

# School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Indio Middle School Marcy Herrera, Principal marcy.herrera@desertsands.us	33-67058-6109797	May 3, 2023	

## 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  
School Wide Program  
Additional Targeted Support and Improvement for the following groups: socioeconomically disadvantaged, students with disabilities, and hispanic

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals. Based on state testing, iReady Diagnostics and observations we will be focusing on Tier I supports for the entire student population as the majority of our students are socioeconomically disadvantaged and hispanic which are the areas in ATSI. 97% of our students are two grades levels below in reading and in math so this plan will demonstrate supports for all students.

## 2020-23 Plan Summary

### The Story

Describe the students and community and how the school serves them.

Indio Middle School is located in the city of Indio and serves 784 students. It serves the socioeconomically and ethnically diverse populations from the city of Indio in grades sixth through eighth with 92% of the students being Hispanic with 32% English Learners. 14% of the students are identified as SPED and 91% meet the criteria for socioeconomically disadvantaged. 97% of IMS students are two grade levels or more below in reading and math. A staff mission and vision

was created that states: Through a positive climate and engaging culture, with a focus on whole child development, Indio Middle School will prepare every student to successfully navigate academic and social challenges, obtain the necessary skills for success in high school and empower students to be competitive and highly qualified for college and careers. Indio Middle School has programs focused on Pre-Medicine, STEM, Video Production, Art, Colorguard, Leadership, Band, AVID, English and Math Interventions, and English Language Development, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers.

As part of the first cohort of MTSS Implementation, we are in our sixth year of a strong Tier 1 system created to support the positive culture on campus, specifically around developing and implementing PBIS. This year we created Tier II and Tier III teams to complete the MTSS cycle. All three teams meet once a month to review data, discuss student groups and individual students who need additional resources and interventions.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The SPSA was developed with stakeholder input, with members of the school Academic and PBIS Leadership Team, the School Site Council, other staff and community members and students all providing suggestions and feedback on plan elements for our school-wide Title I program. The actions and strategies within our 2023-24 SPSA support our efforts to increase rigor, relevance, and school connectedness to maintain high levels of curriculum and instruction.

Professional Development will be expanded to include restorative practices, mindfulness, trauma based practices, co-teaching and have a large focus on PLCs, essential standards, and Tier I interventions. We will continue our work with AVID, EL Literacy Strategies, Kagan, Rigor and Relevance. Teachers will be trained in effective first teaching strategies, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners by focusing on integrated English Language Development, as well as designated ELD.

Further, we have increased opportunities for parental involvement and participation by offering parent/family workshops on how they can better support their child's success in school; in addition to providing parents with a list of parent involvement activities for the entire school year.

The Plan focuses on the following areas: academic achievement, climate and culture, and parent participation. To address those areas, the school will:

1. Provide all students with excellent first instruction, academic supports, and supports for regular attendance.
2. Teachers will be trained in effective first teaching strategies, including embedded, integrated English Language Development. A large focus on PLCs and the effective use of DuFour's will be embedded in professional learning and tier 1 instruction.
3. Interventions and support to meet the needs of students to ensure student success academically, social emotionally, and behavioral.
4. Parent programs and events such as PIQE and Strengthening Families as well as other family events.

## Needs Assessment -- Review of Performance

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

## Greatest Progress

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, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Goals developed based on our needs are in the areas of academic achievement (math, ELA, and ELD-Linguistic achievement) as reflected on iReady diagnostic (three times/year), ELPAC and CAASPP scores.

Goals will be developed to close the academic achievement gap for the following: students with disabilities.

developed to address the linguistic needs of English learners as identified by the ELPAC results. and through the number of the students eligible for reclassification.

Additionally, school wide student and staff safety will be a priority with a goal that will be assessed using both suspension rates and students and staff survey data through the yearly Panorama survey.

Goal 1: Academic progress in Math and Reading - showed positive gains based on our i-Ready diagnostic results. In both Reading Informational Text and Math Numbers and Operations we showed a decrease in the number of students two or more grade levels behind

Goal 2: College and Career - showed positive progress related to college going experience. .

Goal 3: Climate and Culture - showed positive gains related to suspensions in comparison to the 21-22 school year. Tier II and Tier III groups created to complete the MTSS cycle.

Goal 4: Special Education - continued growth in co-teaching and interventions

## Greatest Needs

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

Panorama survey results: Overall, students reported the following: 27% of students reported they feel confident they understand complex ideas introduced in the classroom; 36% of students reported they are confident they will learn all of the material in classes.

CAASPP-ELA: -All students: -84.2 distance from meeting standards - SWD: -156.5 distance from standard  
CAASPP-Math - All students: -133.8 distance from meeting standards - SWD: -196.6 distance from standard

### ELPAC

- 32% of Indio Middle School students are identified as English learners
- English learners: -92.9.8 distance from meeting standards in English language arts and -135.8 distance from meeting standard in Math
- The English Learner Progress Indicator revealed that 76% of EL are making progress; however, EL have a greater distance from meeting standard in ELA and Math compared to English only peers. Additionally, only 4% of EL have been reclassified during the 2022-23 school year (August 2022 - March 2023).
- 95% or more of EL are one or more grade levels below in ELA
- 98% or more of EL are one or more grade levels below in Math

### i-Ready

Winter 2022 iReady revealed the following:

- All grades are showing that 75% or more of students are one or more grade levels below in reading
- Intensive need for all areas include: vocabulary, reading literature and reading for information
- All grades are showing that 82% or more of students are one or more grade levels below in Math
- Intensive need for all areas include: numbers and operations, algebra, measurement and data, and geometry
- 96% or more of SWD are 1 or more grade levels below in all domains

## Performance Gaps

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

Panorama survey results: Overall, students reported the following: 27% of students reported they feel confident they understand complex ideas introduced in the classroom; 36% of students reported they are confident they will learn all of the material in classes.

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## Resource Inequities

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

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# Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

## Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The evaluation and planning process for the SPSA development, evaluation and analysis are reviewed by administration, Leadership Team and School Site Council on a regular basis, School Site Council meetings, ELAC and SAST (Wednesday).

School Site Council

Aug. 8, 2022

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, SPSA, Principal's Report, Roles and Responsibilities, SSC Nominations

Sept. 2, 2022

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, Parent Compact, School Parent Involvement Policy, PTO, Principal Report

Oct. 5, 2022

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, SSC Bylaws, Principal's Report, Title I, Results of teacher ballot, Elections for SSC, Safety Plan

Nov. 2, 2022

Reading and approval of the minutes, Public Comments, Reports of Officers, Standing and Special Committees, DELAC, DAC, SSC Bylaws, SPSA Goals, funding and strategies, Attendance

Dec. 7, 2022

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, Principal's Report, SPSA Goals, Funding and Strategies, SSC Bylaws, School Parent Compact, Attendance

Jan. 11, 2023

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, SPSA Goals, funding and strategies - School Needs Assessment for EL students, Progress toward goals, Preliminary Budget 2022-2023

Feb. 1, 2023

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, Principal's Report, SPSA Goals, funding and strategies - Progress toward goals, Preliminary Budget 2022-2023, Review and approval of school plan 2022-2023

May 3, 2023

Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, Principal's Report, i-Ready, CAASPP, Summer School, Recommendations and Assurances, SPSA Goals, funding and strategies,

## Impact on the SPSA and Annual Evaluation

Within LCAP Goal 1 and LCAP Goal 3, school site council, leadership team and additional staff identified the following recommendations for the upcoming year: Academic intervention as part of Achievement Hour, Behavior Intervention with the use of ATS and a Project Teacher, a focus on attendance, and more parent involvement.

## Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Due to the feedback received from SSC, ELAC, Academic Leadership and partner feedback from the panorama survey, the following actions will be included in the 2023-24 SPSA:

Goal 1

Tier I Intervention in all classes

After school tutoring

Goal 2

Continue having all 6th graders take AVID

Incorporate college and career into all classes

Goal 3

Hire a dean

Continue having an Behavior Intervention specialist

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$198,454
Total Centralized Services:	\$124,896
Total Supplemental Concentration Funds	\$229,750
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$428,204.00

## Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Federal Categorical funds will be provided for supplemental services for all students, with particular focus on our students who are not meeting grade level standards. Funds specifically will be used to support teacher professional learning (trainings, workshops, conferences, lesson study, literature reviews), parent engagement and involvement programs and events (PIQE and Strengthening Families), and support for behavioral and social emotional interventions to respond to student behavioral needs to increase student achievement.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.13%			1
African American	1.7%	0.92%	1.15%	13	7	9
Asian	0.5%	0.52%	0.64%	4	4	5
Filipino	0.1%	0.26%	0.26%	1	2	2
Hispanic/Latino	93.5%	94.23%	92.22%	722	719	723
Pacific Islander	%	%	0%			0
White	2.3%	2.23%	2.93%	18	17	23
Multiple/No Response	0.5%	0.39%	0.38%	4	3	3
	<b>Total Enrollment</b>			772	763	784

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	243	278	256
Grade 7	261	233	280
Grade 8	268	252	248
<b>Total Enrollment</b>	772	763	784

### Conclusions based on this data:

1. The predominate student group at Indio Middle School is Hispanic. School actions should be developed with the HIS student group as schoolwide actions.
2. Although enrollment decreased during 2021-22, internal school enrollment data demonstrates an increase at all grade levels. School actions should be developed with a master schedule that prioritizes the needs of EL and SWD.
3. As the 6th graders transition to 7th grade additional sections will need to be included in the master schedule to meet the increased enrollment of 2023-24 7th graders.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	299	278	252	38.70%	36.4%	32.1%
Fluent English Proficient (FEP)	157	160	191	20.30%	21.0%	24.4%
Reclassified Fluent English Proficient (RFEP)	24			8.0%		

### Conclusions based on this data:

1. Internal site data revealed that the reclassification rate increased from 2022 to 2023 by .9%. The school will include actions to increase reclassification for EL.
2. Analysis of the 2022 ELPI revealed the greatest growth for EL were those at the emerging level (2 low to 2 high). This demonstrates the need for the school to include actions to prevent or exit students from becoming long term English learners.
3. Analysis of the 2022 ELPI that EL performing at a level 1 are improving at a slower pace than English learners at all other ELPAC levels. The school will include actions to ensure intensive support for designated ELD is offered to EL at level 1 on the ELPAC.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	238	270		0	267		0	267		0.0	98.9	
Grade 7	263	233		0	231		0	231		0.0	99.1	
Grade 8	271	249		0	241		0	241		0.0	96.8	
All Grades	772	752		0	739		0	739		0.0	98.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2432.			0.37			15.36			21.72			62.55	
Grade 7		2476.			3.46			22.08			23.38			51.08	
Grade 8		2484.			4.56			17.43			26.97			51.04	
All Grades	N/A	N/A	N/A		2.71			18.13			23.95			55.21	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		5.24			43.07			51.69				
Grade 7		6.06			55.41			38.53				
Grade 8		7.88			50.21			41.91				
All Grades		6.36			49.26			44.38				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		0.37			30.34			69.29	
Grade 7		6.49			48.48			45.02	
Grade 8		4.56			40.25			55.19	
All Grades		3.65			39.24			57.10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.87			64.42			27.72	
Grade 7		3.90			72.73			23.38	
Grade 8		6.64			71.37			21.99	
All Grades		6.22			69.28			24.49	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.37			62.55			34.08	
Grade 7		8.66			58.87			32.47	
Grade 8		8.30			61.83			29.88	
All Grades		6.63			61.16			32.21	

