School Year: **2023-24**

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 High School Derrick Lawson, Principal derrick.lawson@desertsands.us	33-67058-3333192	April 17, 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

Schoolwide Program

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

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. It is further aligned with the most recent WASC accreditation report and the results of the English Learner Roadmap assessement, Inclsive practices assessment, Panorama perception surveys by Staff, parents, and stundents, and the SWPBIS Tiered Fidelity Instrument,

2020-23 Plan Summary

The Story

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

Indio High School--home of the Rajahs- a dynamic educational community for adolescents--opened its doors for the first time in 1958 and proudly serves as a hallmark of tradition and celebration of a legacy of pride in our community. Launching our sixty fifth year to welcome students in Fall 2022, we had the wonderful opportunity to welcome 2,067 students from all across the District. We take pride in promoting a rigorous learning environment for our students and prepare them to compete and succeed in a global economy and ever-changing world.

Indio High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Our teachers use a variety of methods to keep in close contact with home, including extensive teacher Web pages, ParentVue home access for parents, A revised Community Open House/Back to School night, Report Card Distribution Night and parent conferences (phone and personal), e-mail, social media, and newsletters. This, coupled with community and parent support, is the foundation of our dynamic learning community. Together, through our hard work, our students will be challenged to reach their potential.

Located in Indio, California, Indio High School serves the socioeconomically and ethnically diverse populations from the city of Indio and in grades 9-12. The school's fall 2022 student enrollment was 2,049, of which 93.2% are of Hispanic descent, 2.4% are white, 1.4% are African American, 0.5% Asian, and 0.9% other ethnicity or not reported. Spanish is the home language of 97.24% of the school's nearly 445 English learners. The school's unduplicated pupil percentage of 92.2%; 28.5% are English Language Learners, 92.2% are from low-income families eligible for free or reduced priced meals, 2.6% are Homeless, 0.5% Foster Youth, and 15.1% are students with Individual Education Plans (IEPs).

Indio High School has programs focused on Career Technical Education, AVID, and Academic Innovations Freshmen Transition program, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is an instructional coach, a Career Guidance specialist, and an Intervention specialist focusing on attendance and academic within the day interventions, dedicated to meet the high expectations and performance goals set by our certificated and classified staff. Professional development continues to focus on implementing commonly identified instructional strategies for Eviednce based writiing and developing vocabulary of the specific discipline. We are a part of the first cohort of MTSS implementation. Identified through the 2017-18 school climate survey, the issue of respect and establishing a campus wide expectation was the greatest need. As a result, an action team was formed (Pride Squad) to support students and staff in the development of the Multiple Tiers of interventions. The School Climate Surveys in Spring 2023 reinforced the success of our work and identified the progress made. This will further support our work to address school climate actions in the areas of chronic absence, reduction of suspensions, and enhancement of school connectedness. The most recent Western Association of Schools and Colleges accreditation visit occurred in October 2020 for the 6 year cycle site visit. The visit resulted in a 6 year accreditation with a mid-cycle report. Three year plan task forces are working to strengthen the support and services for English Learners, Special Education students, technology integration with the curriculum , the AVID program, and the growth of our Advanced Placement Program. The staff is preparing the mid-cycle report for the Fall 2023 Accreditation mid-cycle visit.

SPSA Highlights

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

The actions and strategies within our 2023-2024 SPSA support grades 9-12 in efforts to increase school connectedness and access to academic, behavior, and social emotional intervention support in relaunching our Tier 2 and 3 intervention structure. Strengthening the focus on PBIS as Cohort 1 will result in a reduction of suspensions an increase in academic sucess.

Professional development will be expanded to include Inclusion training and providing behavioral intervention support for our Students with Disabilities population andhow best to utilize the 8 period b loxk schedule as more than half of the staff are new since the adoption of that format and the initial training at its' launch. We will continue work within our PLC structures and expand PLC support, training, and release time to focus on lesson design, and analysis of assessments to refine first best instruction to address needs of our various student group populations. The maintaining of math lab support from LCAP, increased extended day support, offering of Math 1A/1B and expanded PLC training and support for our Math department staff is a key feature of our plan. We are enhancing our focus on English Learners with attention to the ELA adoption with integrated and designated ELD . Task forces will be supported within the SPSA to address 3 year plans for AVID, Advanced Placement, technology integration, English Learner Support, Special Education Supports, and our MTSS/PBIS team.

Another significant change from our prior year SPSA is a focus on A-G readiness through enhanced support from the counseling department and addition of supports ifgor our English Learners to become A-G ready. Targeted strategies to support our increased homeless/foster youth population are also embedded. Further, we have increased opportunities for parents to engage in their students' learning through offerings of the Parent Institute for Quality Education and a variety of Parent Education nights.

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

Strengths:
1) The VC considers the sense of community/family and belonging to be an essential feature of Indio High School.
2) Special Education students and EL students are placed in appropriate general education and support classes to the greatest extent possible. All English Learners , including those in SpEd Seperate setting are enrolled in a designated ELD course with an appropropriately crederntialed ELD teacher.
3) The VC commends all stakeholders for their dedication to the school, demonstrated by their collective participation in the process of shaping the school's unique profile, including the creation of the school's Mission, Vision, SLOs and PRIDE.
4) All SpEd studnets are enrolled in a least restrictive environment with a significant growth in inclusion support, and full equitable access to CTE pathways and all electives.

EL Roadmap Self Reflection: (Reflect on this data and initial conclusions that can help guide your goals and action plan)
1) School climate is safe and affirming towards all students and their families. Programs and practices affirm, value, and uplift all groups represented at the school and treat all students and families in a responsive, fair way.

2) Schools value and build strong family and school partnerships.
3) School accurately identifies English learners with disabilities and has systems in place to support them and to identify and distinguish language needs from special education needs.
4) Language development occurs consistently in and through the full content and is integrated across the full curriculum—in addition to strong content-based designated ELD.
5) English learners are provided meaningful access to core curriculum along with provision of EL supports and services. English learners have access to all A–G requirements.
6) A comprehensive system of culturally and linguistically valid and reliable assessment is representative of culturally relevant instruction and captures what students can do.
7) Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. We have a strong performing EL Team.
8) Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to recruit and develop ELD teachers and Paraeducators skilled in addressing the needs of English learners.

Inclusive Practices Roadmap Reflection: (Reflect on this data and initial conclusions that can help guide your goals and action plan)
1) All staff embrace the importance of shared ownership for all students.
2) We have a solid system to ensure Special Education placement data is monitored to ensure that students are appropriately identified.
3) We have made tremendous gains in ensuring Special Education access to Non-CORE elective classes and specialized programs, (CTE, ASB, Performing Arts, etc.)
4) We are in the development stage for ensuring there is adequate, regularly scheduled, on-going planning time for general and special education teachers and other staff to collaborate.
5) A tiered intervention system is in place to address the "academic needs of all students". It continues to need development within our MTSS systems.
6) Our 3-year SpEd plan has guided the provision of teachers and paraprofessionals training on helping all students, including students with disabilities, be successful in the general education classroom.
7) Teachers consistently use a variety of instructional strategies to actively engage students in the learning process, but we need to further develop the focus on higher order thinking skills incorporated into instruction for all students, including those with disabilities.
8) Paraprofessionals are skilled and responsible contributors to the classroom and we need to continue to provide professional development at the site level.

As it has already been mentioned in the WASC Report, Indio High School is currently experiencing a period of a "Renaissance", a period of revival and restoration of its image as a respected pillar of the community. The current IHS Action Plan reflects the enthusiasm of all stakeholders to continue working in this direction. For that purpose, the school's Action Plan addresses the identified areas of growth shown in the school's self-study and is focused on the school's continuous improvement. There are a number of initiatives aimed at the school's improvement related to all areas of WASC's interests with a relatively well-maintained sequence of activities and participation of the stakeholders.

