td data-bbox="894 224 1062 305"></td> <td data-bbox="1062 224 1201 305"></td> </tr> </table>	SED		9.0	Increase +3	SWD	No Performance Color			
SED		9.0	Increase +3							
SWD	No Performance Color									
<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - N/A English Learners (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) - Students with Disabilities (SWD) -</p>	<p>No students at MSJ met a--g eligibility.</p>								
<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A</p>	<p>No results yet.</p>								
<p>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)</p>	<p>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%</p>	<p>No students at MSJ passed an AP exam.</p>								
<p>Williams Textbook/Materials Compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance</p>	<p>MSJ was 100% in compliance with Williams Textbook/Materials</p>								

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide bilingual instructional aide for the EWEC campus for targeted interventions for students in ELA and math.</p>	<p>A bilingual aide was in place for the majority of the school year. There was a period of time where the position was vacant while a new aide was being hired.</p>	<p>Salary for Bilingual Instructional Aide for EWEC campus. 2000-2999: Classified Personnel Salaries Title I 20,725.00</p> <p>Extra duty / benefits for Bilingual Instructional Aide for EWEC campus. 3000-3999: Employee Benefits Title I 7,964.00</p>	<p>Salary for Bilingual Instructional Aide for EWEC campus. 2000-2999: Classified Personnel Salaries Title I 20,725.00</p> <p>Extra duty / benefits for Bilingual Instructional Aide for EWEC campus. 3000-3999: Employee Benefits Title I 7,964.00</p>
<p>After school tutoring will be held to provide additional support and targeted interventions for struggling students in ELA and math.</p>	<p>Some tutoring took place during the year in math.</p>	<p>Teacher extra duty salary for after school tutoring. 1000-1999: Certificated Personnel Salaries Title I 7,200.00</p> <p>Teacher extra duty salary for after school tutoring. 3000-3999: Employee Benefits Title I 2,232.00</p>	<p>Teacher extra duty salary for after school tutoring. 1000-1999: Certificated Personnel Salaries Title I 0.00</p> <p>Teacher extra duty salary for after school tutoring. 3000-3999: Employee Benefits Title I 0.00</p>
<p>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, STEAM, and others. PLC opportunities to attend department</p>	<p>Staff members attended a variety of conferences including the state Alternative Education conference, a financial literacy conference, art-focused conferences and workshops, and various professional development days in Social Science and other academic areas. Teams of staff visited Model Continuation Schools in</p>	<p>Conferences and related fees and expenses. 5000-5999: Services And Other Operating Expenditures Title I 8,000.00</p> <p>Substitute teachers for pull-out days and/or conferences for ELA and math teachers</p>	<p>Conferences and related fees and expenses. 5000-5999: Services And Other Operating Expenditures Title I 10,260.45</p> <p>Substitute teachers for pull-out days and/or conferences for ELA and math teachers</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
pullout days to share best practices, visit model programs, and develop more rigorous, engaging lessons.	Southern California to learn and see best practices.	5000-5999: Services And Other Operating Expenditures Title I 2,000.00 Substitute teachers for pull-out days for Science, Social Science, and elective teachers 5000-5999: Services And Other Operating Expenditures LCFF 2,107.00	5000-5999: Services And Other Operating Expenditures Title I 3,156.00 Substitute teachers for pull-out days for Science, Social Science, and elective teachers 5000-5999: Services And Other Operating Expenditures LCFF 3587.32
Replace, upgrade and install technology to help students develop their abilities in ELA, math, technical skills, and other classroom applications.	Two parent center computers were purchased to assist parents with online registration, and a subscription to NewsELA was renewed to support EL students in the ELA classroom.	Technology supplies and upgrades. 4000-4999: Books And Supplies Title I 10,448.00	Technology supplies and upgrades. 4000-4999: Books And Supplies Title I 1,785.80
Purchase manipulatives and supplies for hands-on activities in math and English classes.	A variety of math and English classroom supplies were purchased including protractors, books, and dry erase boards.	Purchase of rockets, and other supplemental classroom materials for engaging lessons in math and ELA 4000-4999: Books And Supplies Title I 2,500.00	Purchase of rockets, and other supplemental classroom materials for engaging lessons in math and ELA 4000-4999: Books And Supplies Title I 4,553.67
Students will participate in site-approved, curriculum-based, and/or enrichment-focused field trips to enhance and inspire learning (Ex: trips to plays, musicals, museums, schools/colleges).	Students visited the Cheech Marin art museum in Riverside to experience both art and cultural awareness.	Field Trips, Registration, Transportation, Substitute Teachers 5000-5999: Services And Other Operating Expenditures LCFF 12,500.00	Field Trips, Registration, Transportation, Substitute Teachers 5000-5999: Services And Other Operating Expenditures LCFF 10,093.90
Offer enrichment opportunities for students outside of school hours to include Winter and/or Spring	Classes in US History and PE were held during Spring Break to allow students to work on meeting graduation requirements.	Teacher extra duty salary during Spring Break.	Teacher extra duty salary during Spring Break.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intersession classes and after school programs.		1000-1999: Certificated Personnel Salaries LCFF 6,000.00	1000-1999: Certificated Personnel Salaries LCFF 3,789.41
		Teacher extra duty benefits during Spring Break. 3000-3999: Employee Benefits LCFF 1,523.00	Teacher extra duty benefits during Spring Break. 3000-3999: Employee Benefits LCFF 1,162.31
		After school arts and/or enrichment program. 5000-5999: Services And Other Operating Expenditures LCFF 4,000.00	After school arts and/or enrichment program. 5000-5999: Services And Other Operating Expenditures LCFF 0.00
Additional classroom supplies and equipment for science (including STEAM), art, and other elective classrooms to further engage students.	A variety of supplies were purchased in art, science, Social Studies, PE, and Esports.	Instructional supplies and equipment for art and elective classrooms. 4000-4999: Books And Supplies LCFF 6,500.00	Instructional supplies and equipment for art and elective classrooms. 4000-4999: Books And Supplies LCFF 6,264.31
		Instructional supplies and equipment for science labs. 4000-4999: Books And Supplies LCFF 4,000.00	Instructional supplies and equipment for science labs. 4000-4999: Books And Supplies LCFF 0.00