**Conclusions based on this data:**

1. 80% of students are not meeting standards which correlates to our iReady assessment results. Actions will be included in the plan to address the literacy deficit.
2. The percentage of students performing above standard decreased by 4% pre pandemic to post pandemic. The percentage of student performing below standard improved by 5%. Therefore, the majority of students are moving toward the % at or near standard. Actions will be included to provide differentiated supports for students in literacy.
3. As noted in observation data, Reading is a primary area of need. Actions will be included that address reading comprehension in Reading Literature and Reading for Information.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	238	270		0	266		0	266		0.0	98.5	
Grade 7	263	233		0	231		0	231		0.0	99.1	
Grade 8	271	249		0	243		0	243		0.0	97.6	
All Grades	772	752		0	740		0	740		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2413.			3.01			3.38			22.18			71.43	
Grade 7		2447.			3.03			8.66			21.65			66.67	
Grade 8		2437.			3.29			2.88			18.52			75.31	
All Grades	N/A	N/A	N/A		3.11			4.86			20.81			71.22	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.63			25.94			71.43	
Grade 7		5.19			30.74			64.07	
Grade 8		3.29			28.81			67.90	
All Grades		3.65			28.38			67.97	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.63			37.97			59.40	
Grade 7		3.90			47.62			48.48	
Grade 8		2.47			46.91			50.62	
All Grades		2.97			43.92			53.11	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.50			51.50			46.99	
Grade 7		3.90			56.71			39.39	
Grade 8		1.65			55.14			43.21	
All Grades		2.30			54.32			43.38	

**Conclusions based on this data:**

1. 71.2% of students are not meeting standards in the area of math. The school will develop actions for improving outcomes in Math in the 2023-24 school year.
2. 75% of 8th graders are not meeting standards in the area of math. The school will develop actions that improve high school readiness for 9th grade math.
3. Students demonstrate the most difficulty in Concepts and Procedures. The school will develop actions to improve outcomes in Concepts and Procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1507.8	1545.6		1502.3	1557.8		1512.8	1532.9		98	103	
7	1522.5	1556.8		1520.8	1577.4		1523.8	1535.9		99	82	
8	1525.0	1568.8		1522.5	1590.6		1527.0	1546.7		87	80	
All Grades										284	265	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.28	32.04		32.99	42.72		40.21	18.45		17.53	6.80		97	103	
7	15.22	36.59		39.13	36.59		23.91	15.85		21.74	10.98		92	82	
8	14.46	33.75		33.73	41.25		32.53	17.50		19.28	7.50		83	80	
All Grades	12.87	33.96		35.29	40.38		32.35	17.36		19.49	8.30		272	265	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	22.68	60.19		47.42	33.98		12.37	2.91		17.53	2.91		97	103	
7	30.43	57.32		33.70	30.49		18.48	7.32		17.39	4.88		92	82	
8	27.71	58.75		43.37	30.00		13.25	7.50		15.66	3.75		83	80	
All Grades	26.84	58.87		41.54	31.70		14.71	5.66		16.91	3.77		272	265	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	3.09	5.83		17.53	26.21		46.39	49.51		32.99	18.45		97	103	
7	4.35	9.76		25.00	21.95		38.04	43.90		32.61	24.39		92	82	
8	9.64	11.25		21.69	23.75		31.33	41.25		37.35	23.75		83	80	
All Grades	5.51	8.68		21.32	24.15		38.97	45.28		34.19	21.89		272	265	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.46	12.62		55.67	73.79		28.87	13.59		97	103	
7	9.78	14.63		66.30	65.85		23.91	19.51		92	82	
8	9.64	16.25		68.67	62.50		21.69	21.25		83	80	
All Grades	11.76	14.34		63.24	67.92		25.00	17.74		272	265	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	51.04	95.15		34.38	3.88		14.58	0.97		96	103	
7	59.55	91.46		26.97	3.66		13.48	4.88		89	82	
8	56.63	88.75		28.92	7.50		14.46	3.75		83	80	
All Grades	55.60	92.08		30.22	4.91		14.18	3.02		268	265	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.22	6.80		26.80	48.54		65.98	44.66		97	103	
7	11.96	10.98		34.78	35.37		53.26	53.66		92	82	
8	22.89	15.00		20.48	37.50		56.63	47.50		83	80	
All Grades	13.60	10.57		27.57	41.13		58.82	48.30		272	265	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.29	18.45		82.29	74.76		10.42	6.80		96	103	
7	4.40	17.07		78.02	73.17		17.58	9.76		91	82	
8	1.20	1.25		83.13	90.00		15.66	8.75		83	80	
All Grades	4.44	12.83		81.11	78.87		14.44	8.30		270	265	

**Conclusions based on this data:**

- 40%-60% of EL are achieving at the Beginning level on ELPAC in Reading. Actions will be developed to support the reading needs of English learners.
- Speaking highest performance domain for students in all grade levels. The school will celebrate growth in this area and continue to monitor the speaking performance of EL.



3. Writing performance in improved during the 21-22 school year. The school will analyze the 2023 ELPAC results and develop actions to meet the writing needs of EL.

# 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
<b>763</b>	<b>95.2</b>	<b>36.4</b>	<b>0.9</b>
Total Number of Students enrolled in Indio Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	278	36.4
Foster Youth	7	0.9
Homeless	3	0.4
Socioeconomically Disadvantaged	726	95.2
Students with Disabilities	128	16.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9
American Indian		
Asian	4	0.5
Filipino	2	0.3
Hispanic	719	94.2
Two or More Races	3	0.4
Pacific Islander		
White	17	2.2

**Conclusions based on this data:**

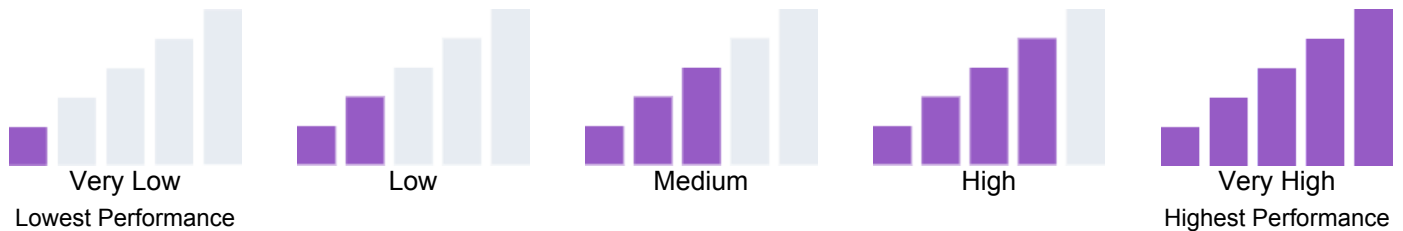
1. As 95+% of students are considered socioeconomically disadvantaged, the school will develop actions for this "all student" group.
2. Analysis of the language needs of students who are HIS should be conducted in order to determine if language is a barrier to success.
3. 16.8% of students have disabilities. The school will develop specific actions to meet the needs of SWD in the general education environment and in separate settings.

# School and Student Performance Data

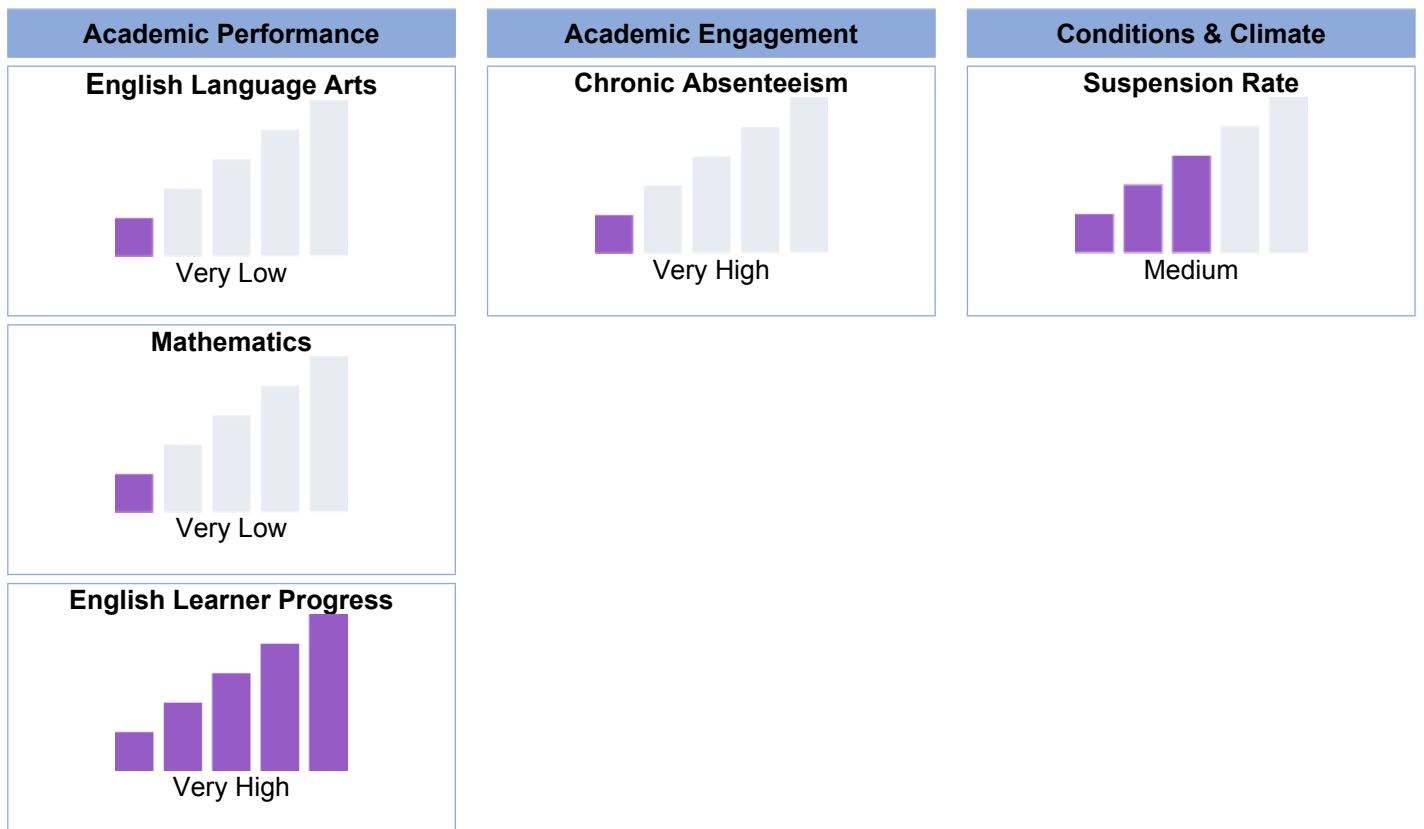
## Overall Performance

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



#### Conclusions based on this data:

1. The greatest progress is noted in Indio Middle School's ELPI growth. However, EL are in need of leveled supports during integrated and designated ELD.
2. English language arts and Math outcomes are at the very low status. Specific actions to address the needs of students with disabilities and EL will be developed to support ELA and Math.