As a result of our efforts in 2022-2023 in both academics, and social -emotional supports , the Panorama Survey of students, staff, and families highlight the following points of pride:

- Teachers accepting kids for being "different." Kids feel confident for who they are and feel that they are cared about by our staff. (the largest amount of student repsonses)
- School Spirit has increased and the amount of school pride our staff is showing. Students commented on the "good positive vibes throughout the school"
- Students feel safe at school which makes it easier to learn
- School and staff create environment of inclusivity and see IHS as a family/community.
- Students are enjoying the challenges and high standards teachers are holding them to in class.
- Student recognition has increased dramatically at Indio High School.
- Students see AVID as a gateway to college.
- They appreciate teachers promoting being good people outside of school.
- There was a strong increase in the amount of students who feel they have a trusted adult on campus to turn to for assistance.
- Student replied in large numbers that the opportunities to connect with clubs, team, and activities are a school strength.

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?

Opportunities for Improvement:
The Latest WASC report noted the following:
1) The school needs continuous improvement in the area of instruction through active collaboration, shared best practices, and use of a variety of instructional practices to meet the needs of all students.
2) For the purpose of an informed instructional decision making process, the school needs a system in place for development and implementation of targeted common formative assessments in all subject areas.
3) For the purpose of informed, data-based instructional decision making in all subject areas, the school needs a system in place for a purposeful collection, disaggregation, and analysis of student performance data.
4) There is a need for a detailed professional development plan for the purpose of effective implementation of formative assessments and meaningful data collection and analysis in all subject areas.

WASC REPORT:
The only area with a minimal attention in the Action Plan is the category of assessment and accountability. The Visiting Committee strongly recommends the Action Plan to include a series of professional development sessions dedicated to the development and the implementation of common formative assessment in all subject areas, as well as professional development dedicated to data collection, disaggregation, and analysis. The Action Plan should also include time for actual collaborative data analysis and common planning.

Following our increased focus in 2022-2023 on the above four items, we now have targeted the following for 2023-2024
1) The school needs continuous improvement in the area of instruction through active collaboration, shared best practices, and use of a variety of instructional practices to meet the needs of all students with a lens on inclusive support for English Learners and Students with disabilities in the regular content classes.
2) For the purpose of informed, data-based instructional decision making in all subject areas, the school needs to continue the work on the analysis of student performance data in the data warehouse to inform instructional planning and intervention.
3) There is a need for a detailed professional development plan for the purpose of re-engagement and motivation of students to optimze the use of the 8 period blockl schedule to support the more that 50% of teachers joining the staff after the initial adoption of the schedule and the corrosponding trainining.

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?

Indio High School strives to ensure equity for all students by closing achievement gaps between student groups and the all students group. Measuring the gap between “ALL STUDENTS” and the student group “English Learners” , there is a single level of difference for graduation rate. Measuring the gap between “ALL STUDENTS” and the student group “Students with Disabilities” , there is a single level of difference for suspensions, Math and English performance, and graduation rate. We now show Homeless students as a significant subgroup and they are performing at one level below “ALL STUDENTS” for suspensions and graduation rate.
To address the graduation performance gap, Counselors and the Special Education Department are working on correct master schedule placement and regular monitoring of student progress. Inclusion models and strategies are a targeted area for professional development. To address the suspensions for student groups, additional support and resources are provided for the PBIS team to develop Tier 2 supports with the expansion of an alternative to suspension intervention room and program built around restorative practices.
During the 2022-2023 school year, following administration of the i-Ready diagnostic assessments, staff began employment of the pathway lessons to address learning loss and gaps were targeted especially for English learners with support in designated ELD class using the lessons as well as during study skill class for students with disabilities and the Math intervention support class for Math 1 students.

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including math and ELA, district benchmarks, grade distributions, teacher-created assessments, Panorama survey data, and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders.

There continues to be a concern that students with disabilities are performing significantly below other student groups in English Language, and the District's Special Education staff will support the school with specific instructional materials for student with significant academic discrepancies to better support the needs of those students in the classroom. In both Math and English Language Arts, curriculum materials specific to differentiation support for English Learners and Students with disabilities are provided in the base program of the new adoption materials and are being utilized in our PLC instructional planning meetings. Social Studies department has modified the DBQ materials from district TRAC training and is being utilized with students with disabilities. The Science Adoption is complete and texts provided. Social Studies adoption process is underway and differentiated materials is a part of the process for final selection. World Languages adoption process is underway and differentiated materials is a part of the process for final selection. There is also an increase in suspensions for retpeated substance abuse issues which is heavier among our SpEd populatoin than our genral education population. We have expanded access to insight and tier 2/3 resources and will be launching an alternative to suspension program and Tier 2/3 interventions classrrom in Fall 2023. We have increased inclusion support.

As the English Learner population and the newcomer population have dramatically increased, we added a third paraeducator for support. Additional PLC and targeted training and assistance will be evident in new action items within goal 1 and 4.

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)

School Site Council Election date and results:
August 16, 2022- Staff elected:
Parents elected in ballot sent following Title 1 meeting
Students were elected in ASB elections in April 2022 for the upcoming year

School Site Council Meeting dates and topics:

10/10/2022
Enrollment Status, PIQE, Training of new members for Roles & responsibilities & Parliamentary Procedures, By-Laws Review , Election of Committee members and officers, and Site plan review 2022-23 plan and budgets: Intervention Update, Review of Existing By-Laws,

11/14/2022 : Attendance Data and Intervention roll out. ,PIQE report, Report Card Night, Site Plan 2022-2023 , Goal 2 review SPSA and budget adjustment for Negotiated Bargaining Agreement alignment. By-Laws Revision Input (2nd read) , School Compact Discussion and Potential Revision Input, Parent Involvement Policy Discussion and Potential Revision Input

1/09/2023 : ELPAC testing update, Professional Development Day Report, Site Safety Plan presented for approval, School Compact Discussion and Potential Revision 2nd read, Parent Involvement Policy Discussion and Potential Revision 2nd read, Site Plan 2022-2022 implementation monitoring Goal 3

2/14/2023 :School Accountability Report Card 2021-2022, Tardy Sweep and Attendance Report, Tier 1 School Culture and Climate update and revision: Panorama Parent Feedback Survey, Site Plan 2022-2023 Proposed Budget transfer and Action revision, DELAC Needs Assessment Results,

4/03/2023 : Intervention Update, Panorama Survey data analysis presentation, A-G Completion and FAFSA Submissions, State Testing update, i-Ready Midyear Data, Site Plan 2022-2023 Evaluation

4/17/2023: Formal Approval of 2023-2024 SPSA, review of assessment data, Recommendations and Assurances

ELAC Meetings:

Parents, Students, and Staff were all engaged with Panorama Surveys in October and March to provide LCAP feedback, Social Emotional Learning Feedback, and School connectedness Feedback.

Parent Advisory Meeting was held for Title 1 in September prior to back to school night and an Advanced Placement Parent meeting was conducted in September.

Impact on the SPSA and the Annual Evaluation

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

The SPSA was revised by the SSC following proposed items froim the Site Leadership Team comprised of department chairs and program leaders in August after final 21-22 data was published. The Same group conducted an evaluation of the 2022 -23 plan in March following full review and feedback from Students, Parents, and Staff surveys and staff analysis of the written responses, California Dashboard data, district benchmark data, grade distribution analysis, and needs assessments were reviewed in various PLC subject and department groups, DELAC needs assessments and PIQE feedback were reviewed for input. Recommendations were formulated following full evaluation in the district facilitated Site Leadership M-SAP day..

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:	$336,956
Total Centralized Services:	$130,975
Total Supplemental Concentration Funds	$343,378
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$680,334.00

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.

Categorical funds will be used to provide supplemental services for all students in order to ensure that Indio high school students especially those in the English learner program, students with disabilities, and homeless students improve their academic performance in course subject areas in order to improve student achievement Indio High School plans to strategically focus on the following areas:
1) Implement an alternative to suspension Tier 2/3 room and program
2) Provide reaserch based instructional strategies for improving student engagement and optimization fo the block schedule format
3) Reduce suspension rates with effective alternatives to suspension.
4) Prepare more students to be college and career ready upon graduation with an increase A-G readiness rate.
5) Closing the achievement gap in English Literacy for English learners and the distance from a performance level 3 as well as increase levels of performance on the ELPAC.