Analysis

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

A Bilingual Aide was in place for the majority of the school year, though there was a period of time when we had to replace the aide who moved on to another position; the aide was in classrooms and assisted with ELPAC testing throughout the school year and appeared effective in assisting students who demonstrated need as the progress of our EL students on the ELPI was over 30%, much higher than the district average. Some after school tutoring took place but it was not at a consistent interval as the main teacher who does tutoring was not available after school as much as in the past. Staff members attended a variety of conferences and pull out days during the school year including the state Alternative Education Conference, a financial literacy conference, MTSS professional development, and math and Social Science pull out days, all of which contributed to teacher education and efficacy. Technology upgrades occurred in several

classrooms to allow students access to better and faster technology. Math and English teachers purchased various supplies for their classrooms to support student learning and engagement. Overall, the resources spent on increasing student academic learning and achievement were worthwhile and sound; now that there is new baseline data to help monitor and measure student growth we will eventually have a better idea of how effective the plan is.

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 really were no major differences between the intended implementation and what actually occurred. The areas for us to better monitor and implement next year will be after school tutoring and field trips.

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.

There will be no major or dramatic changes to the SPSA in Goal 1. We will be adding a few more specific action items in the areas of supporting Foster and Homeless Youth with needed academic supplies in response to those students being identified in a significant achievement gap in ATSI; after interviewing youth in this criteria they expressed they were feeling fully supported at MSJ and offered no real suggestions for improving supports. The offering of free school supplies will ensure students have what they need to be prepared daily which will help them achieve academically and ultimately meet graduation requirements. Through a master schedule decision more students at MSJ are being taught IM3 standards, which we believe will help more students meet or exceed standards on the SBAC; more than 75% of students who completed the IM3 curriculum at MSJ met or exceeded standards last year. MSJ teachers continue to search for the most effective means of engaging students in the classroom, especially in core content areas; extra supplies for science teachers have been purchased to have more hands-on labs throughout each quarter, teachers report.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Parent involvement will increase by providing parents more opportunities for interaction with the school including scheduled times to interact with administration and parent education classes through the district's Parent Center.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 25	More than 30 parents attended Back To School Night, Parent Title 1 meeting, and Coffee With the Administrator events.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL) - N/A Hispanic (Hisp) - 100% African American (AA) - N/A	Though the sample was small, 100% of families responding to the survey report school connectedness is positive.
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) African American (AA) 	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - N/A	Though the sample was small, 100% of families responding to the survey report academic support for students is positive at MSJ.
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%	More than 50% of parents or guardians attended at least event or meeting at MSJ this year. All new students and their parent/guardian are required to attend both a counselor meeting and New Student Orientation.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center	The district offered a variety of parent-focused learning opportunities for parents throughout the school year. Parent funds (and additional Title 1 technology funds) were used to purchase two parent computers to aid parents in registering students online.	Technology classes for parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,138.00	Technology classes for parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0.00

Analysis

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

Rather than duplicate the efforts the Parent Center is making to educate parents MSJ instead invested the money elsewhere.

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 funds were spent on parent classes this year, instead the Parent Center classes information was shared periodically during the school year with parents, informing them of what was being offered.