3. Students performed better in ELA than in Math. A focus area in Indio Middle will be in Math.

# School and Student Performance Data

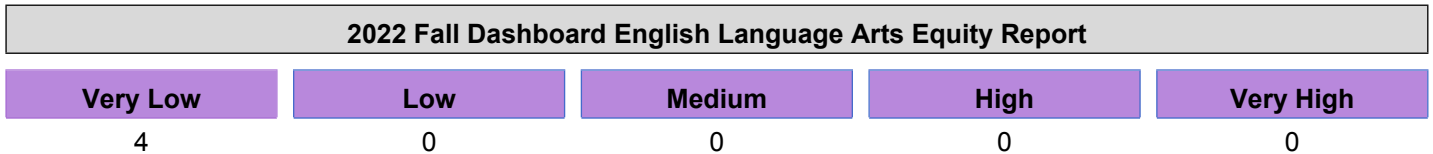
## Academic Performance English Language Arts

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

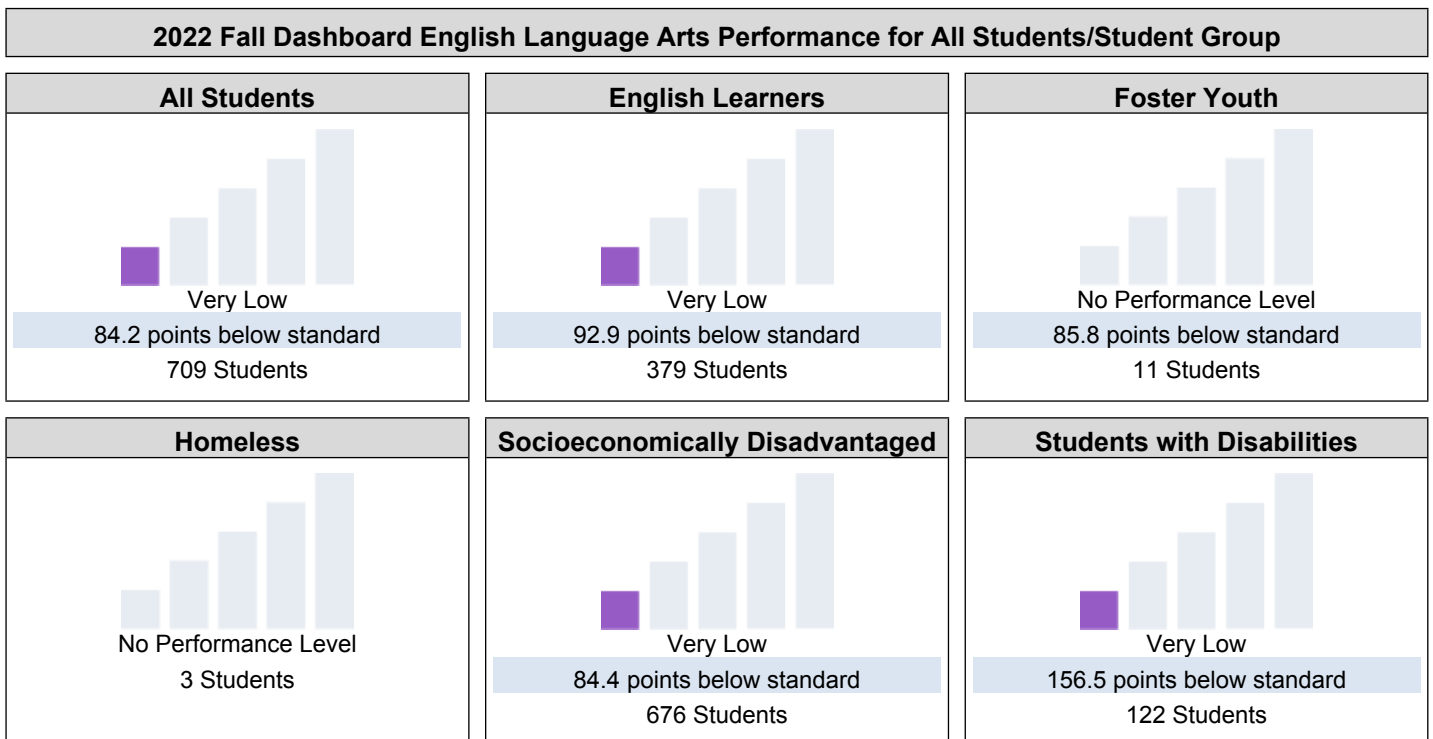
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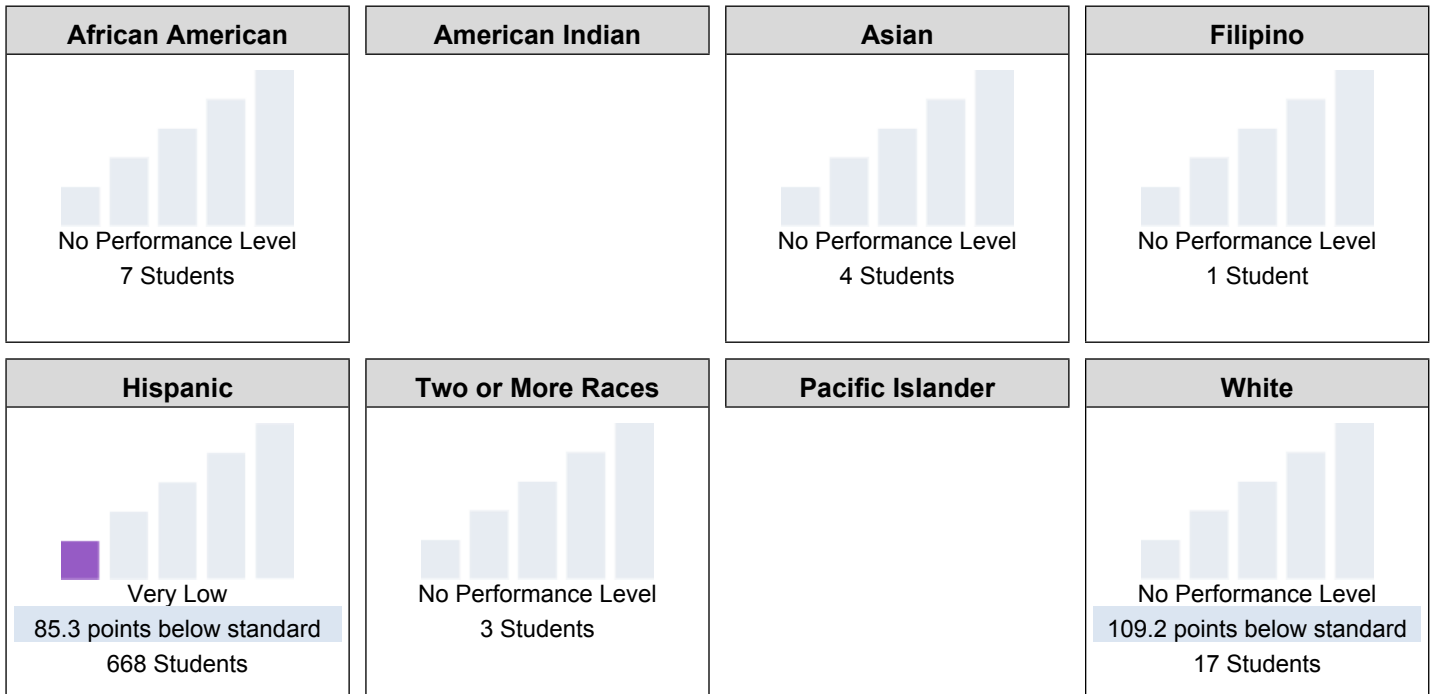
This section provides number of student groups in each level.



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
145.0 points below standard 201 Students	34.1 points below standard 178 Students	84.4 points below standard 297 Students

**Conclusions based on this data:**

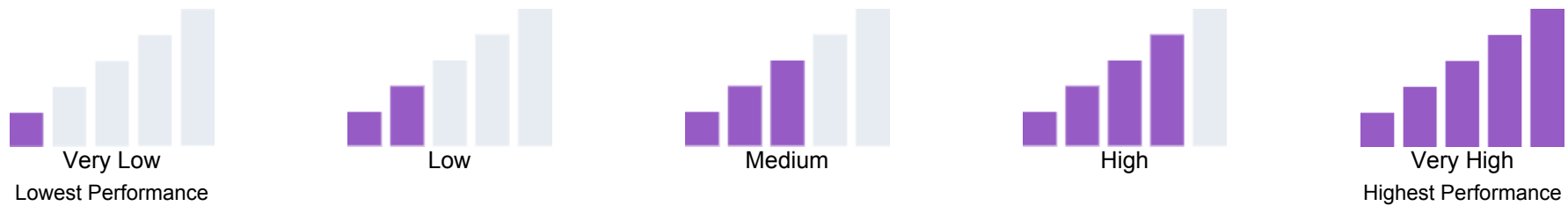
- English learners are performing at lower rates than students who are identified as socioeconomically disadvantaged. Actions will be developed to support EL in ELA.
- Students with disabilities demonstrate the furthest distance from standard in ELA. Specific actions to meet the needs of students with disabilities will be focused in Reading.
- Reclassified English learners demonstrate the least distance from standard. Reclassified EL will be monitored to ensure continued growth and high school readiness in ELA.

# School and Student Performance Data

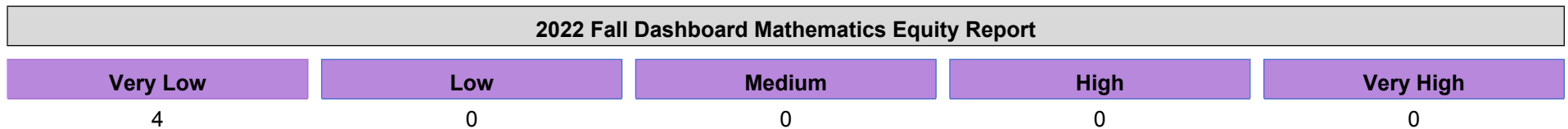
## Academic Performance Mathematics

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

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



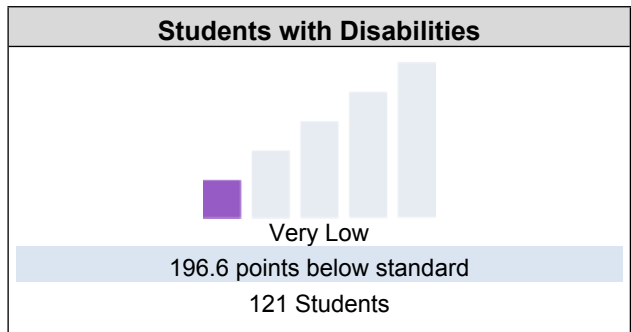
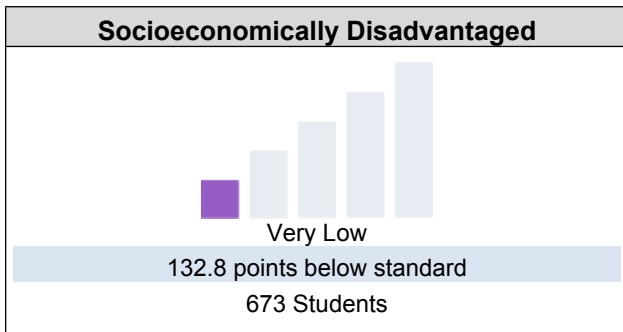
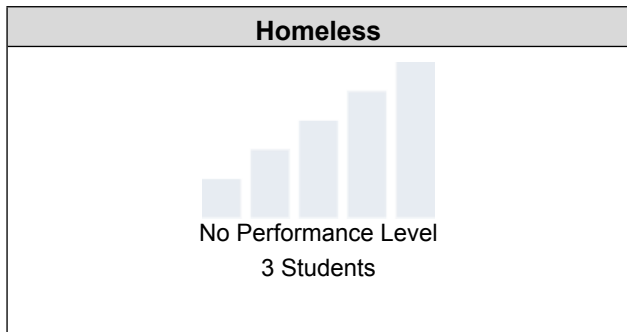
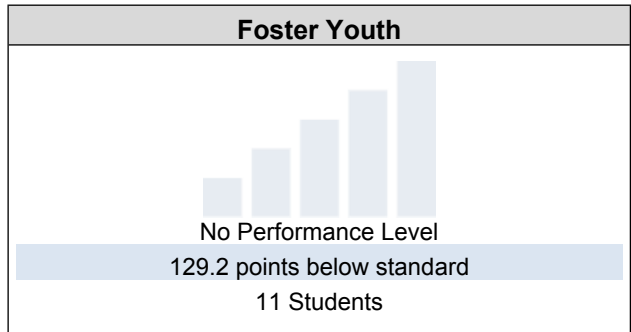
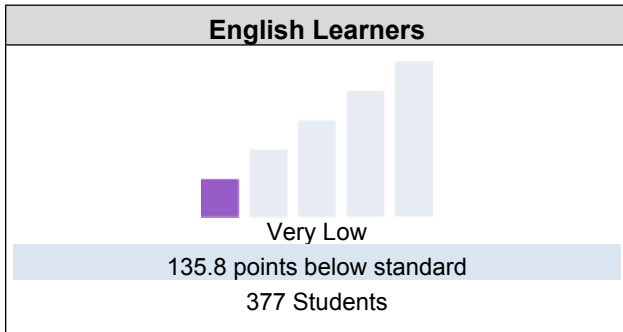
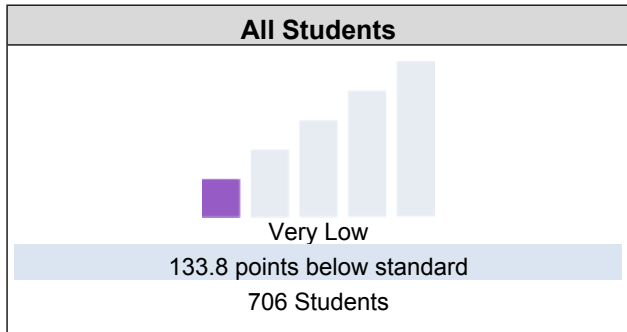
This section provides number of student groups in each level.