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	0.1%	0.10%	0.28%	1	2	6
African American	0.8%	0.79%	1.17%	16	16	25
Asian	0.6%	0.60%	0.51%	13	12	11
Filipino	0.2%	0.30%	0.23%	5	6	5
Hispanic/Latino	94.4%	93.95%	93.47%	1,958	1894	2003
Pacific Islander	%	%	0%			0
White	2.8%	2.73%	2.66%	58	55	57
Multiple/No Response	0.4%	0.60%	0.42%	9	12	9
			Total Enrollment	2,074	2016	2143

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	547	577	546
Grade 10	570	531	601
Grade 11	494	494	517
Grade 12	463	414	479
Total Enrollment	2,074	2,016	2,143

Conclusions based on this data:

1. Total enrollment is steadily increasing as a result of increased school community engagement efforts and transfers to our campus rather than out as in the past. We are seeing our campus offerings as a desired program and reversing a long trend of exiting.
2. Demographic groups had grown in congruent amounts to the school-wide growth thus maintaining the percentages of representation over time.
3. In spite of declining enrollment in the district, Indio High School Continues to maintain and grow annually for 6 years steadily.

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	553	597	610	26.70%	29.6%	28.5%
Fluent English Proficient (FEP)	852	745	787	41.10%	37.0%	36.7%
Reclassified Fluent English Proficient (RFEP)	28			5.1%		

Conclusions based on this data:

1. English learner population numbers have grown consistenlty over time commensurate with the changing local demographic. Our newcomer numbers are a substantial amount of the increase over the past two years. Due to ; pandemic, the 8th grade reclassifications are down and our RFEP num,bers will demonstrate a solid increase for the 22-23 and 23-24 year withthe inclusion of designated ELD and increased intervention focus.
2. Extensive focus on writing across campus and English Learner differentiation across courses helped support an increase in reclassifications.
3. Embedded in the increased numbers is a growth of newcomers approximating 100 students that are not Long term english learners (LTELS)

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 11	463	453		237	419		233	418		51.2	92.5	
All Grades	463	453		237	419		233	418		51.2	92.5	

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 11	2565.	2518.		12.88	8.37		29.18	19.14		35.62	29.43		22.32	43.06	
All Grades	N/A	N/A	N/A	12.88	8.37		29.18	19.14		35.62	29.43		22.32	43.06	

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 11	18.03	12.92		64.38	52.87		17.60	34.21	
All Grades	18.03	12.92		64.38	52.87		17.60	34.21	

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 11	14.98	9.83		52.42	42.69		32.60	47.48	
All Grades	14.98	9.83		52.42	42.69		32.60	47.48	

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 11	9.87	7.89		75.97	69.38		14.16	22.73	
All Grades	9.87	7.89		75.97	69.38		14.16	22.73	

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 11	23.61	9.57		61.37	63.88		15.02	26.56	
All Grades	23.61	9.57		61.37	63.88		15.02	26.56	

Conclusions based on this data:

1. The large increase in below standard was relatively the same in all sub-strand areas
2. The i-ready assessment data the prior year predicted the learning loss consistent across the district which resulted in our site increase in sections of English with smaller numbers than the average classes school-wide
3. Our baselines will all be revised with the State DOE determination that there will be "Status" only and no "Change" data reported for the 21-22 accountability data release .

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 11	463	458		266	435		262	435		57.5	95.0	
All Grades	463	458		266	435		262	435		57.5	95.0	

* 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 11	2541.	2469.		2.67	1.15		12.21	5.52		37.02	18.16		48.09	75.17	
All Grades	N/A	N/A	N/A	2.67	1.15		12.21	5.52		37.02	18.16		48.09	75.17	

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 11	8.81	1.61		48.28	26.21		42.91	72.18	
All Grades	8.81	1.61		48.28	26.21		42.91	72.18	

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 11	4.96	1.84		66.03	54.94		29.01	43.22	
All Grades	4.96	1.84		66.03	54.94		29.01	43.22	

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 11	3.44	1.84		71.37	59.77		25.19	38.39	
All Grades	3.44	1.84		71.37	59.77		25.19	38.39	

Conclusions based on this data:

1. The large increase in below standard was relatively the same in all sub-strand areas

2. The i-ready assessment data the prior year predicted the learning loss consistent across the district which resulted in our site increase in sections of math lab within day intervention.

3. Additional sections of math foundations will need to be offereed in summer school to address the learning loss and support the gaps between levels of math 1,2 and 3 .

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
9	1519.8	1533.4		1515.9	1521.6		1523.2	1544.6		145	186	
10	1560.8	1537.0		1563.1	1528.8		1558.0	1544.6		130	173	
11	1522.0	1553.8		1518.8	1542.9		1524.5	1564.2		75	122	
12	1527.5	1542.4		1518.0	1537.5		1536.4	1546.8		62	83	
All Grades										412	564	

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
9	7.03	6.49		31.25	35.14		32.81	38.92		28.91	19.46		128	185	
10	24.56	8.14		29.82	35.47		26.32	42.44		19.30	13.95		114	172	
11	17.24	13.11		32.76	40.16		18.97	31.15		31.03	15.57		58	122	
12	9.80	13.41		25.49	24.39		23.53	32.93		41.18	29.27		51	82	
All Grades	14.81	9.45		30.20	34.76		27.07	37.43		27.92	18.36		351	561	

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
9	21.09	10.27		27.34	46.49		37.50	30.27		14.06	12.97		128	185	
10	36.84	13.95		28.07	51.16		20.18	24.42		14.91	10.47		114	172	
11	32.76	26.23		27.59	47.54		15.52	13.93		24.14	12.30		58	122	
12	29.41	24.39		31.37	37.80		5.88	14.63		33.33	23.17		51	82	
All Grades	29.34	16.93		28.21	46.88		23.65	22.64		18.80	13.55		351	561	

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
9	4.69	6.49		17.19	18.92		35.16	49.19		42.97	25.41		128	185	
10	7.89	4.07		35.09	21.51		30.70	47.09		26.32	27.33		114	172	
11	6.90	7.38		17.24	22.13		39.66	43.44		36.21	27.05		58	122	
12	3.92	6.10		13.73	13.41		27.45	36.59		54.90	43.90		51	82	
All Grades	5.98	5.88		22.51	19.61		33.33	45.45		38.18	29.06		351	561	

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
9	6.67	3.78		69.17	75.68		24.17	20.54		120	185	
10	15.74	5.81		62.96	77.91		21.30	16.28		108	172	
11	5.66	8.20		60.38	70.49		33.96	21.31		53	122	
12	0.00	7.32		46.67	54.88		53.33	37.80		45	82	
All Grades	8.59	5.88		62.58	72.19		28.83	21.93		326	561	

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
9	40.54	42.08		43.24	48.63		16.22	9.29		111	183	
10	66.32	52.94		21.05	35.29		12.63	11.76		95	170	
11	56.60	63.64		28.30	28.93		15.09	7.44		53	121	
12	60.98	54.88		14.63	30.49		24.39	14.63		41	82	
All Grades	54.33	51.98		29.67	37.59		16.00	10.43		300	556	

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
9	12.10	10.27		41.13	41.08		46.77	48.65		124	185	
10	21.24	6.98		52.21	50.58		26.55	42.44		113	172	
11	10.34	10.66		48.28	53.28		41.38	36.07		58	122	
12	2.08	9.76		31.25	35.37		66.67	54.88		48	82	
All Grades	13.41	9.27		44.61	45.81		41.98	44.92		343	561	

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
9	1.87	1.63		70.09	78.80		28.04	19.57		107	184	
10	2.00	1.74		74.00	77.33		24.00	20.93		100	172	
11	13.21	9.02		60.38	77.87		26.42	13.11		53	122	
12	9.09	13.41		63.64	56.10		27.27	30.49		44	82	
All Grades	4.93	5.00		68.75	74.82		26.32	20.18		304	560	

Conclusions based on this data:

1. Writing levels grw at the top two levels for all grades
2. Speaking assessment show gains and movement upward at top two levels
3. Reading and Listening assessment show a gain at teh bottom and loss at the top for an increase in the middle level. This indicates a need to address this with our ELD PLC more intently as they develop a high school curriculum plan with none in existence beyond K-8 at this time.