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

We will be slightly changing the goal next year. We will continue to share the district's offerings to parents but we will also be investigating perhaps offering a different class/program than what is being offered. If no parents are interested, the funds will go to increasing the MSJ Parent Center offerings.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.00%	Attendance rates for this year was as follows: Quarter 1: 95.25%, Quarter 2: 87.44%, Quarter 3: 90.65%								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - N/A English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	MSJ doesn't calculate Chronic Absenteeism due to Positive Attendance in alternative education.								
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) - 20.6% English Learner (EL) - 19.4% Hispanic (Hisp) - 19.8% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 20.3%	The High School 4-Year Dropout Rate for MSJ in 21-22 dropped to 15.5% for all students. The rate for Hispanic students was 16.1%, English Learners 19%, and Socioeconomically Disadvantaged 15.1%.								
Suspension Rates: All Students (ALL) English Learner (EL)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>7.3</td> <td>Decline -.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	7.3	Decline -.3	The overall suspension rate at MSJ is rated high at 8.5%. The rate for homeless students is considered very high at 10.8%. The rates for Hispanic (8.8%), Socioeconomically
St. Group	Color	DFS/Percentage	Change							
All	Yellow	7.3	Decline -.3							

Metric/Indicator	Expected Outcomes	Actual Outcomes																				
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <tr> <td>EL</td> <td>Orange</td> <td>5.9</td> <td>Decline -.3</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>6.0</td> <td>Decline -.3</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>15</td> <td>Decline Significantly -3.2</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>7.4</td> <td>Decline -.3</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>9.1</td> <td>Decline -.3</td> </tr> </table>	EL	Orange	5.9	Decline -.3	Hisp	Orange	6.0	Decline -.3	AA	Yellow	15	Decline Significantly -3.2	SED	Yellow	7.4	Decline -.3	SWD	Yellow	9.1	Decline -.3	Disadvantaged (8.7%), and Students with Disabilities (7.7%) we all considered high. The rates for English Learners (5.9%) were considered medium.
EL	Orange	5.9	Decline -.3																			
Hisp	Orange	6.0	Decline -.3																			
AA	Yellow	15	Decline Significantly -3.2																			
SED	Yellow	7.4	Decline -.3																			
SWD	Yellow	9.1	Decline -.3																			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) -0.97% English Learner (EL) - 0.24% Hispanic (Hisp) - 1.27% African American (AA) - 0.00% Socioeconomically Disadvantaged (SED) 1.06% Students with Disabilities (SWD) 0.00%	The expulsion rate at MSJ last year was 0.02%. The lone student that was expelled was Hispanic, setting the rate for that subgroup also at 0.02%.																				
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 56% English Learner (EL) - 48% Hispanic (Hisp) - 55% African American (AA) - 34% Hisp: 55% SED: 56%	Overall, students on both campuses felt a School Connectedness at about 56%. English Learners rated belonging at 58%, and Hispanic students at 53%.																				
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 76% Hispanic (Hisp) - 81% African American (AA) - 58% SED: 81%	Overall, 78% of students feel safe on campus. Sub group responses say 80% of Hispanic students feel safe and 60% of EL students feel safe.																				
Williams Facilities Inspection Results	Williams Facilities Inspection Results will remain at 100%	Williams Facilities Inspection Results were at 100% compliance.																				

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administration, counselors, and staff will attend conferences and training to increase efficacy in Social Emotional learning, Equity-Based decision making, and campus culture. Conferences and training to include PBIS implementation, cyber bullying, student equity, vaping, trauma-based decision making, etc.	Staff attended a variety of conferences including the CCEA conference, MTSS training, and a variety of subject-specific professional development and work days.	PBIS, student equity, cyber bullying, and other conferences and training. 5000-5999: Services And Other Operating Expenditures LCFF 22,000.00	PBIS, student equity, cyber bullying, and other conferences and training. 5000-5999: Services And Other Operating Expenditures LCFF 11,130.00
Provide mental health services for students who are not covered under district mental health services criteria.	Dozens of MSJ students received Mental Health services during the school year.		
Bus passes, motivational speakers and trips, school supplies, and other incentives for improving graduation and attendance rates.	School supplies and motivational/reward trips occurred during the school year.	Purchase SunBus passes, hire motivational speakers, pay for motivational trips and student school supplies. 5000-5999: Services And Other Operating Expenditures LCFF 10,390.00	Purchase SunBus passes, hire motivational speakers, pay for motivational trips and student school supplies. 5000-5999: Services And Other Operating Expenditures LCFF 9,102.00

Analysis

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

Staff members attended a variety of conferences, workshops and professional development opportunities this year including the state Alternative Education Conference, UDL trainings, MTSS, and subject specific work days and more. Teachers, administrators, and classified members who attended expressed gratitude and a greater understanding of how to teach and support our students. Dozens of MSJ students received mental health services (some services used to be paid for out of LCFF funds until the district began paying for those services last year). Bus passes are no longer needed for the SunBus so those items were not purchased. A trip to the beach for students as a motivation and reward incentive for state testing occurred as well as the bus being provided for graduating seniors to Grad Night as a motivator for meeting grad requirements.