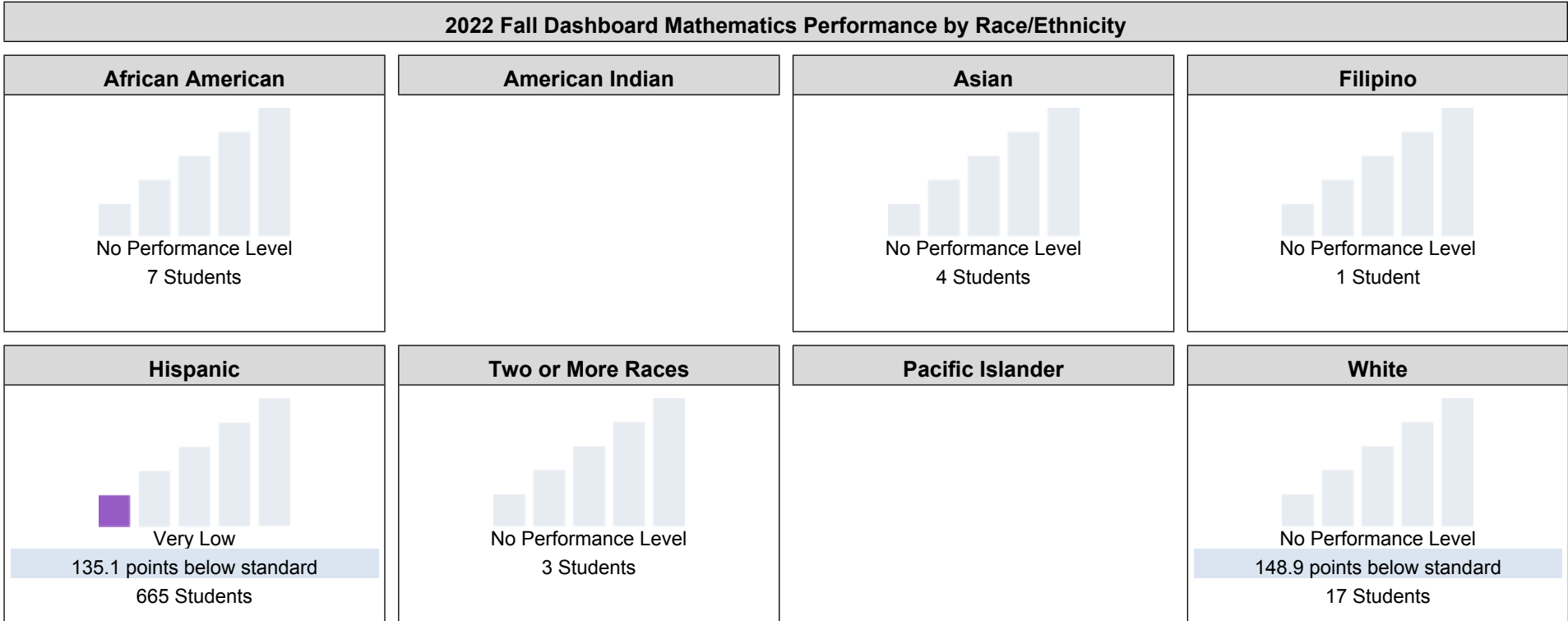


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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



**2022 Fall Dashboard Mathematics Performance for All Students/Student Group**





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		
<p><b>Current English Learner</b></p> <p>188.4 points below standard 199 Students</p>	<p><b>Reclassified English Learners</b></p> <p>77.0 points below standard 178 Students</p>	<p><b>English Only</b></p> <p>139.9 points below standard 296 Students</p>

**Conclusions based on this data:**

- Students with disabilities are experiencing the greatest distance from standard in Math. The school will develop actions to address the math needs of students with disabilities.

2. English learners are experiencing a greater distance from standard than the all student group. The school will develop actions to address the math needs of English learners.
3. Although ELA and Math are at the very low status, students are further from standard in Math. The school will focus on Math as an academic area of need.

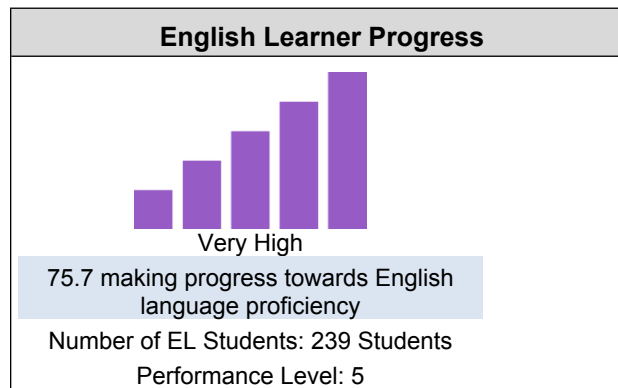
# School and Student Performance Data

## 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
5.9%	18.4%	3.8%	72.0%

#### Conclusions based on this data:

- English learners demonstrated the most growth as measured by the ELPI. The school has celebrated this growth.
- English learners made the least amount of growth in the area of Reading on the ELPAC. The school will develop actions that improve outcomes in Reading for English learners.

3. Currently, only 4% of our EL have been eligible for reclassification. Local assessments and GPA are the greatest barriers to reclassification. Actions will be developed to support EL in improving GPAs and iReady outcomes.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

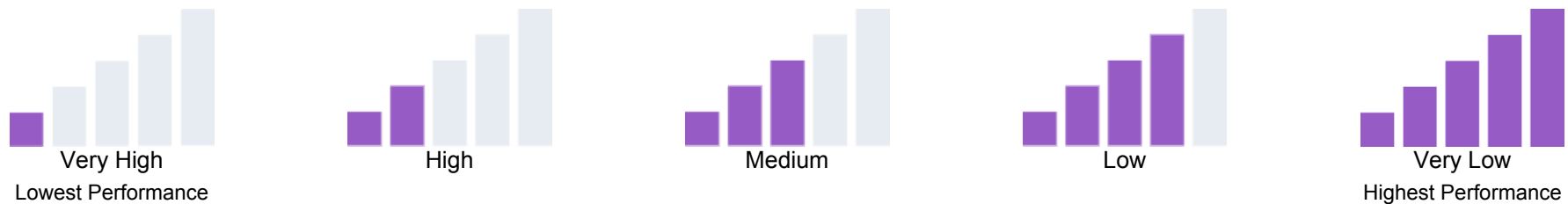
1. This indicator is not applicable for Indio Middle School; however, the school will develop actions that promote high school readiness.

# School and Student Performance Data

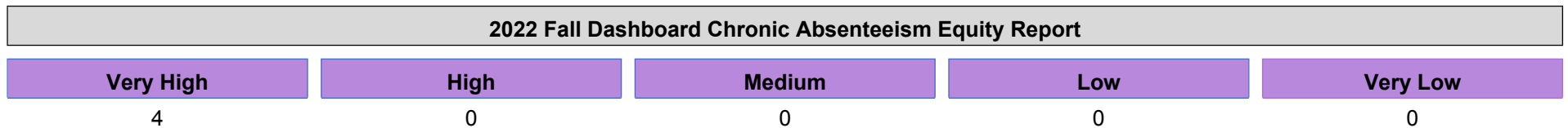
## Academic Engagement Chronic Absenteeism

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

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

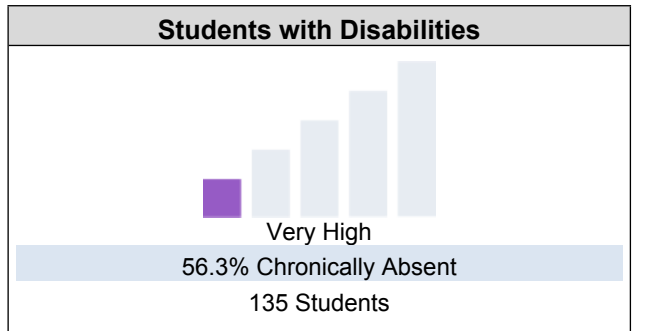
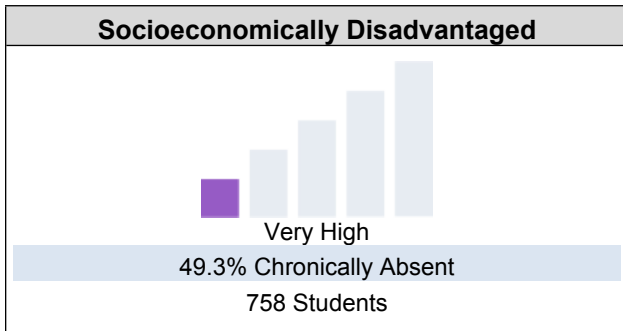
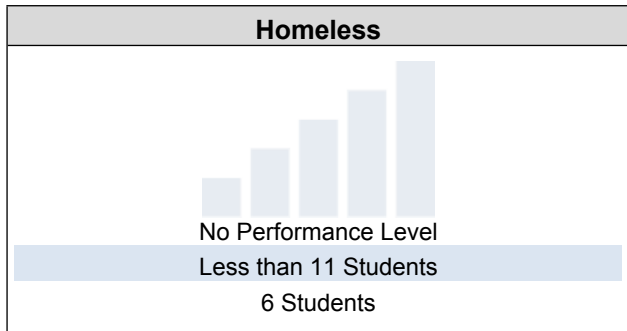
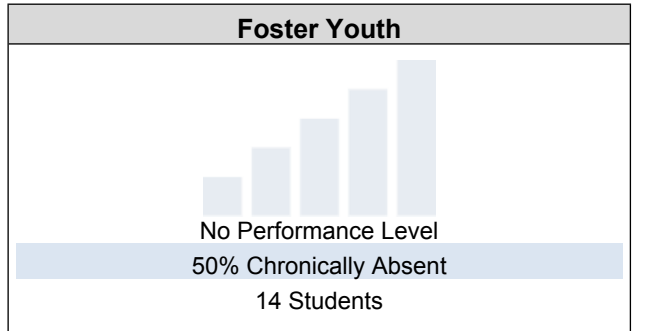
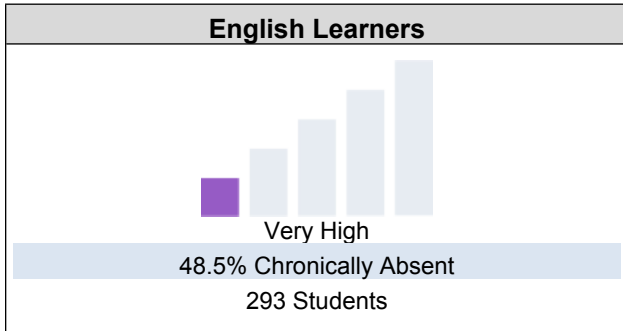
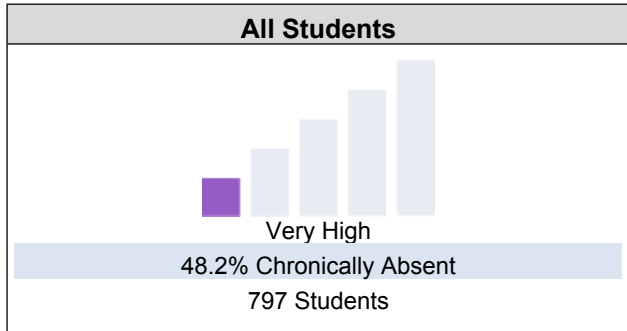


This section provides number of student groups in each level.