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**
2,016	**94.0**	**29.6**	**0.7**
Total Number of Students enrolled in Indio High 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	597	29.6
Foster Youth	14	0.7
Homeless	81	4.0
Socioeconomically Disadvantaged	1,895	94.0
Students with Disabilities	312	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	0.8
American Indian	2	0.1
Asian	12	0.6
Filipino	6	0.3
Hispanic	1,894	93.9
Two or More Races	12	0.6
Pacific Islander		
White	55	2.7

Conclusions based on this data:

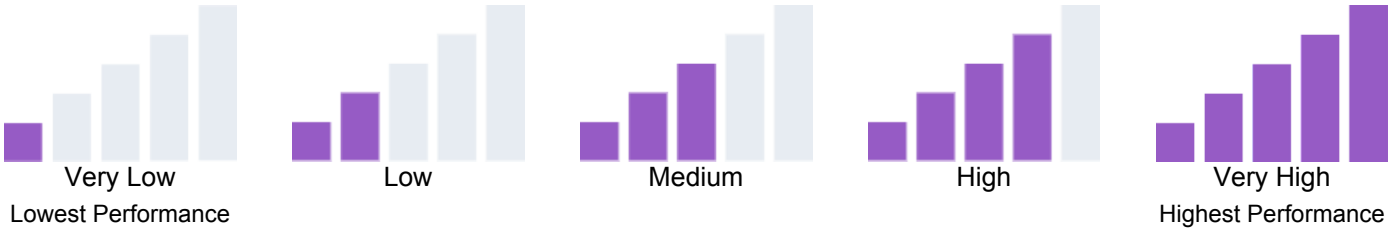
1. The campus doe not have statistically significant groups beyond Hispanic with regard to race/ethnicity.
2. English Learner population has increased substantially as a result of a large influx of newcomers and a reduction of reclassifications at Middle school during the pandemic closures.
3. For the 23-24 year, the Homeless and foster youth population has grown substantially to result in a data reportable subgroup and will necessitate specific strategic actions to address in our SPSA.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** High	**Suspension Rate** High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

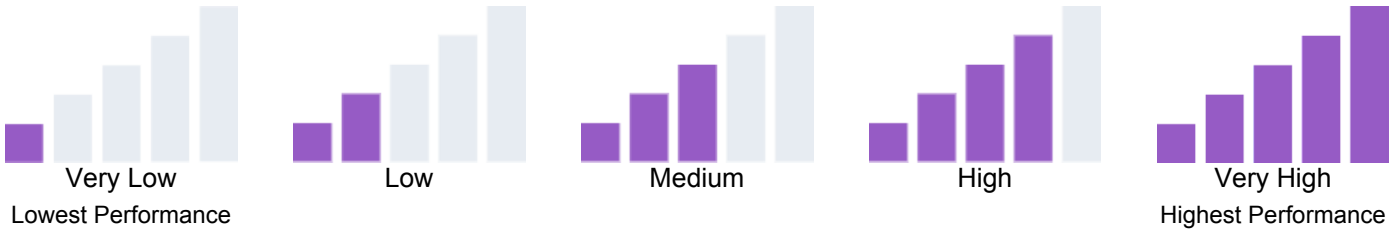
1. Graduation Rates held high and our Students with Disabilities reported at medium status following the pandemic held "maintained" status at 83% and Homeless studnets at 84.8%
2. All groups in Suspensions increased withthe primary issue being drug related issues (vaping) upon return to in person instruction, indicating the continued need for intervention instruction.
3. english Learner population appears to have dropped , However , we have seen an influx of newcomers to over 100 students.

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.

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.

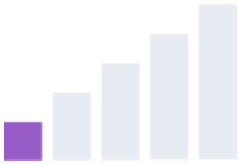
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
66.9 points below standard	135.5 points below standard	2 Students
411 Students	124 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
79.9 points below standard	67.4 points below standard	162.9 points below standard
28 Students	391 Students	61 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 3 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 67.3 points below standard 387 Students	No Performance Level 2 Students		No Performance Level 108.5 points below standard 14 Students

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**
151.0 points below standard 103 Students	59.3 points below standard 21 Students	62.7 points below standard 136 Students

Conclusions based on this data:

1. The SES and Hispanic subgroups are statistically congruent in enrollment.
2. State assessment of at level at a English Language arts level and students going vitual and haing modified instruction for a year and half and loss of summer school resulted in a substantial drop in performance evels,
3. Data has been suspended during the pandemic. Our baselines will all be revised with the State DOE determination that there will be "Status" only and no "Change" data reported for the 21-22 accountability data release .

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).

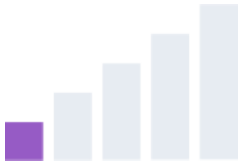
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	0	0	0	0

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

All Students

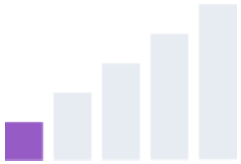


Very Low

157.1 points below standard

416 Students

English Learners



Very Low

209.3 points below standard

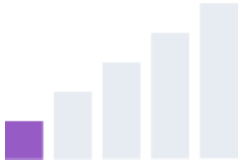
123 Students

Foster Youth

No Performance Level

5 Students

Homeless

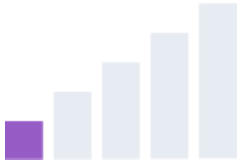


Very Low

161.9 points below standard

30 Students

Socioeconomically Disadvantaged

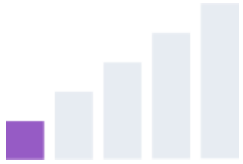


Very Low

157.9 points below standard

397 Students

Students with Disabilities



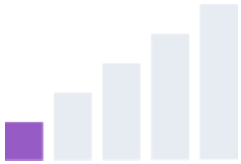
Very Low

240.2 points below standard

62 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 3 Students		No Performance Level 3 Students	

Hispanic	Two or More Races	Pacific Islander	White
 Very Low 157.0 points below standard 390 Students	No Performance Level 3 Students		No Performance Level 197.3 points below standard 14 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
225.3 points below standard 102 Students	137.0 points below standard 22 Students	150.5 points below standard 139 Students

Conclusions based on this data:

1. All groups expereienced substantial learning loss with the assessed juniors having an incomplete math 1 year, adn the a virtiual amth 2 year..
2. State assessment of at level at a math 3 level and students going vitual and haing modified instruction for a year and half and loss of summer school resulted in a substantial drop in math levels,

3. Our baselines will all be revised with the State DOE determination that there will be "Status" only and no "Change" data reported for the 22-23 accountability data release .

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

English Learner Progress

Low

41.4 making progress towards English language proficiency

Number of EL Students: 437 Students

Performance Level: 2

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
29.5%	29.1%	3.0%	38.4%

Conclusions based on this data:

1. Student engagement challenges upon return from virtual and hybrid instruction contributed to a large amount of students decreasing a level on the ELPAC. This resulted in a revision of our designated EL structure and creating a weekly ELD teacher PLC

2. Our newcomer counts increased substantially again this year- NON LTEL's

3. Gwoth in level or maintaining a 4 prior to reclassification was over 40% and indicates the focus on writing the prior year was a strong contributor to the increase over the piro year.

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. There is a 3 year trend for reducing the number of students identified as College/Career Not prepared. Our A-G rates have increased each of the 3 years in the scope of the SPSA
2. Per CALPADS 17.1 - Postsecondary Status Outcome - Count report 70% of the 128 completerrs from class of 22 are enrolled in community college or universtiy after semester 1 of the 22-23 post graduation year.
3. Data has been suspended during the pandemic.Our baselines will all be revised with the State DOE determination that there will be "Status" only and no "Change" data reported for the 21-22 accountability data release .

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).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. While not a dashboard reported measure for high school. Chronic absence and tardies are an area of noted significance for Indio High School.