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

The only items that weren't purchased were bus passes. The school would like to find appropriate motivational speakers to bring in to speak with students however it has been difficult to find the right fit for our student population.

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.

More funds will be spent on subgroups to promote belonging and attendance to the school, including intramural sports equipment and jerseys, and shirts for various clubs on campus.

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

Identified Need

Student performance on the SBAC exam in both math and ELA need to increase by 15 points in meeting or exceeding standards. While students in our mathletes class did quite well on the math test the majority of students did not, especially English Learners. Other subgroups performed near to the school's average. In ELA it was again the English Learners who scored much lower than the school's average by more than 30 points.

Student performance on the CAST exam needs to increase by at least 3% in meeting or exceeding standards.

Student growth in ELPI (58.2%%) was above the state average but still needs to increase and the student RFEP Reclassification rate (32.9%) needs to show growth toward meeting the state average.

The student graduation rate dropped last year compared to prior years; students need additional opportunities to make up credits outside of the school day. The Homeless and Foster Youth population met ATSI criteria as the graduation rate for this subgroup was behind that of their peers. This cohort of students will receive school supplies at the beginning of each quarter (as needed) and tracking from their counselor.

Students need more opportunities to meet the College and Career Readiness Indicator.

MSJ offers no AP exams on campus at this time.

Although all content-area courses are aligned to standards classes at MSJ are not a--g approved.

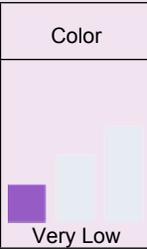
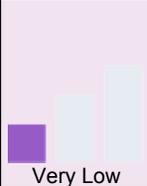
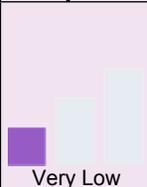
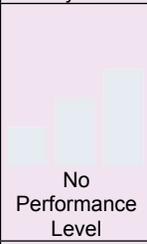
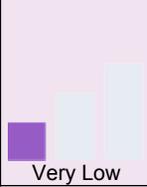
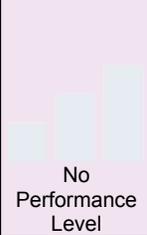
Measuring and Reporting Results

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)

St. Group	Color	DFS/Percentage	Change
All	 Very Low	123.7 points below standard	
EL	 Very Low	158.3 points below standard	
Hisp	 Very Low	116.9 points below standard	
AA	 No Performance Level		
SED	 Very Low	123.7 points below standard	
SWD	 No Performance Level		

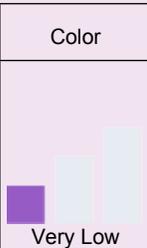
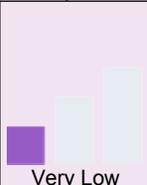
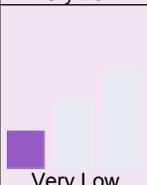
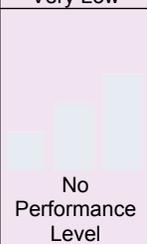
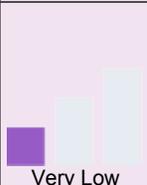
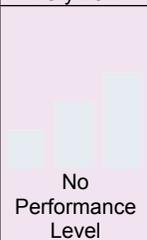
St. Group	Color	DFS/Percentage	Change
All	Yellow	108.7 points below standard	+15
EL	Orange	143.3 points below standard	+15
Hisp	Yellow	101.9 points below standard	+15
AA	N/A	N/A	N/A
SED	Yellow	108.7	+15
SWD	N/A	N/A	N/A

Metric/Indicator

Baseline

Expected Outcome

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

St. Group	Color	DFS/Percentage	Change
All	 Very Low	158.6 points below standard	
EL	 Very Low	173.8 points below standard	
Hisp	 Very Low	153.6 points below standard	
AA	 No Performance Level		
SED	 Very Low	158.6 points below standard	
SWD	 No Performance Level		

St. Group	Color	DFS/Percentage	Change
All	Yellow	143.6 points below standard	+15
EL	Yellow	158.8 points below standard	+15
Hisp	Yellow	138.6 points below standard	+15
AA	N/A	N/A	N/A
SED	Yellow	143.6 points below standard	+15
SWD	N/A	N/A	N/A

Metric/Indicator

Baseline

Expected Outcome

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

California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 6.49%

California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 9.48%

California School Dashboard - English Learner Progress Indicator (ELPI)

California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Low Performance Level, 58.2% Making Progress