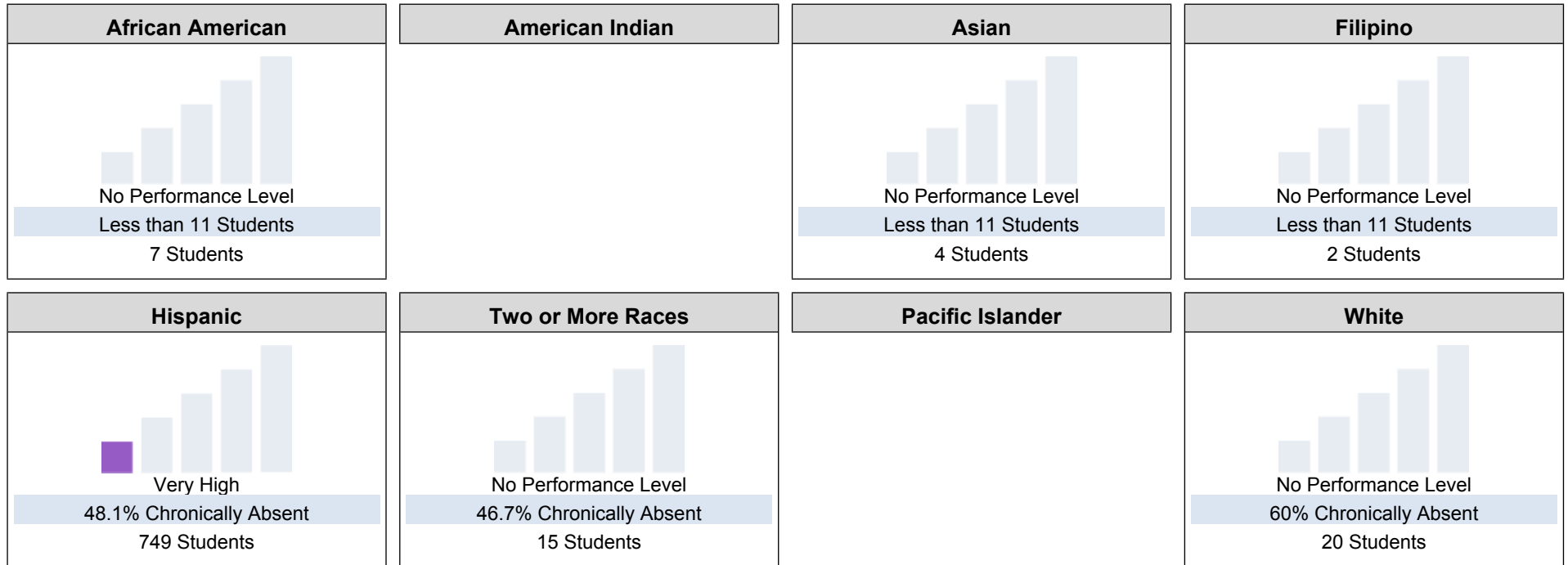
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Approximately half of our students were chronically absent during the 2022 school year. During the 2022-23 school year attendance improved; however, students with disabilities experience chronic absenteeism more than other student groups.
2. As of April 2023, Indio Middle School's attendance rate was approximately 89% which is an increase from 2021-22. The school will continue to monitor attendance on a monthly basis.
3. As of April 2023, 7th grade is experiencing the highest rates of chronic absenteeism. The school will engage in empathy interviews to determine what actions may be taken to address 7th grade chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation 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](#).

Very Low  
Lowest Performance

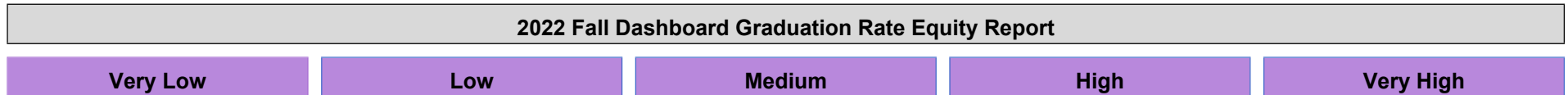
Low

Medium

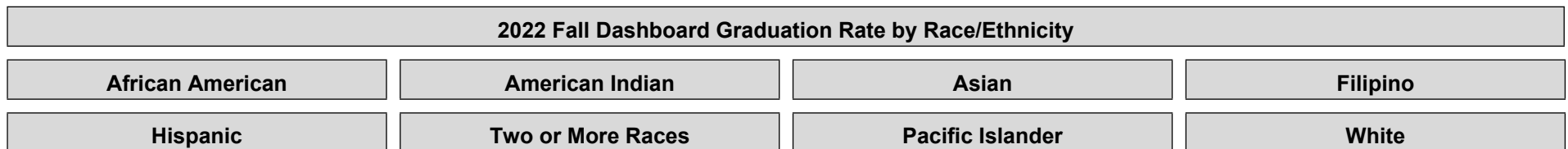
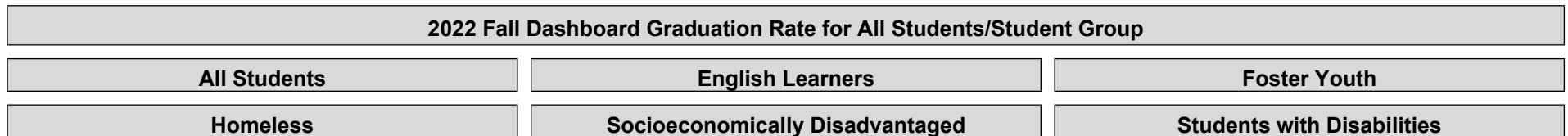
High

Very High  
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



### Conclusions based on this data:

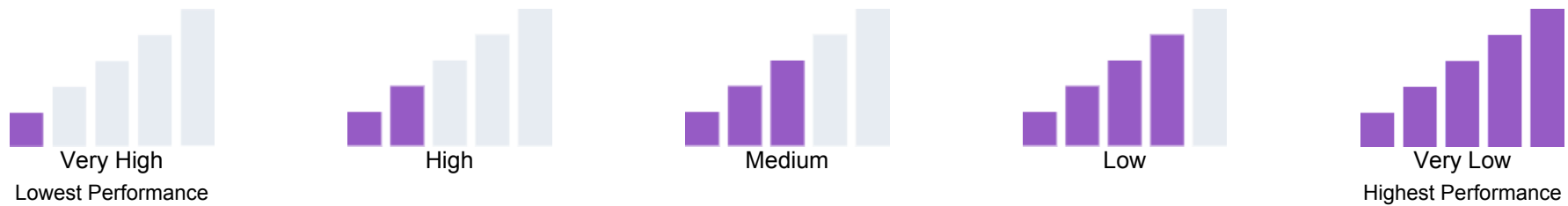
- This indicator is not applicable for Indio Middle School; however, the school is developing actions to promote high school readiness.

# School and Student Performance Data

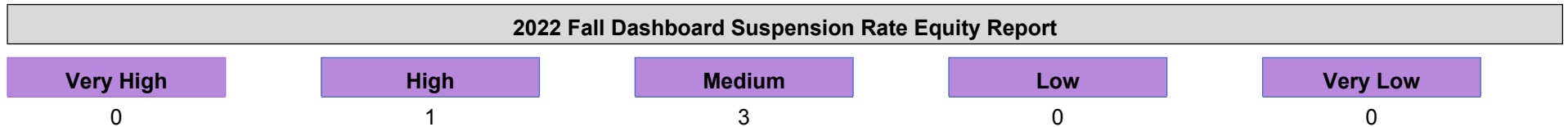
## Conditions & Climate Suspension Rate

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](#).

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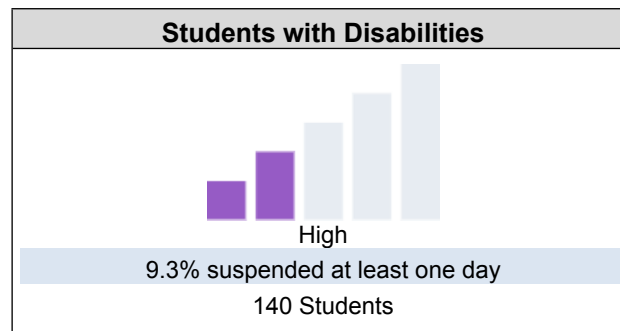
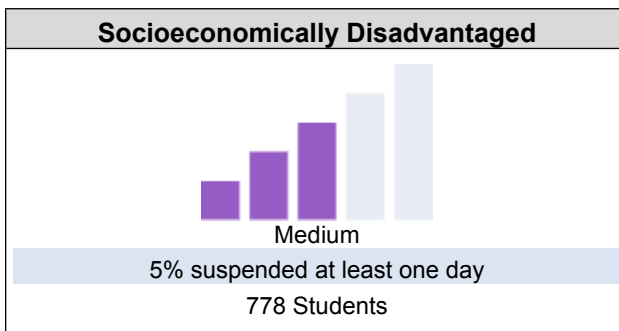
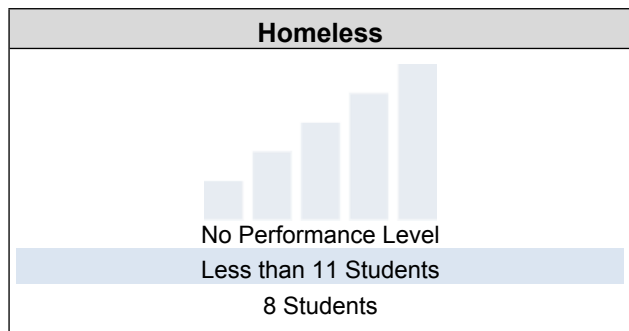
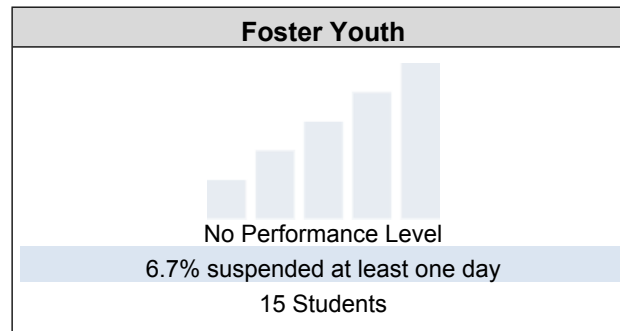
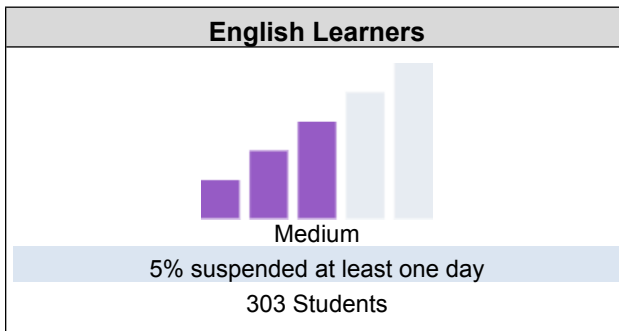
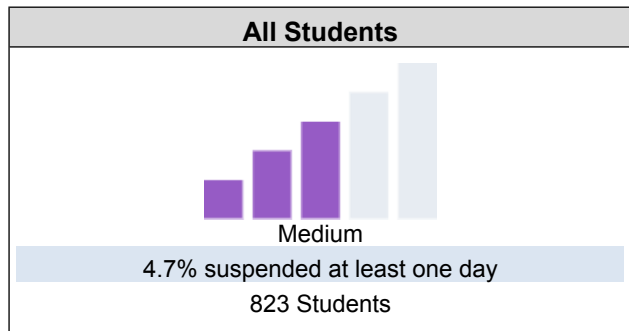


This section provides number of student groups in each level.