2. We are tracking our attendance in the District Data Warehouse to inform Tier 2 interventions.

3. We have reduced Chronic absenteeism in 22-23 by 20% as of April 7, 2023 report.

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.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	3	2	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

High

92.8% graduated

416 Students

English Learners

Medium

87.4% graduated

103 Students

Foster Youth

No Performance Level

Less than 11 Students

7 Students

Homeless

Medium

84.8% graduated

33 Students

Socioeconomically Disadvantaged

High

93.3% graduated

402 Students

Students with Disabilities

Medium

83.1% graduated

71 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
1 Student		1 Student	3 Students

Hispanic	Two or More Races	Pacific Islander	White
High			No Performance Level
92.9% graduated			87.5% graduated
394 Students			16 Students

Conclusions based on this data:

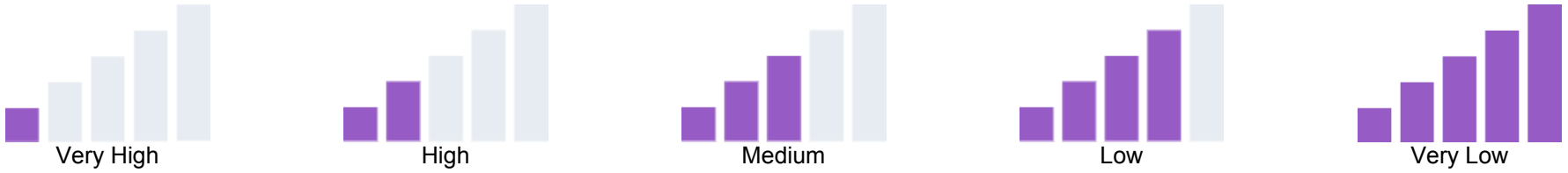
1. Schoolwide graduation rate has maintained at a high level
2. Homeless youth graduation rate was higher than projected as a result of our intervention counslor support and Assitatn principal site visit schedule during the 21-22 year.
3. Our baselines will all be revised with the State DOE determination that there will be "Status" only and no "Change" data reported for the 21-22 accountability data release .

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
3	3	1	0	0

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

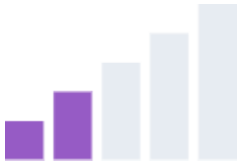
All Students

High

6.4% suspended at least one day

2191 Students

English Learners



High

7.4% suspended at least one day

672 Students

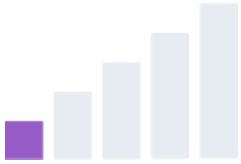
Foster Youth

No Performance Level

14.3% suspended at least one day

28 Students

Homeless

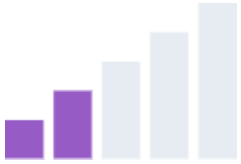


Very High

10.4% suspended at least one day

96 Students

Socioeconomically Disadvantaged

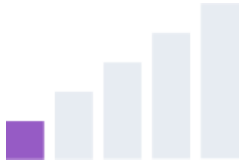


High

6.4% suspended at least one day

2048 Students

Students with Disabilities



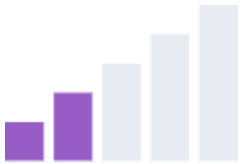
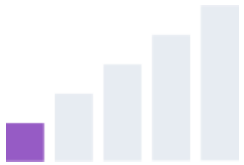
Very High

11.4% suspended at least one day

350 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
20% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
20 Students	5 Students	12 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	Very High		Medium
6.2% suspended at least one day	15.6% suspended at least one day		4.8% suspended at least one day
2054 Students	32 Students		62 Students

Conclusions based on this data:

1. All subgroups saw an increase in suspensions.
2. Site data indicates increases in substance abuse in the California Health Kids Survey.The overwhelming majority of suspensions are for Vaping and Substance possession.
3. Data has been suspended during the pandemic. Suspension date during virtual learning will result in a loss of baseline for comparative analysis

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

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

State Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
ALL: -8.4 EL: -28.2 Low SES: -8.6 SwD: -36.3 Hispanic -8.3	
ALL: -33.0 EL: -47.4 Low SES: -33.1 SwD: -60.0 Hispanic -33.3	
Decreased one ELPI Level: 8 Maintained ELPI Level 1, 2L, 2H, 3L, or 3H : 40 Maintained ELPI Level 4: 5 Progressed at least one ELPI level: 55	
Winter Diagnostic ALL-18% EL- 7%	