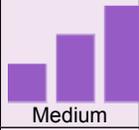
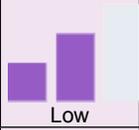
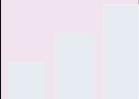
California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Medium Performance Level, 61.2% Making Progress

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 32.9%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35.9%

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

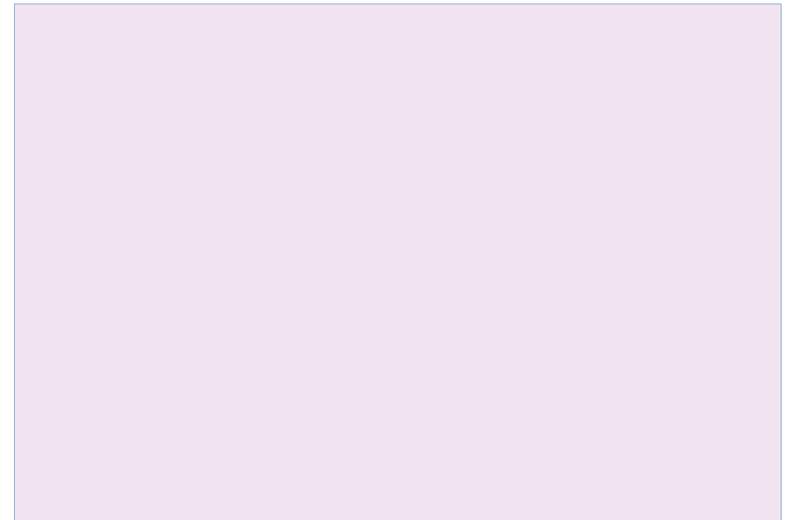
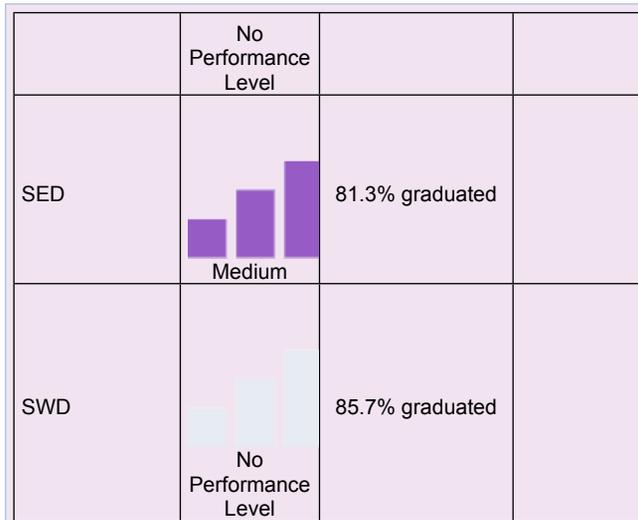
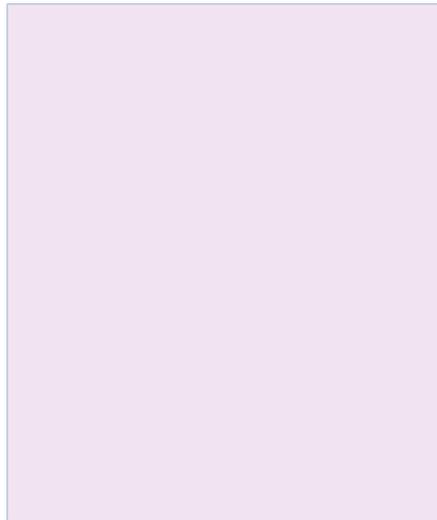
St. Group	Color	DFS/Percentage	Change
All		80.9% graduated	
EL		78.1% graduated	
Hisp		80.7% graduated	
AA		Less than 11 Students	

St. Group	Color	DFS/Percentage	Change
All	Green	83.9% graduated	+3
EL	Green	81.1% graduated	+3
Hisp	Green	83.7% graduated	+3
AA	N/A	N/A	N/A
SED	Green	84.3% Graduated	+3
SWD	N/A	N/A	N/A

Metric/Indicator

Baseline

Expected Outcome



College and Career Indicator (CCI) \

- All Students (ALL)
- English Learners (EL)
- Hispanic (Hisp)
- African American (AA)
- Socioeconomically Disadvantaged (SED)
- Students with Disabilities (SWD)

UC and/or CSU Entrance Requirement Completion Rate

- All Students (ALL) 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) 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)

UC and/or CSU Entrance Requirement Completion Rate

- All Students (ALL) - N/A
- English Learners (EL) -
- Hispanic (Hisp) -
- African American (AA) -
- Socioeconomically Disadvantaged (SED) -
- Students with Disabilities (SWD) -

UC and/or CSU Entrance Requirement Completion Rate

- All Students (ALL) - N/A
- English Learners (EL) -
- Hispanic (Hisp) -
- African American (AA) -
- Socioeconomically Disadvantaged (SED) -
- Students with Disabilities (SWD) -

Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program

Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A

Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - N/A

Metric/Indicator	Baseline	Expected Outcome
required coursework with a C+ or better grade in each course		
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) - 0% English Learners (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Provide bilingual instructional aide for the EWEC campus for targeted interventions for students in ELA and math.