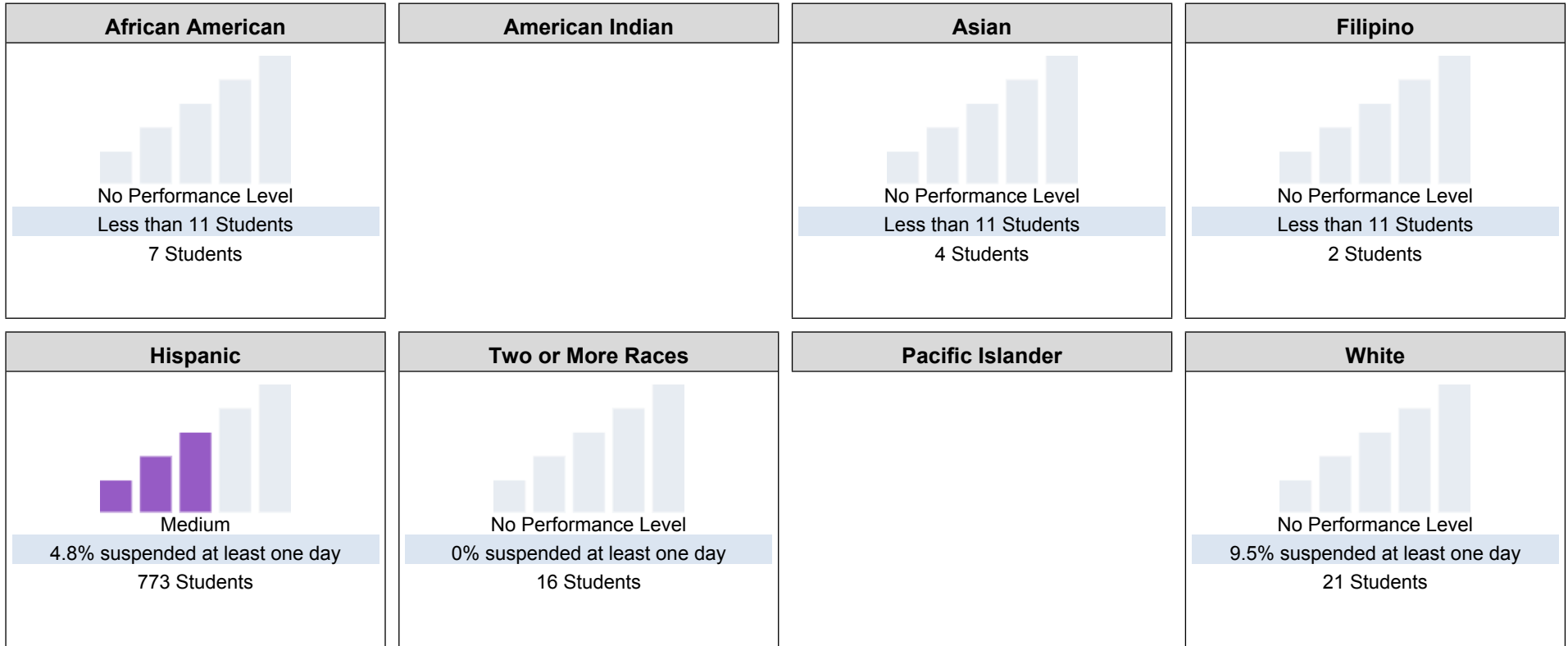


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



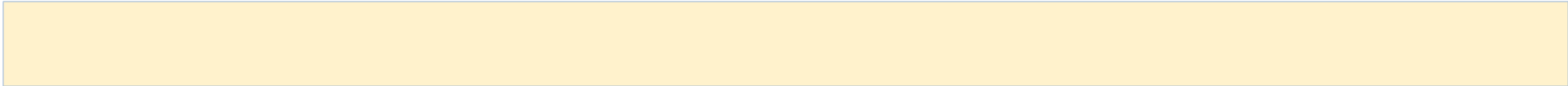
**Conclusions based on this data:**

- Students with disabilities experience Suspension more than students without disabilities. The school will develop actions to reduce suspension for students with disabilities.
- As 95% of Indio Middle School students are socioeconomically disadvantaged, the suspension rate for SED aligns with the "all student" group. Indio Middle has an alternative to suspension intervention; however, increased monitoring to ensure students with disabilities receive special education services are available during alternative to suspension interventions.
- English learners are suspended at a medium rate. The school will develop practices to ensure language supports are available to EL while participating in alternative to suspension.

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 1



State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

2022-23

All Students: -45.6 below (13.5 growth)  
EL: - 52.4 below (15.8 growth)  
Low SES: -47.7 below (14.3 growth)  
SWD: - 113.4 below (36.1 growth)

2022-23

All Students: -97.7 below (24.2 growth)  
EL: -102.4 below (25.8 growth)  
Low SES: -98.9 below (24.7 growth)  
SWD: -107.4 below (27.5 growth)

2022-23

Spring 2023 Diagnostic Goal:  
58% Students 2+ Grade Levels Behind (2% growth)

### Actual Outcomes

2022 ELA: -84.2 Distance from Standard

2022 Math: -133.8 Distance from Standard

ELA - 2021-22 Spring Diagnostic: 59% of students are 2+ years below grade level

**Expected Outcomes**

2022-23

Spring 2023 Diagnostic Goal:  
57% Students 2+ Grade Levels Behind (2% growth)

\*Considerations for 20-21 scores related to distance learning/hybrid  
REVIEW!

**Actual Outcomes**

Math - 2021-22 Spring Diagnostic: 59% of students are 2+ years below grade level

**Actions/Services**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Students will receive instruction using standards-based State/District adopted core programs</p>	<p>PLC groups need to look at what they have from the DO and then modify if needed to meet state standards.</p> <p>Math and ELA could devote more time to CAASPP test prep through the use of district practice tests.</p> <p>Science needs district support for pacing and deconstructing content through modules.</p>	<p>District</p>	
<p>2. All classroom teachers are appropriately assigned and fully credentialed</p>	<p>Need for single subject credentialed teachers.</p>	<p>District</p>	
<p>3. All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to</p>	<p>6th Grade student's with ELPAC high level 3's and level 4's students to have AVID Excel and not Avid elective. This will motivate students to reclassify by increasing their I-Ready reading score.</p> <p>Continue to have a set class for New Comers or ELL students that</p>	<p>District</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
building language proficiency in English	have not achieve "Basic Interpersonal Communication Skills' (BICS). Possibly 2 Newcomer classes to provide flexibility and support as students enroll throughout the year. Integrated ELD needs more support specifically to service students who are NOT Spanish speaking.		
4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC	Training to support classroom instruction. Integrated ELD needs more support specifically to service students who are NOT Spanish speaking. Specific targeted support for refugees.	Centralized Services Title I	
5. Teachers will use data tools to analyze and monitor student progress	Building more awareness around the CAASPP and iReady. School wide data protocol to review CFA data. CFAs should be more uniformly rigorous to mirror CAASPP	Centralized Services Title I	
6. Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals	More frequent progress monitoring of goals throughout the year.	Centralized Services Title I	
7. Provide Before/During/After school reading and math	Supporting Teachers in how to monitor and motivate students.	District	



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
interventions for students not meeting standards	Additional school wide celebration/motivation to pass lessons. Adjust Enrichment/Boot camp students to be leveled to provide targeted support to students. Mail home paper copy of report card to all Heart to Heart kids. (3 or more Fs) "Require" heart to heart to go to tutoring and put money towards staffing tutoring with extra duty money		
8. Teachers will continue to receive professional development on effective research-based strategies to support all learners	Leadership meetings need more focus and agenda items should be prepared in advance. More follow through for action items. MSAP monitoring to help make decisions based on data	Centralized Services Title I	
9. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	Time needs to be prioritized for the coach to provide instructional support.	Centralized Services Title I	
10. Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling	Additional counselor support is effective	District	
11. Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process	More district support is needed. Revisit Tier 1 with district guidance.	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12. Provide support for early literacy and continued support for students below grade level	Provide more sections of phonics support.	Centralized Services Title I	
13. Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Increased use of IABs in ELA and math to provide more CAASPP practice tests Refinement of PLC process schoolwide (i.e. identifying essential standards, using common formative assessments and analyzing data/monitoring progress based on CFAs) PLCs through a UDL lense	Centralized Services Title I	
14. Certificated Instructional Coach will be paid one hour beyond her DSUSD contract time in addition to hours approved prior to the beginning of the school year.	Additional hours beyond contract time are appropriate to compensate time needed to complete the following duties: coordinate testing, develop tutorial lessons, multilingual learner support plan learning rounds to support staff plan/professional development plan staff meeting PD school site council and ELAC, attend Coaches trainings, ELA and math support trainings	Title I 13,000	11,000
15. Provide extra duty hours for Guiding Coalition/Leadership Teams	Guiding Coalition meetings are happening after contract hours.	Title I 13,000	9,000
16. Provide extra duty, release time and/or guest teachers.	Guest teachers for IEP meeting dates. Coaching day 11/29	Title I 16,000	7,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
17. Academic specialist to provide strategic intervention in ELA and Math during the school day that provides additional support above and beyond core instruction.	Cynthia's "heart to heart" conversations with failing students: Building goals and awareness for students around ELPAC (providing a goal and purpose for reclassification) and iReady - 'F' rate decreased by 50% Co Teaching during Math and ELA classes is working well		
18. Purchase full time 100% FTE, or equivalent, to fund a certificated teacher for reading or math intervention.	Position doesn't currently exist	Title I 109,302	0
19. Provide counselors with 7% and extra hours (prior to and after the school year) or an additional FTE and/or Mental Health Therapist or percentage of a counselor position to analyze student data of students who have not met standards to determine appropriate academic interventions.	Additional hour beyond contract time is appropriate SSTs, 504 meetings, PBIP, SART, "Heart-to Hearts"	Title I 28,923	27,500
20. Provide professional learning opportunities to allow for attendance to professional development workshops, training and conferences to support best teaching practices, professional learning communities and analysis of student data in order to work effectively with students not meeting grade level standards.	ELA & ELD-Curriculum Meeting March 6th Essential standards math - 2/6	Supplemental/Concentration 45047	42,000
		Title I 17,000	15,450

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
21. Provide extra duty time for staff (certificated and/or classified) to monitor progress for students not meeting grade level standards.	No extra duty to monitor progress for students not meeting grade level standards.	Supplemental/Concentration 9,505	0
22. Provide supplemental resources (including technology resources), aligned with California's Math and ELA standards (including Common Core and NGSS) that goes above and beyond core curriculum to support the needs of students not meeting grade level standards.	ST Math iReady learning path Phonics for Reading	Title I 4,387	4,300
23. Providing tutoring for students to close the gap for students not meeting grade level standards	Tutorial/After School Tutoring/Intervention classes have helped students test out of the phonics domain AVID Tutorials for all 6th graders / % of 7th and 8th		
24. Provide a period of the equivalent of a 1/7th for certificated teacher for reading or math intervention.	There is no teacher with a 1/7th for reading or math intervention.		
25. Provide hour per month for Special Education Teachers	Yes they get an extra hour of pay for District led collaboration once a month after school but this is being eliminated as they are going to meet on early release days when all other departments meet.	Supplemental/Concentration 5,000	4,300
Project teachers will be paid one hour beyond DSUSD contract time in addition to hours approved prior to use.	Additional hours beyond contract time are appropriate to compensate time needed to complete the following duties: Attendance ELOP	Supplemental/Concentration 40,000	0

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Testing  
Behavior Support  
Restorative Practices

**Evaluation**

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

See attached annual evaluation for description of each action/service to achieve the articulated goal.