Expected Outcomes	Actual Outcomes
SED-18% SWD-5%	
Winter Diagnostic ALL-14% EL-7% SED: 14% SWD: 3%	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs	All students received instruction using standards-based State/District adopted core programs including the designated ELD classes. Self contained Special Education core classes also provided standards based instruction with core materials using appropriate accommodations and modifications as identified in student IEP's.	District	District
All classroom teachers are appropriately assigned and fully credentialed	All teachers were assigned according to credentials. Four staff members were hired as Special edcuation interns in teh new county and state univeristy pipleine pilot program.	District	District
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 English Learners were placed in appropriate integrated and designated ELD classes. (NOTED IN THE FPM) INCLUDING 100% of our SpEd English Learners in Seperate Setting English Courses.	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
all content areas. Designated ELD provides specialized attention to building language proficiency in English			
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	Teachers and support staff received additional support from the Educational Services division to enhance English learners' success through various professional development opportunities provided by district Project Facilitators. Sessions included early literacy strategies, ELD lesson support through Benchmark Advance and StudySync, UDL lesson planning in ELA & Math, and integration of literacy standards with the emphasis on the connection between oral and written language to support English learners.	Centralized Services Title I	Centralized Services Title I
School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	ALL staff were provided training in access and regular review of the district data dashboard. Teachers are provided with data support for benchmark and grade distribution analysis and planning support. Staff were provided support from the technology coach to integrate use of various apps and extensions for formative assessment data gathering and analysis. ELA and Math staff were provided i--READY dashboard and data analysis professional development	Centralized Services Title I	Centralized Services Title I
Through the District TRAC process, the Site Leadership	Site leadership and the Tier 1 team participated in the District process	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teams 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, including the implementation and analysis of i-Ready diagnostics.	to develop and monitor the site plan and support departments in progress monitoring of the site plan goals.		
Provide Before/During/After school reading and math interventions for students not meeting standards	Extended Day and year support was provided for Math and for advanced placement support thorugh out the year. Athletic coaches implemented a tutorial program for all athletes to promote maintaining eligibility. FEV tutoring was promoted to all students and parents and utilized in Study skills programs.	District	District
Teachers will continue to receive professional development on effective research-based strategies to support all learners	Teachers and support staff received continuous effective evidence based strategies through various professional development trainings. The District provided trainings to support the work of our newly adopted curriculum, using core, integrated and designated ELD with StudySync, support for History Social-Science Framework implementation provided at the site level PLCs, department lesson studies, and curriculum training days, along with Science and World Language materials adoption training. After-school academies were also provided to support the work of PLC's, and a	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	variety of Special Education support trianings.		
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	The full time instructional coach provided SAST meeting professional development as well as in class coaching/modeling with a target focus on writing across the curriculum, high leverage English Language Development strategies, and development of student self assessment using rubric scoring and analysis, and an introduction to Universal Design for Learning. A technology coach provided a two day monthly support system of modeling, planning support, and feedback cycles to integrate technology for student engagement.	Centralized Services Title I	Centralized Services Title I
Provide a full-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	The district counseling ratio was reduced in order to provide additional counseling support to students and a 5th counselor was added.	Supplemental/Concentration	Supplemental/Concentration
Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Extra duty was provided to MTSS Site Leadership Representatives for the implementation process. MTSS leads attended the district MTSS leadership meetings gathered information and shared with Principal/Assistant Principal before disseminating the information to the staff. The MTSS leads also provided communication and professional development for staff members through SAST, as	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	well as, participated in and documented MTSS site meetings and coaching sessions. MTSS leads were also responsible for the completion of district forms, responding to information requested, collecting data and progress monitoring of student data related to the MTSS tiered systems, including academic, behavior, and survey data as needed to identify needs and support team decision making.		
Provide support for early literacy and continued support for students below grade level	Targeted training and resources were provided to support our Special Education staff with self contained in both Math and English for those significantly below grade level using alternative instructional materials. (SONDAY, Goalbook plus, i-Ready, ULS)	Centralized Services Title I	Centralized Services Title I
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.	The District provided continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. The District Tier 1 process was used to assess student progress, determine school goals and an appropriate action plan to increase student achievement. Two Tier 1 team days, one in early September and one in March, were provided for site leadership teams to collaborate and plan. TRAC days were designed to strengthen site leadership with the PLC process and to maximize the	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	impact on the school campus through the Guiding Coalition. Teams analyzed student achievement and other relevant data, planned goals, and identified ways to provide support and measure success through the use of assessments on the first Tier 1 Team day. The second Tier One Team day was designed to be a mid year progress check of goals, monitor and adjust Academic Action Plan if needed, and evaluate progress with school plan. A 3 year plan for best first instruction and Common Formative Assessment were developed following our Accreditation Visit.		
Provide support of parent engagement throughout the year to increase student achievement.	An additional cohort of parents graduated from the PIQE program which included both levels 1 and 2. This translated into increased parent participation in both SSC and ELAC as well as an increase in parents accessing the college /Career center. Back to school night was replaced with an OPEN HOUSE format for the opportunity for parents to interact with teachers	1) Title I 2,500 2) Title I 15,500 3) Supplemental/Concentration 300	1) Title I 2700 2) Title I 15500 3) Supplemental/Concentration 297
Provide support for English Learners instructional support, progress monitoring, parent contact, and maintaining of compliance documentation.	Three full time bilingual paraeducators provided support in core classes in addition to the ELD classes for newcomers. Students were provided organizational tools and as well as extended day tutorial support.. The increase of newcomers indicates consideration for an additional para-educator.	1) Title I 106,295 2) Supplemental/Concentration 18,800 3) Supplemental/Concentration 3,000 4) Supplemental/Concentration 1,000	1) Title I 2) Supplemental/Concentration 3) Supplemental/Concentration 4) Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase instructional materials, equipment, supports, and subscriptions to support an augment first best instruction.	The outdated library circulation inventory was augmented with another $10,000 in novels and print text as well as E-books. A Makerspace was expanded and weekly extended day enrichment was well attended. Materials for science labs , and Freshmen intervention were purchased. An investment was made in technology support materials and on-line media such as Edpuzzle and Breakout edu , Nearpod, and Kami.and Turnit in and MathSpaces intervention support materials.	1) Supplemental/Concentration 4,000 2) Title I 22,200 3) Supplemental/Concentration 87,793 4) Title I 10,000 5) Title I 10,000 6) Supplemental/Concentration 1,000 7) Supplemental/Concentration 5,000 8) Supplemental/Concentration 0	1) Supplemental/Concentration 2) Title I 3) Supplemental/Concentration 4) Title I 5) Title I 6) Supplemental/Concentration 7) 8) Supplemental/Concentration
Provide an intervention specialist(s) who will use research-based intervention strategies and materials while working with small groups of students performing below proficiency in ELA, math, social studies and science.	We were unable to fill this position with the shortage of staff.	Title I 0	Title I
Provide extra duty hours for leadership team to analyze current data and develop school wide strategies to assist in raising the achievement gap for students who are not meeting standard in core subject areas.	Leadership team was expanded to include representation from ELD, AVID, CTE, and Renaissance with the focus on intervention integration	Supplemental/Concentration 2,400	Supplemental/Concentration
Provide extra duty and/or release time with guest teachers for staff PLC collaboration , instructional rounds, and vertical articulation support in order to close achievement gaps.	With the rapid growth in the fall and challenges with added singleton periods added to individuals, common preps were not pure in Math 2 and 3 or in ELA 2 and 4. Additional collaboration time was provided after school to	Supplemental/Concentration 9,250 for action 4 Title I 8,000	Supplemental/Concentration Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	support common planning and data analysis as well as develop Special education supports. Additional time was allocated for Science teachers to work on SAVVAS training and common implementation. and for the ELD team to coordinate resources and instruction for our newcomer growth.		
Provide release time and extra duty hours to provide assistance with student standardized assessment administration including ELPAC, CAST/CAA, PSAT/SAT administration and Advanced Placement Testing.	Additional time and guest teachers provided to support the administration of the EPLAC . Teachers in non-testing periods were provided a guest teacher so that they could then assist with testing by breaking in to smaller groups with appropriate test administrators.	Supplemental/Concentration 2,000	Supplemental/Concentration
Provide funding for .75 FTE to provide freshmen intervention support classes and potential 1/7ths for Freshmen intervention, math intervention, and AVID coordination in order to raising achievement and close the achievement gap for students who are not meeting standard in core subject areas.	Additional sections of Freshman Seminar added to reduce numbers in classes connect freshmen to school and get off to a good high school start. Added sections were implemented for addressing both A-G increase and for on track for graduation for chemistry, English IV semester 1 , Financial Literacy Semester 1, Government, and APEX	Title I 145,487	Title I
Provide transportation and extended day/week intervention for students who are enrolled in Advanced Placement classes who are not meeting standard in English Language Arts who need additional support during Saturday School workshops or University	We offered Saturday School workshops in AP for Stats, AP US History, and Studio Art. UCR sponsored virtual AP workshops that target specific reading and writing skills to increase academic achievement were provided. (PAID in Ap FUNDS	Supplemental/Concentration 0	Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
sponsored workshops that target specific reading and writing skills to increase academic achievement.			
Provide extra duty hours for Counselors to provide on-going monitoring for at-risk students and their parents for proper placement in academic courses .	Quarterly monitoring of caseloads was added to address pandemic disengagement issues.We also restructured a pilot for caseloads to target grade 9 and 10 re-engaement	Title I 6500	Title I
Extend the day for instructional coach to support teachers in best first instruction, intervention and enrichment in PLC support	Extended day for EL coach to work with PLC's during extended PLC times	Supplemental/Concentration 10120	Supplemental/Concentration
Provide materials for the instructional coach to support teachers in best first instruction, intervention and enrichment in workshops and the two PD district days	EL Road maps and SBAC interim assessment materials and 4 book club professional books were purchased for staff intensive PD.	Title I 2,500	Title I
Support closing the achievement gap with extended day/week intervention to tutor students.	Small groups were offered after school for Math r and Saturday School throughout the year.	Title I 6000	Title I
Teachers will continue to receive professional development on effective research-based strategies to support all learners through conferences and workshops	A cohort of new first year teachers attended AVID Summer Institute for baseline training.	Title I 28,000	Title I
Teachers will continue to receive professional development on effective research-based strategies to support all learners through conferences and workshops	Veteran teachers were providfed access to AVID summer institute to expand their training for post pandemic rengagement (22 total) 5 staff were provided CABE trianing for English Leanrer achievment support.	Supplemental/Concentration 47093	Supplemental/Concentration

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.

There was an increase to the amount of targeted professional development this year in both conference participation (AVID Summer institute and CABE and with instructional coaching support which showed positive correlations in benchmark assessments (I-ready results and ELPAC results) We targeted Grade 9 incoming with Math intervention placement and Freshman transition support. Staff Professional development revolved around vocabulary development, evidence based writing instruction across the disciplines, and chunked instruction with the 10-2-2 method.

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

Freshmen performing at grade level increased on the i-ready assessments overall in reading by4% and in math by 6% . In substrand perfomance, Vocabulary saw an increase of 8% in both grade 9 and 11 and 4% in grade 10 For math 1 students, we saw an increase of 9% in Numbers and operations and measurement and data.

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

Final expenditures are being recalculated in light of final closing of purchased orders not fully processed, as well as extra duty budgeted and not expended for interventions, hours, and activities not completed in Spring that would have been completed. We will be well under a 10% differential between the allocation and the expenditure. This is primarily due to the limitations of extended day and week tutoring budgeted for but unspent as we faced continued challenges with the move to a later start and students not staying for after school support due to work schedules and sibling care.

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.