Students to be Served by this Strategy/Activity

English Learner

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	21,479.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Bilingual Instructional Aide for EWEC campus.
Amount	8,778.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty / benefits for 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 literacy and math.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,500.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teacher extra duty salary for after school tutoring.
Amount	2,302.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teacher extra duty salary for after school tutoring.

Strategy/Activity 3

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, STEAM, and others. PLC opportunities to attend department pullout days to share best practices, visit model programs, 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, 2023 to June 30, 2024

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	15,000.00
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 pull-out days and/or conferences for ELA and math teachers
Amount	3,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teachers for pull-out days for Science, Social Science, and elective teachers

Strategy/Activity 4

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, 2023 to June 30, 2024

Person(s) Responsible

Administration, staff, and site secretary.

Proposed Expenditures for this Strategy/Activity

Amount	11,251.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology supplies and upgrades.

Strategy/Activity 5

Purchase manipulatives and supplies for hands-on activities in math and English classes.

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, staff, and site secretary.

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of rockets, and other supplemental classroom materials for engaging lessons in math and ELA

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

- All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Counselors, teachers, and administration

Proposed Expenditures for this Strategy/Activity

Amount	12,000.00
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 to include Winter and/or Spring Intersession classes and after school 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, 2023 to June 30, 2024

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	1,562.00
Source	LCFF

Budget Reference	3000-3999: Employee Benefits
Description	Teacher extra duty benefits during Spring Break.
Amount	5,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	After school arts and/or enrichment program.
Amount	4,000.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Security for extra duty salary during Spring Break and after school.
Amount	1,606.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Security extra duty benefits during Spring Break and after school.

Strategy/Activity 8

Additional classroom supplies and equipment for science (including STEAM), art, and other elective classrooms to further engage students.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration and department chairs.

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional supplies and equipment for Social Science, Science, art and other elective classrooms.

Strategy/Activity 9

Update and replace printers and printer cartridges as needed for student and staff use.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, staff, site secretaries.

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Printers and replacement ink.

Strategy/Activity 10

Purchase school supplies for low-income, foster youth and homeless students.

Students to be Served by this Strategy/Activity

Foster Youth
 Low Income

- Specific Student Groups:
Homeless students

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, site secretaries.

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Necessary supplies for low-income, foster and homeless students in support of graduation (ATSI).

Strategy/Activity 11

ATSI subgroup will receive additional counseling sessions and monitoring to close gap in graduation rate.

Students to be Served by this Strategy/Activity

- Foster Youth
- Specific Student Groups:
Homeless

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

Offer an extra period of math and/or ELA support targeting the lowest academic performing students during the second semester. Curriculum will focus on skill-building and closing achievement gaps.

Students to be Served by this Strategy/Activity

All

Timeline

January 1, 2024 to June 30, 2024

Person(s) Responsible

Administration, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Amount	16,028
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for teacher prep buy-outs to offer after-school classes.
Amount	3,500

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 scheduled times to interact with administration and parent education classes through the district's Parent Center.

LCAP Goal

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

Identified Need

There is a need to increase family connectedness to the school as evidenced by the number of parents providing input to the school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 30	Parent Participation in Stakeholder Input Processes - 35
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 100% English Learner (EL) N/A Hispanic (Hisp) 100% African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL) - N/A Hispanic (Hisp) - 100% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey • All Students (ALL)	Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - N/A

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> Hispanic (Hisp) African American (AA) 	African American (AA) - N/A	
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - baseline will be set in 20-21	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Planned Strategies/Activities

Strategy/Activity 1

Provide coffee/snacks for parents at quarterly Coffee With Administration events and at Teen Mental Health Awareness and Behavior Challenges events each semester.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Coffee and snacks for families during parent and family events.

Strategy/Activity 2

Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, counselors, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	1,671.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Technology classes for parents.

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 and attend school regularly.

LCAP Goal

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

Identified Need

There is a need to increase student attendance back above 95%. As of Quarter 3 the attendance rate at MSJ was 90.65%

The four year drop out rate dropped by over 5% but there is still a need to reduce the rate closer to the district average.

Suspension rates (especially among Homeless and Foster Youth, which is not included as a subgroup in reports, but is more than 2% above the overall rate -- ATSI) need to decrease dramatically. The overall suspension rate rose by nearly 1%, with the rate of suspension among Hispanic students rose 2.5%.