The following actions were fully implemented:  
Certificated Instructional Coach will be paid one hour beyond her DSUSD contract time in addition to hours approved prior to the beginning of the school year.  
Provide counselors with 7% and extra hours (prior to and after the school year) or an additional FTE and/or Mental Health Therapist or percentage of a counselor position to analyze student data of students who have not met standards to determine appropriate academic interventions.  
Provide supplemental resources (including technology resources), aligned with California's Math and ELA standards (including Common Core and NGSS) that goes above and beyond core curriculum to support the needs of students not meeting grade level standards.  
Provide hour per month for Special Education Teachers

The following actions were partially implemented:  
Provide extra duty hours for Guiding Coalition/Leadership Teams  
Providing tutoring for students to close the gap for students not meeting grade level standards

The following actions were not implemented:  
Purchase full time 100% FTE, or equivalent, to fund a certificated teacher for reading or math intervention.  
Academic specialist to provide strategic intervention in ELA and Math during the school day that provides additional support above and beyond core instruction.  
Purchase full time 100% FTE, or equivalent, to fund a certificated teacher for reading or math intervention.  
Provide a period of the equivalent of a 1/7th for certificated teacher for reading or math intervention.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

See attached annual evaluation.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

See attached annual evaluation.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

See attached annual evaluation.

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 2



State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

2022-23  GOAL 41.7% (1.6% growth) making progress towards English Language proficiency
2022-23  Maintain 14+ college going experiences, increase student participation in college field trip.
2022-23  Decrease the percentage of EL students two or more grade levels behind in Vocabulary from 73% to 68% on the i-Ready Diagnostic (Spring 2022 to Spring 2023). (5% decrease)

### Actual Outcomes

2022 ELA: -84.2 Distance from Standard
Implemented 6th grade AVID and continued college experiences
ELA 2023 Spring Diagnostic: 59% of students are 2+ years below grade level

# Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Create a college and career going culture through school activities, events or experiences.</p>	<p>Students go on college tours. Open to other students as well as AVID. (4+) not sure of total number. (Five college field trips this year, so far.)            AVID parent night            school wide college career day            CJSF club on campus            All 6th graders in an AVID class</p> <p>We have CTE funding from the state and district that pays for supplies and enrichment.</p>	<p>District</p>	
<p>2. Provide enrichment opportunities for all students, including GATE.</p>	<p>Enrichment classes including STEM, Robotics, Flight classes            ELOP programs include leadership, sports, gaming, coding.            Math Honors classes            ELA Honors classes            Drama, Color Guard, Pre-med</p>	<p>District</p>	
<p>3. Provide enriching and relevant opportunities, events and course work for students to increase student engagement and provide awareness for students on future college and career options.</p>	<p>Students have the opportunity to take 2 electives including, SPED, ELL's,            Leadership opportunities by offering ASB and WEB as classes.</p>	<p>Title I 3,846</p>	<p>3,500</p>
<p>4. Enhancement of ELD curriculum and structure, including; targeted course development, professional development, reclassification lessons, school EL strategy focus.</p>	<p>Strong ELL educator team. Students are aware of requirements for reclassification. created newcomers class</p>	<p>Title I 5,318</p>	<p>5,000</p>



**Planned  
Actions/Services**

**Actual  
Actions/Services**

provide phonics instruction for students that need it.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

All 6th graders were enrolled in AVID; multiple college trips; career day

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Unfortunately a small percentage of the 6th graders have requested to continue in AVID

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

All money was spent in AVID - need to watch budget for AVID tutors more closely

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue 6th grade AVID but change the experiences in the classroom and outside events

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 3

...

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

2022-23

All Students: 11.9% (based off of 19-20 suspension rate trends, awaiting baseline data)  
EL Students: awaiting baseline data  
Low SES: awaiting baseline data  
SWD: awaiting baseline data

2022-23

Increase the percentage of student enrollment by 3% (from 798 to 822)

### Actual Outcomes

Suspension rate continues to drop as we utilize ATS and Tier I interventions.

Enrollment did not increase

# Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance	There have been home visits and SART meetings at school. pop up rewards for students not being tardy.	District	
2. Provide strategies to support the work of MTSS to address school climate and culture	Our most effective school-wide intervention strategy regarding behavior and attendance issues. We will keep doing it. Fewer fights, more students are motivated to perform (behaviourally and academically) for Tiger Tickets WEB leaders provide SEL homewoom lessons.	District	
3. Implement AVID structure/strategies to support student learning	Continue the focus/support for AVID school-wide, WICOR strategies, use of agendas, etc. Continue Family nights. Presentations being made during staff meetings PD Day devoted to Close Reading All teachers utilizing TCH format	District	
4. Incorporate strategies to ensure a safe and positive environment	We have a complete implementation of Tiger Tickets rewarding positive students behavior schoolwide. Students are motivated to receive the Tiger Tickets. We have installed an adequate number of security cameras on campus. The	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	staff are more present outside the classroom between periods than ever before.		
5. Encourage positive behavior and develop and enforce behavioral interventions and resources (including staff professional development, site visits, supplemental resources) to decrease negative students behaviors, resulting in decreases referrals and suspensions and improving outcomes for students not meeting grade level standards.	The Wellness Hub is staffed daily, focusing on improving behavior.	Supplemental/Concentration 5,000	2,500
6. Provide appropriate educational programs and events for families.	Tiger Tickets being distributed to reward positive behavior.	Supplemental/Concentration 3,000	3,000
7. Provide extra duty for certificated and/or classified staff to help coordinate, attend and provide oral and written translations at parent meetings and events.	We offer AVID Parent Night, Pique, Academic Awards Nights	Supplemental/Concentration 3,000	2,800

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Although we implemented each action/service, we believe that it could have been done at a greater scale.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Action 5 - We are hiring a Dean for the 23-24 school year to assist in this area.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Money was spent on each action but needs to be utilized better.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

No changes

# Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

Although the school is identified for ATSI for Hispanic (HIS), Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD), data analysis shows 93% qualify as SED and 95% as HIS. Therefore, SED and HIS needs will be addressed with schoolwide actions and strategies. SWD constitute 15% of our population, therefore, SWD needs will be addressed specifically.

The areas of need associated with LCAP goal 1 include: English Language Arts, Math and English Language development. Overall, students reported the following: 27% of students reported they feel confident they understand complex ideas introduced in the classroom; 36% of students reported they are confident they will learn all of the material in classes.

To meet the goals identified in our district LCAP, the school has developed subgoals in each academic area that is included in the state-determined long-term goals from our school dashboard.

1. Indio Middle School will improve outcomes in English Language Arts.

Data analysis revealed the following:

Smarter Balanced Assessment revealed:

- All students: -84.2 distance from meeting standards
- SWD: -156.5 distance from standard

Winter 2022 iReady revealed the following:

- All grades are showing that 75% or more of students are one or more grade levels below in reading
- Intensive need for all areas include: vocabulary, reading literature and reading for information

Observations revealed the following:

- More training needed in checking for understanding (e.g. Quizlet, Kahoot, iReady standards mastery, CFA forms)
- Teachers could benefit in training on how to provide information to students with opportunities for student to student interaction focused on the learning objectives
- Students need explicit instruction in application of reading comprehension strategies associated with reading for information and reading literature
- Students need explicit instruction in application of vocabulary strategies in order to make meaning of text
- Teachers would benefit from additional support in co-teaching practices to ensure SWD are fully supported in meeting grade level lesson objectives

## 2. Indio Middle School will improve outcomes in Math

Data analysis revealed the following:

Smarter Balanced Assessment revealed:

- All students: -133.8 distance from meeting standards
- SWD: -196.6 distance from standard

Winter 2022 iReady revealed the following:

- All grades are showing that 82% or more of students are one or more grade levels below in Math
- Intensive need for all areas include: numbers and operations, algebra, measurement and data, and geometry
- 96% or more of SWD are 1 or more grade levels below in all domains

Observations revealed the following:

- More training needed in checking for understanding (e.g. Quizlet, Kahoot, iReady standards mastery, CFA forms)
- Teachers would benefit from support in intentional lesson design inclusive of targeted checks for student understanding.
- Not all students have opportunities to interact with peers related to learning objectives.
- Teachers would benefit from support in using common assessments that can be used to determine pre-teach and re-teach needs of students
- Teachers would benefit from additional support in co-teaching practices to ensure SWD are fully supported in meeting grade level lesson objectives

## 3. Indio Middle School will improve outcomes for English learners

Data analysis revealed the following:

32% of Indio Middle School students are identified as English learners

Smarter Balanced Assessment revealed:

- English learners: -92.9.8 distance from meeting standards in English language arts and -135.8 distance from meeting standard in Math

The English Learner Progress Indicator revealed that 76% of EL are making progress; however, EL have a greater distance from meeting standard in ELA and Math compared to English only peers. Additionally, only 4% of EL have been reclassified during the 2022-23 school year (August 2022 - March 2023).

Winter 2022 iReady revealed the following:

- 95% or more of EL are one or more grade levels below in ELA
- 98% or more of EL are one or more grade levels below in Math

Observations revealed the following:

Integrated ELD

- Limited evidence of integrated ELD
- Limited evidence of emerging, bridging and expanding support available to EL during instruction in ELA and Math

**Designated ELD**

- Lack of alignment between site curriculum and district curriculum
- Lack of evidence that curriculum is differentiated for EL language levels of proficiency

The following needs surfaced in relation to academic areas:

- Students need access and success through experiencing evidence-based tier 1 instruction
- Teachers need support and coaching in delivering evidence-based tier 1 instruction
- EL need access and success through experiencing aligned designated and integrated ELD
- Teachers need support in delivering designated and integrated ELD
- SWD need access and support to meet grade level standards
- Teachers need support in supporting SWD in all settings

### Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	2018-19  All Students: -59.1 below EL: -68.2 below Low SES: -62 below SWD: -149.5 below	2021-22  NO CAASPP	2022-23  All Students: -45.6 below (13.5 growth) EL: - 52.4 below (15.8 growth) Low SES: -47.7 below (14.3 growth) SWD: - 113.4 below (36.1 growth)	Data analysis revealed the following: Smarter Balanced Assessment revealed: <ul style="list-style-type: none"> <li>• All students: -84.2 distance from meeting standards (15 growth)</li> <li>• SWD: -156.5 distance from standard (25 growth)</li> </ul>
Academic Indicator Math: Distance from Standard	2018-19  All Students: -121.9 below EL: -128.2 below Low SES: -123.6 below SWD: -134.9 below	2020-21  NO CAASPP	2022-23  All Students: -97.7 below (24.2 growth) EL: -102.4 below (25.8 growth) Low SES: -98.9 below (24.7 growth) SWD: -107.4 below (27.5 growth)	Data analysis revealed the following: Smarter Balanced Assessment revealed: <ul style="list-style-type: none"> <li>• All students: -133.8 distance from meeting standards (30 growth)</li> <li>• SWD: -196.6 distance from</li> </ul>



Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
				standard (25 growth)
i-Ready (Reading: Informational Text)	<p>Winter Diagnostic Baseline:</p> <p>76% Students 2+ Grade Levels Behind</p>	<p>2021-22</p> <p>Winter 2022 Diagnostic: GOAL: 64% Students 2+ Grade Levels Behind</p> <p>Spring 2022 Diagnostic: ACTUAL: Met at 60%, 99% participation</p> <p>*Considerations for increase in participation rate</p>	<p>2022-23</p> <p>Spring 2023 Diagnostic Goal: 58% Students 2+ Grade Levels Behind (2% growth)</p>	<p>Winter 2022 iReady revealed the following:</p> <ul style="list-style-type: none"> <li>All grades are showing that 58% or more of students are two grade levels below in reading (10 growth)</li> <li>93% or more of SWD are 2 or more grade levels below in all domains (7 growth)</li> </ul>
i-Ready (Math: Numbers and Operations)	<p>Winter Diagnostic Baseline:</p> <p>63% Students 2+ Grade Levels Behind</p>	<p>2021-22</p> <p>Winter 2022 Diagnostic: GOAL: 52% Students 2+ Grade Levels Behind</p> <p>Spring 2022 Diagnostic: ACTUAL: Not Met at 59%, 99% participation</p> <p>*Considerations for increase in participation rate</p>	<p>2022-23</p> <p>Spring 2023 Diagnostic Goal: 57% Students 2+ Grade Levels Behind (2% growth)</p> <p>*Considerations for 20-21 scores related to distance learning/hybrid REVIEW!</p>	<p>Winter 2022 iReady revealed the following:</p> <ul style="list-style-type: none"> <li>All grades are showing that 58% are two grade levels below in Math (11 growth)</li> <li>85% or more of SWD are 1 or more grade levels below in all domains (7 growth)</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Action 1**

Students will receive instruction using standards-based State/District adopted core programs

District  
District

**Action 2**

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District

District

**Action 3**

All English learners receive daily integrated ELD Provided across all content areas.