Our math intervention efforts with regard to students will continue as a 2023-2024 focus. Our advanced placement team enhanced the support system for students and updated training will need to be provided in the upcoming year. We piloted a new format for the Math intervention labs and will be revisiting the format and scheduling pending the upcoming schedule change vote.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
All: 94.8% (Green) EL: 91.5% (Green) Homeless: 90.7% (Green) SES: 94.7% (Green) SwD: 94.2% (Green) Hispanic: 94.8% (Green)	
All: 54.5% (Yellow) EL: 55.1% (Red) Homeless: 55.1% (Orange) SES: 55.2% (Orange) SwD: 54.9% (Orange)	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences	The District office provided support for counseling staff to participate in County training and support for College going workshops at UC, Cal State and local community college levels. An investment was made to provide the CCGI platform for all students.	District	
Provide enrichment opportunities for all students	Site academic competitions and program supports were provided for Mock Trial, COD and UCR math field days, Battle of the books, and student academic competitions, inclusive of registration, transportation, and materials.	District	
Provide funding to target support for the Freshmen Transition Program to include: Lead teacher extra duty, materials and curriculum support, and additional sections of Freshmen Seminar for non- proficient students within the master schedule to promote college and career skills, 10 year plan, and CCGI milestones	Curriculum supports and materials were provided for a comprehensive Freshmen intervention program to connect students to school and develop study skills and task commitment.	Title I 15,189	
Provide extra duty for counselors and college/career specialist and classified staff to provide parent workshops.	Parent workshops were provided for Seniors for College application process and for Juniors to be fully prepared for the SAT, FAFSA, college application processes and timelines.	Supplemental/Concentration 5000	
Provide for a Supplemental Counselor and a Career Guidance	As a result of the inclusion of a Career Guidance	Supplemental/Concentration 86,622	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Specialist to provide guidance and assistance to students, parents, teachers, and the community. with regard to intervention, mental health supports, dual and concurrent enrollment, CTE internship support, and Parent involvement in Parent, nights, PIQE, CTE advisories, college planning, FAFSA, scholarship portfolios, Ophelia, Gent's Alliance. Inclusion of extra duty hours for evening site and district parent events.Inclusion of extra duty hours for Parent nights and evening site and district events	Specialist/Counselor, RCOE reported increases in our applications to US, Cal State and COD as other sites reduced their numbers. Another 53 parents completed the PIQE program in Fall.		
Provide enrichment opportunities for all students, including GATE. Extended opportunities to connect learners to school such as Debate Team, Robotics Team, World Quest, Model UN, Mock Trial, History Day, Math Field Day, Speech/Forensics team,etc.	Fees, transportation, and extra duty for advisor/coaches were provided for participation in Mock Trial , World Quest, college of the desert math field day, Shakespeare festival.	Supplemental/Concentration 3,000	
Create a college and career going culture through school activities, events or experiences such as: 1) participation in College Signing Day, Race to the TOP FAFSA contest, College Kick off Day, WE DAY, Career Day, etc) 2) acknowledgement and promotion of student achievement in National Honor Society, Content area Honor Societies and the California Scholarship Federation 3)Provide funding for acknowledgement and promoting	FAFSA rate increased with only 18 non submissions. National Honor society inducted 18 new members. . A sticker system to recognize honor roll, increased GPA and attendance was implemented. We have 35 Summa Cum Laude students and 86 for Graduation honors.	Supplemental/Concentration 22,000	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
student achievement including rewards, but not limited to (books, pencils, games, food, ribbons, medals, certificates, T-shirts), guest speakers, A-G promotion, Cords/stoles for academic achievement, and Honors Dessert Costs for students and family for senior recognition.			

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.

This goal area had the highest level of implementation of our school goals. The inclusion of a Career Guidance Specialist/Counselor and the continuance of the PIQE program and monthly parent night presentations by the counseling team resulted in gains that would be noted on the upcoming dashboard had it not been suspended.

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

A 7th cohort completed the PIQE program which helps them to navigate the school system and understand access to higher education Of the 128 completers from c/o 2022 , 90 were enrolled in a college, university or trade school as of January 2023 on the CALPADS Postsecondary Status outcomes report. We increased the amount of both English Learners and Student with Disabilities in the CTE pathways.

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

Final expenditures are being recalculated in light of freezing of funds and closing of purchased orders not fully processed, conferences canceled and being refunded as well as extra duty budgeted and not expended for interventions, hours, and activities not completed in Spring that would have been completed. Final figures are still being processed.

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.

Based on the data, our homeless population is growing an they are in need of our MTSS supports and will be a subgroup focus on our 23-24 site plan. We additionally need to revisit our efforts to increase college credit with dual enrollment. We added all of the network systems as College of the Desert Dual enrollment courses and are developing the Health academy and Impact Academy with COD as well.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

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

State Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
All: 6.0% (Yellow) EL: 6.0% (Yellow) SES: 6.0% (Yellow) SwD: 6.0% (Yellow)	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance	Tardy swweps were instituted for within day period tardies. Group SART meetings were scheduled monthly. Seniors were incentivized with Coachella Fest ticket access for 97% attendance.	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide multitiered tools, strategies and supports to address school climate and culture.	Referrals for assistance were put in place and a modified Tier 2 team has worked with multiple providers and therapists to run 14 weekly groups for social emotional supports.	District	District
Implement AVID structure/strategies to support student learning	An additional 27 staff participated in AVID Summer Institure and All classroom teachers instituted the 10-2-2 AVID strategy for student engagement.	District	District
Incorporate strategies to ensure a safe and positive environment	The MTSS Pride Squad Tier 1 team put into place a reintriduction of our PRIDE Posture and recognition system in order to reintegrate 9th and10th grade studnets post pandemic.	District	District
Provide extra duty, materials, and training to develop and support the Link Crew program for mentoring and connecting Freshmen to school. Special attention will be given to better support high risk students who struggle with significant attendance and behavior problems, and who are failing multiple classes.	Monthly link crew teams met via Freshman Success and AVID 9 classes to support mentoring and connecting Freshmen to school.	Supplemental/Concentration 5,000	Supplemental/Concentration
Provide professional development and consultant fees for development of the Tiers of Intervention in our MTSS/PBIS model.	Two full SAST meetings and two rotations on the Professional development days were devoted to implementation training for our MTSS model compoinents.	Supplemental/Concentration 2,000	Supplemental/Concentration
Provide release time and/or extra duty time for staff collaboration for addressing School safety and continued development of the MTSS plan to address suspension	Safety Team revised and updated the site plan to address staff "assignments" in evacuation settings. MTSS team began the process for 3 year plan	Supplemental/Concentration 3,000	Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and attendance inequities and student connectedness to school.	development following District supported Tier 2 Training.A revised club rush was promoted in Septmebr that resulted in adramtic increase of signups and engagement from approximately 500 to over 900 sign ups.		
Provide resources for addressing student connectedness to school and safety. (Speakers, Assemblies to bullying and harassment prevention, Teen Truth, ADL presentations, social-emotional resources, Safe and Drug Free school prevention, addressing chronic absenteeism, etc)	Nearpod Social Skill lesson supports were purchased to support staff for the year in addition to supporting Friday Night Live , and Emergency Room Nurse drug prevention assmblies and Fentanyl prevention presentations.	Supplemental/Concentration 2,000	Supplemental/Concentration
Provide postage and copying for parent communication, and enhancing parental engagement.	Monthly newsletters were produced and sent electronically and made available for mailing to those requesting a hard copy. Graphic services Materials were provided from monthly parent workshops on site inclusive of PQIE workshop and Parent information nights on FAFSA and College preparation. Invitation Flyers sent out regularly. Staff to studnet posicards for connection and reinforcment of improvement or success were added this year.	Supplemental/Concentration 3,000	Supplemental/Concentration
Provide activities and protocols for improving attendance	Reward stickers were provided to recognize monthly perfect attendance. Classified staff all participated in Chronic Attendance case load calls. Tary sweeps and a lunch detention for chronic repeaters was institured.	Supplemental/Concentration 3,000	Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide strategies to support the work of MTSS to address school climate and culture	Social Skill material were purchased to support schoolwide lessons at the start of both semesters . Specific climate and culture items were added to the school Webpage following Lesson presentations.	Supplemental/Concentration 1,000	Supplemental/Concentration
Incorporate strategies to ensure a safe and positive environment	Lanyard and ID cards were fully funded, implemented and monitored at front gates daily. Cards were printed with social emotional and suicide prevention numbers and resources. Safety resources and classroom evacuation materials were puchaed and or updated.	Supplemental/Concentration 6,000	Supplemental/Concentration

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.

During the course of the year, our staff embraced the initiatives to develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment across campus. Administration made the commitment to check for lanyards and safety at the gates daily upon student arrival. There was a constant focus on our MTSS efforts and safety efforts in the monthly staff meetings, student broadcasts, and parent communication. Specific instruction to teach the expectations and high leverage behaviors was instituted across the campus in a schoolwide focus. A full day of rotations was held to launch both semesters with expectation training. Tier 2 and 3 interventions and a full time mental health therapist was added this year.

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

We saw an increase of 7% in the Panorama Survey in the areas of students feeling safe and in feeling treated fairly. We also saw an 8% increase in Knowledge and Fairness of Discipline, Rules and Norms , increase of 3% for a sense of belonging, and 8% in the ability to get help from an adult on campus by students on the Panorama Survey.