The expulsion rate dropped significantly so it is no longer an identified need but something to be cognizant of.

There is also a need to increase student connectedness to the school as evidenced by an approval rate of 58% and students feeling safe at school of 81% on the Panorama Survey. The EL subgroup feels far less safe on campus at 63%, which needs to be explored further.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 90.65% (as of 3/17/23)	Student Attendance Rates All Students (ALL) - 95.00%
Chronic Absenteeism Rates All Students (ALL))	Chronic Absenteeism Rates All Students (ALL)) - N/A	Chronic Absenteeism Rates All Students (ALL) - N/A

Metric/Indicator	Baseline	Expected Outcome																																																
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)																																																
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) 15.5% English Learner (EL) 19.0 % Hispanic (Hisp) 16.1% African American (AA) N/A Socioeconomically Disadvantaged (SED) 15.1%	High School 4-Year Dropout Rate All Students (ALL) - 15.2% English Learner (EL) - 18.7% Hispanic (Hisp) - 15.8% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 14.8%																																																
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>8.5</td> <td>Increased +.9</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>5.9</td> <td>Declined -.3</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>8.8</td> <td>Increased +2.5</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>8.7</td> <td>Increased +1.0</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>7.7</td> <td>Declined - 1.7</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	8.5	Increased +.9	EL	Yellow	5.9	Declined -.3	Hisp	Orange	8.8	Increased +2.5	SED	Orange	8.7	Increased +1.0	SWD	Yellow	7.7	Declined - 1.7	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>8.2</td> <td>-0.3</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>5.6</td> <td>-0.3</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>8.5</td> <td>-0.3</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>8.4</td> <td>-0.3</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>7.4</td> <td>-0.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	8.2	-0.3	EL	Green	5.6	-0.3	Hisp	Yellow	8.5	-0.3	SED	Yellow	8.4	-0.3	SWD	Yellow	7.4	-0.3
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Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.02% English Learner (EL) 0.0% Hispanic (Hisp) 0.02% African American (AA) 0.00% Socioeconomically Disadvantaged (SED) 0.00% Students with Disabilities (SWD) 0.00%	Expulsion Rates All Students (ALL) -0.02% English Learner (EL) - 0.0% Hispanic (Hisp) - 0.02% African American (AA) - 0.00% Socioeconomically Disadvantaged (SED) 0.0% Students with Disabilities (SWD) 0.00%																																																
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL)	Panorama Survey - School Connectedness Baseline Data: All students: 56% EL: 58%	Panorama Survey – School Connectedness All Students (ALL) - 59% English Learner (EL) - 61% Hispanic (Hisp) - 55%																																																

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	AA: N/A Hisp: 53% SED: N/A	African American (AA) - N/A Hisp: 56% SED: N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 78% EL: 60% AA: N/A Hisp: 80% SED: N/A	Panorama Survey – School Safety All Students (ALL) - 81% English Learner (EL) - 63% Hispanic (Hisp) - 83% African American (AA) - N/A SED: N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% compliant	Williams Facilities Inspection Results will remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

Administration, counselors, and staff will attend conferences and training to increase efficacy in Social Emotional learning, Equity-Based decision making, and campus culture. Conferences and training to include PBIS implementation, cyber bullying, student equity, vaping, trauma-based decision making, etc.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, counselors, and staff.

Proposed Expenditures for this Strategy/Activity

Amount

14,004.00

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	CCEA, PBIS, student equity, cyber bullying, and other conferences and training.

Strategy/Activity 2

Increase student access to intramural sports and PE to promote belonging.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, coaches, site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Sports equipment and team jerseys

Strategy/Activity 3

Increase student attendance and belonging by providing shirts for various clubs and programs on campus.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Principal, club advisers, site secretaries.

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	T-shirts for ASB, Mathletes, GSA and other student clubs and organizations

Strategy/Activity 4

Provide student awards and awards for attendance and academic success.

Students to be Served by this Strategy/Activity

All

Timeline

October 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, counselors and site secretaries

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	School pencils, pens, and other small items as trivial awards.

Strategy/Activity 5

Motivational speakers, trips and other incentives for improving graduation and attendance rates.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Counselors, site secretaries and Administration

Proposed Expenditures for this Strategy/Activity

Amount	7,500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase SunBus passes, hire motivational speakers, pay for motivational trips and student school supplies.

Strategy/Activity 6

ATSI subgroup will be monitored for behavior and receive additional counseling as deemed necessary.