District

District

**Action 4**

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Title I Centralized Services

Centralized Services

**Action 5**

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Centralized Services

**Action 6**

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District

Centralized Services

**Action 7**

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services

District

**Action 8**

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services

Centralized Services

**Action 9**

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District  
Centralized Services

**Action 10**

Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services  
District

**Action 11**

Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process

Title I  
Centralized Services

**Action 12**

Provide support for early literacy and continued support for students below grade level

Title I  
Centralized Services

**Action 13**

Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.

Title I  
Centralized Services

**Action 14**

Certificated Instructional Coach will be paid one hour beyond the DSUSD contract time in addition to hours approved prior to the beginning of the school year.

Title I  
16,000

**Action 15**

Provide extra duty hours for once a month Guiding Coalition staff meetings to review and discuss Tier I academic data.

Title I

20,000

**Action 16**

Provide counselors with 7% and extra hours (prior to and after the school year) to analyze student data of students who have not met standards to determine appropriate academic interventions.

Title I

43,905

**Action 17**

Provide professional learning opportunities to allow for attendance to professional development workshops, training and conferences to support best teaching practices, professional learning communities, analysis of student data in order to work effectively with students not meeting grade level standards, and culture and climate to support Tier I services.

Supplemental/Concentration

30000

**Action 18**

Provide supplemental resources (including technology resources), aligned with California's Math and ELA standards (including Common Core and NGSS) that goes above and beyond core curriculum to support the needs of students not meeting grade level standards.

Supplemental/Concentration

25000

**Action 19**

Provide extra duty hours for Achievement Hour meetings and planning.

Supplemental/Concentration

5000

**Action 20**

Sub coverage/extra duty for teachers to meet and discuss academic data. (ie. co-teaching, departments, PLC, Learning Rounds, etc.)

Supplemental/Concentration

5000

# Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:      Priority 4: Pupil Achievement (Pupil Outcomes)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 7: Course Access (Conditions of Learning)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

As Indio Middle School does not receive an Indicator outcome for the College and Career Indicator, the school has developed a school goal to support the district LCAP goal. As such, Indio Middle aims to ensure students are ready for high school in English Language Arts and Math. Students with disabilities are demonstrating the greatest level of unpreparedness for high school. Indio Middle School demonstrates the following needs:

- Math is a critical need area as 96%-97% of students are not prepared for Math I in their freshman year.
- As evidenced by classroom observations, teachers need support at differentiating instruction with grade level content/standards
- Although students have access to AVID and CTE course offerings, these courses do not appear to contribute to high school readiness
- 4% of EL have been reclassified (April 2022). There is a need for EL to achieve reclassification prior to attending High School

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
ELPI English Language Progress	2018-19 38.5% making progress towards English Language proficiency	2021-22 GOAL 40.1% making progress towards English Language proficiency  ACTUAL Awaiting ELPAC scores	2022-23 GOAL 41.7% (1.6% growth) making progress towards English Language proficiency	Continue to make growth in reading comprehension

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
College Going Experiences	2018-19 AVID students participation in 5 college field trips.	2021-22 GOAL All student participation in 7 college going experiences.  ACTUAL 14+ college going experiences (3 college field trips, 1 college/career day, 1 college presentation, 1/month college highlight lessons)	2022-23 Maintain 14+ college going experiences, increase student participation in college field trip.	All 6th graders will take AVID and the program will continue to grow for 7th and 8th graders
EL Progress on i-Ready (Vocabulary Development)		2021-22 GOAL Decrease the percentage of EL students two or more grade levels behind in Vocabulary from 95% to 89% on the i-Ready Diagnostic (Winter 2021 to Winter 2022).  ACTUAL MET Goal, 73% of EL students 2+ grade level behind in Vocabulary on the iReady Diagnostic (Spring 2022).	2022-23 Decrease the percentage of EL students two or more grade levels behind in Vocabulary from 73% to 68% on the i-Ready Diagnostic (Spring 2022 to Spring 2023). (5% decrease)	Increase the number of students who reclassify

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Action 1**

Create a college and career going culture through school activities, events or experiences.

District

District

**Action 2**

Provide enrichment opportunities for all students.

District

District

**Action 3**

Implement AVID structures/strategies to enhance student learning. (ie. Agenda, tutors, trips, tutorial groups, digital binders, continuing 6th grade AVID, practicing tools for state testing)

Title I

3,846

**Action 4**

Enhancement of ELD curriculum and structure, including; targeted course development, professional development, reclassification lessons, school EL strategy focus (ie. newcomers, refugees, text to speech)

Title I

5,318

# Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                  Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

- SWD experience suspension at the greatest rates
- EL experience suspension more than the all student group
- SWD experience chronic absenteeism at the greatest rates
- EL experience chronic absenteeism more than the all student group

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	2018-19 All Students: 15.9% EL Students: 16.3% Low SES: 17% SWD: 20.5%	2021-22 GOAL All Students: 13.9% (2.0% decrease) EL Students: 14.2% (2.1% decrease) Low SES: 14.7% (2.3% decrease) SWD: 17.4% (3.1% decrease)	2022-23 All Students: 11.9% (based off of 19-20 suspension rate trends, awaiting baseline data) EL Students: awaiting baseline data Low SES: awaiting baseline data SWD: awaiting baseline data	Continue to use the alternative to suspension program as a way to support student behavior



Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		ACTUAL All Student: Current Suspension Rate 3.2%		
Enrollment		2021-22  GOAL Increase the percentage of student enrollment by 5% (from 775 to 814)  ACTUAL NOT Met, 798 enrollment	2022-23  Increase the percentage of student enrollment by 3% (from 798 to 822)	Continue to do phone calls and home visits on our chronic absent kids

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Action 1**

Provide activities and protocols for improving attendance

District  
District

**Action 2**

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District  
District

**Action 3**

Incorporate strategies to ensure a safe and positive environment

District  
District

**Action 4**

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative

District  
District

universal, targeted and intensive interventions. Provide school counselors as follows:

Elementary Schools - 1 FTE Counselor  
Middle School Counselors - maintain ratio at 500:1  
High School Counselors - maintain ratio at 400:1  
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula


**Action 5**

Have a Project Teacher to oversee behavior management and to ensure a safe and positive environment. (ie. Behavior coaching, oversee ATS and Certificated Intervention Behavior Specialist, sharing out with staff)

Supplemental/Concentration
134750

**Action 6**

Encourage positive behavior and develop and enforce behavioral interventions and resources (including staff professional development, site visits, supplemental resources) to decrease negative students behaviors, resulting in decreases referrals and suspensions and improving outcomes for students not meeting grade level standards. (ie. visuals such as murals, signs, and graphics, Safari Shop swag, attendance stickers, student of the month, awards)

Title I
20955
Supplemental/Concentration
30000

**Action 7**

Hold family engagement events and provide extra duty for certificated and/or classified staff to help coordinate, attend and provide oral and written translations.

Title I
19,215

**Action 8**

Certificated Intervention Daily-At-Will (Behavior - ATS)

Title I
50,000

**Action 9**

Student and family enrichment (family events, academic celebrations, citizenship, orientation, EL, awards and certificates, WEB orientation, rallies, swag)

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**Action 10**

Community Tech to assist with student engagement, positive community, translation, and other family and community needs.

Title I

19,215

# Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities:      Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 7: Course Access (Conditions of Learning)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Action 1

Provide professional development to include targeted support for students with disabilities

District

### Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

**Action 3**

Increase parent engagement for students with disabilities.

District

**Action 4**

Provide extra duty for co-teachers to plan for lessons. Professional Learning for co-teaching.

**Action 5**

Provide extra duty for IEP planning as well as progress monitoring.

**Action 6**

Supplies for classroom instruction (ie. calculators, multiplication charts, 3D objects)

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: Indio Middle School..				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		<b>Total Estimated Cost: 8,322</b>		
District ELA Project Facilitator	8/15/23-6/5/24	9,493	9,493	Title I
		<b>Total Estimated Cost: 9,493</b>		
District Math Project Facilitator	8/15/23-6/5/24	9,982	9,982	Title I
		<b>Total Estimated Cost: 9,982</b>		
Site Instructional Coach	8/15/23-6/5/24	65,460	65,460	Title I
		<b>Total Estimated Cost: 65,460</b>		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		<b>Total Estimated Cost: 7,581</b>		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		<b>Total Estimated Cost: 1,086</b>		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		<b>Total Estimated Cost: 12,139</b>		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		<b>Total Estimated Cost: 7,719</b>		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	Title I
		<b>Total Estimated Cost: 3,114</b>		

**Total Cost For All Actions:** 124,896

*Note: Centralized services may include the following direct services:*

- *Research-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.

# Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>  
**Of the four following options, please select the one that describes this school site.**

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

**Federal Programs --** From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p><b>Title I, Part A: Allocation Purpose:</b> To improve basic programs operated by local educational agencies (LEAs).  <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).  <b>Title II, Part A: Improving Teacher Quality Purpose:</b> Improve and increase the number of highly qualified teachers and principals.  <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:</b> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP )  <b>Title VI, Part B: Rural Education Achievement Program Purpose:</b> Provide flexibility in the use of ESEA funds to eligible LEAs.  <b>For School Improvement Schools only: School Improvement Grant (SIG) Purpose:</b> to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.  <b>Other federal funds</b> (list and describe). Create a new row for each separate program.</p>
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Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$198,454.00	No
Total amount of federal categorical funds allocated to this school.	\$198,454.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.



**State Programs** -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

**California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school.  
**Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program.  
**Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners.  
**Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring  
**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.  
**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety.  
**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$229,750.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$229,750.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$428,204.00	

# 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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
English Learner Advisory Committee	
Departmental Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Leadership Team	
School Site Council	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:5/26/21.

Attested:

Marcy Herrera

Typed name of school principal

Signature of school principal

Date

Jocelyn Johnson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

# 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marcy Herrera	X				
Jessikah Viera					X
Cynthia Martinez			X		
Gennesis Flores					X
Jonathan del Campo Hartman					X
Kim Skogen		X			
Kenny Newcomb		X			
Aaryn Mason (Christina Exparza)		X			
Carmen Garcia				X	
Maribel Aguilar				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>