Students to be Served by this Strategy/Activity

- Foster Youth
- Specific Student Groups:
Homeless

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Counselors and Prevention Specialist

Proposed Expenditures for this Strategy/Activity

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 Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

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

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials.	2,962	Title IV

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	\$95,509
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$174,931.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	93,838	0.00
Title I Part A: Parent Involvement	1,671	0.00
LCFF	75,922	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$93,838.00
Title I Part A: Parent Involvement	\$1,671.00

Subtotal of additional federal funds included for this school: \$95,509.00

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 (\$)
	\$3,500.00
LCFF	\$75,922.00

Subtotal of state or local funds included for this school: \$79,422.00

Total of federal, state, and/or local funds for this school: \$174,931.00

Expenditures by Funding Source

Funding Source	Amount
	3,500.00
LCFF	75,922.00
Title I	93,838.00
Title I Part A: Parent Involvement	1,671.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00
1000-1999: Certificated Personnel Salaries	29,528.00
2000-2999: Classified Personnel Salaries	27,150.00
3000-3999: Employee Benefits	14,248.00
4000-4999: Books And Supplies	41,501.00
5000-5999: Services And Other Operating Expenditures	59,004.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		3,500.00
1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
2000-2999: Classified Personnel Salaries	LCFF	4,000.00
3000-3999: Employee Benefits	LCFF	3,168.00
4000-4999: Books And Supplies	LCFF	21,250.00
5000-5999: Services And Other Operating Expenditures	LCFF	41,504.00
1000-1999: Certificated Personnel Salaries	Title I	23,528.00
2000-2999: Classified Personnel Salaries	Title I	21,479.00
3000-3999: Employee Benefits	Title I	11,080.00
4000-4999: Books And Supplies	Title I	20,251.00
5000-5999: Services And Other Operating Expenditures	Title I	17,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,671.00

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
Aguilar, Fernando				X	
Alfaro, Alvaro					X
Calonne, Alexander		X			
Gonzalez, Cathy			X		
Hernandez, Anthony					X
Izquierdo, Kimberly					X
Jaurequi, Diego					X
Keane, Andy		X			
Mendizabal, Chris		X			
Ploth, Preciosa		X			
Seiple, Brad	X				
Vacant				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

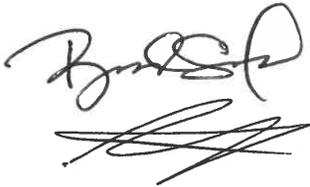
Committee or Advisory Group Name

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 10/20/2023.

Attested:



Principal, Brad Seiple on 10/20/2023

SSC Chairperson, Alexander Calonne on 10/20/2023

Title I and LCFF Funded Program Evaluation

Goal #1:
 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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Provide bilingual instructional aide for the EWEC campus for targeted interventions for students in ELA and math.			
After school tutoring will be held to provide additional support and targeted interventions for struggling students in literacy and math.			
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, STEAM, and others. PLC opportunities to attend department pullout days to share best practices, visit model programs, and develop more rigorous, engaging lessons.			
Replace, upgrade and install technology to help students develop their abilities in ELA, math, technical skills, and other classroom applications.			
Purchase manipulatives and supplies for hands-on activities in math and English classes.			
Students will participate in site-approved, curriculum-based, and/or enrichment-focused field trips to enhance and inspire learning (Ex: trips to plays, musicals, museums, schools/colleges).			
Offer enrichment opportunities for students outside of school hours to include Winter and/or Spring Intersession classes and after school programs.			

Additional classroom supplies and equipment for science (including STEAM), art, and other elective classrooms to further engage students.			
Update and replace printers and printer cartridges as needed for student and staff use.			
Purchase school supplies for low-income, foster youth and homeless students.			
ATSI subgroup will receive additional counseling sessions and monitoring to close gap in graduation rate.			
Offer an extra period of math and/or ELA support targeting the lowest academic performing students during the second semester. Curriculum will focus on skill-building and closing achievement gaps.			

Goal #2:
 Parent involvement will increase by providing parents more opportunities for interaction with the school including scheduled times to interact with administration and parent education classes through the district's Parent Center.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Provide coffee/snacks for parents at quarterly Coffee With Administration events and at Teen Mental Health Awareness and Behavior Challenges events each semester.			
Provide parent education classes in technology and/or internet safety in partnership with the district Parent Center			

Goal #3:
 Establish a supportive, engaging school environment that provides students the Social and Emotional learning necessary to become successful learners and attend school regularly.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results

	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Administration, counselors, and staff will attend conferences and training to increase efficacy in Social Emotional learning, Equity-Based decision making, and campus culture. Conferences and training to include PBIS implementation, cyber bullying, student equity, vaping, trauma-based decision making, etc.			
Increase student access to intramural sports and PE to promote belonging.			
Increase student attendance and belonging by providing shirts for various clubs and programs on campus.			
Provide student awards and awards for attendance and academic success.			
Motivational speakers, trips and other incentives for improving graduation and attendance rates.			
ATSI subgroup will be monitored for behavior and receive additional counseling as deemed necessary.			