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

Final expenditures are being recalculated in light of freezing of funds and closing of purchased orders not fully processed, conferences canceled and being refunded as well as extra duty budgeted and not expended for interventions, hours, and activities not completed in Spring that would have been completed. Final figures are still being processed.

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 commit to launching an intervention /alternative to suspension program for the 23-24 shcool year. Although our Panorama perception surveys show significant gains, we also saww a small popluation of students increase in vaping and substance use which will contribute to our intervention plans for 23-24 school year planning.

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

Significant gaps exist for all subgroups in both ELA and Math. The English measures show significant gains nearing at standard schoolwide, while Math has been a noted issue and listed in the prior accreditation report 6 years ago. This will be a priority goal for the upcoming self study, Common planning time for the course areas in math as well as significant intervention support is a critical need in the SPSA.

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	ALL: -33.9 EL: -112.8 Low SES: -34.1 SwD: -144.9 Hispanic -33.8	ALL: -16.9 EL: -56.4 Low SES: -17.1 SwD: -72.5 Hispanic -16.8	ALL: -8.4 EL: -28.2 Low SES: -8.6 SwD: -36.3 Hispanic -8.3	
Academic Indicator Math: Distance from Standard	ALL: -132.6 EL: -189.9 Low SES: -132.4 SwD: -240.2 Hispanic -133.1	ALL: -66.2 EL: -94.9 Low SES: - 66.2 SwD: -120.0 Hispanic -66.6	ALL: -33.0 EL: -47.4 Low SES: -33.1 SwD: -60.0 Hispanic -33.3	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELD: ELPI Level		Decreased one ELPI Level: 10 Maintained ELPI Level 1, 2L, 2H, 3L, or 3H : 40 Maintained ELPI Level 4: 5 Progressed at least one ELPI level: 50	Decreased one ELPI Level: 8 Maintained ELPI Level 1, 2L, 2H, 3L, or 3H : 40 Maintained ELPI Level 4: 5 Progressed at least one ELPI level: 55	
i-Ready Reading: Assessment- on Grade level		Winter Diagnostic ALL-16% EL- 5% SED-16% SWD-3%	Winter Diagnostic ALL-18% EL- 7% SED-18% SWD-5%	
i-Ready Mathematics Assessment- on Grade level		Winter Diagnostic ALL-12% EL-5% SED: 12% SWD:1%	Winter Diagnostic ALL-14% EL-7% SED: 14% SWD: 3%	

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

Action 11

Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	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

Provide support of parent engagement throughout the year to increase student achievement.	Supplemental/Concentration 1) 2,500 Title I 2) 15,500 Supplemental/Concentration 3) 300

Action 15

Provide support for English Learners instructional support, progress monitoring, parent contact, and maintaining of compliance documentation	Title I

	1) 114,876
	Supplemental/Concentration 2) 21,088
	Supplemental/Concentration 3) 2,000
	Supplemental/Concentration 4) 1,000

Action 16

Purchase instructional materials, equipment, supports, and subscriptions to support an augment first best instruction.	Supplemental/Concentration 1) 5,000
	Supplemental/Concentration 2) 5,000
	Supplemental/Concentration 3) 30,285
	Title I 4) 9,850
	Supplemental/Concentration 5) 21,000
	Supplemental/Concentration 6) 1,000
	Supplemental/Concentration

	7) 5,000 Supplemental/Concentration 8) 0

Action 17

Provide an intervention specialist(s) who will use research-based intervention strategies and materials while working with small groups of students performing below proficiency in ELA, math, social studies and science.	

Action 18

Provide extra duty hours for leadership team to analyze current data and develop school wide strategies to assist in raising the achievement gap for students who are not meeting standard in core subject areas.	Supplemental/Concentration 2,400

Action 19

Provide extra duty and/or release time with guest teachers for staff PLC collaboration , instructional rounds, and vertical articulation support in order to close achievement gaps.	Supplemental/Concentration 12,250

Action 20

Provide release time and extra duty hours to provide assistance with student standardized assessment administration including ELPAC, CAST/CAA, PSAT/SAT administration and Advanced Placement Testing.	Supplemental/Concentration 2,000

Action 21

Provide funding for .75 FTE to provide freshmen intervention support classes and potential 1/7ths for Freshmen intervention, math intervention, and AVID coordination in order to raising achievement and close the achievement gap for students who are not meeting standard in core subject areas.	Title I 188,384

Action 22

Provide transportation and extended day/week intervention for students who are enrolled in Advanced Placement classes who are not meeting standard in English Language Arts who need additional support during Saturday School	Supplemental/Concentration 0

workshops or University sponsored workshops that target specific reading and writing skills to increase academic achievement.	

Action 23

Provide extra duty hours for Counselors to provide on-going monitoring for at-risk students and their parents for proper placement in academic courses .	Supplemental/Concentration 6500

Action 24

Extend the day for instructional coach to support teachers in best first instruction, intervention and enrichment in PLC support	Supplemental/Concentration 10120

Action 25

Provide materials for the instructional coach to support teachers in best first instruction, intervention and enrichment in workshops and the two PD district days	Supplemental/Concentration 2,500

Action 26

Support closing the achievement gap with extended day/week intervention to tutor students.	Supplemental/Concentration 8000

Action 27

Teachers will continue to receive professional development on effective research-based strategies to support all learners through conferences and workshops	Title I 8,346

Action 28

Teachers will continue to receive professional development on effective research-based strategies to support all learners through conferences and workshops	Supplemental/Concentration 48,000

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

While graduation rate is high, there are subgroups that have significant gaps, most significantly the English learner and Students with disabilities subgroups which are the same groups in red on the dashboard for the College/Career indicator as well. Student access to the Transition Partnership Program and various certificates available as noted in the new Dashboard measures will need to be collected in the CASEMIS reporting system. Continued A-G course audits are necessary to identify continued obstacles and challenges to address within the master schedule and validation processes.

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
Graduation Rate Schoolwide English Learner Homeless Low SES Students with Disabilities Hispanic	All: 93.6% (Green) EL: 84.1% (Orange) Homeless: 77.8% (Orange) SES: 93.5% (Orange) SwD: 91.5% (Orange) Hispanic: 93.6% (Green)	All: 94.8% (Green) EL: 91.5% (Green) Homeless: 90.7% (Green) SES: 94.7% (Green) SwD: 94.2% (Green) Hispanic: 94.8% (Green)	All: 94.8% (Green) EL: 91.5% (Green) Homeless: 90.7% (Green) SES: 94.7% (Green) SwD: 94.2% (Green) Hispanic: 94.8% (Green)	
College/Career Indicator Schoolwide English Learner Homeless Low SES Students with Disabilities	All: 33.0% (Yellow) EL: 8.7% (Red) Homeless: 13.9% (Orange) SES: 32.8% (Orange) SwD: 8.5% (Orange)	All: 49.5% (Yellow) EL: 43.5% (Red) Homeless: 44.8% (Orange) SES: 49.6% (Orange) SwD: 43.3% (Orange)	All: 54.5% (Yellow) EL: 55.1% (Red) Homeless: 55.1% (Orange) SES: 55.2% (Orange) SwD: 54.9% (Orange)	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

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.	District

Action 4

Provide extra duty for counselors and college/career specialist and classified staff to provide parent workshops.	Supplemental/Concentration 4000

Action 5

Provide for a Supplemental Counselor and a Career Guidance Specialist to provide guidance and assistance to students, parents, teachers, and the community. with regard to intervention, mental health supports, dual and concurrent enrollment, CTE internship support, and Parent involvement in Parent, nights, PIQE, CTE advisories, college planning, FAFSA, scholarship portfolios, Ophelia, Gent's Alliance. Inclusion of extra duty hours for evening site and district parent events.Inclusion of extra duty hours for Parent nights and evening site and district events	Supplemental/Concentration 91,401

Action 6

Provide enrichment opportunities for all students, including GATE. Extended opportunities to connect learners to school such as Debate Team, Robotics Team, World Quest, Model UN, Mock Trial, History Day, Math Field Day, Speech/Forensics team, Student Leaderhip LEAD confereence etc.	Supplemental/Concentration 12,000

Action 7

Create a college and career going culture through school activities, events or experiences such as: 1) participation in College Signing Day, Race to the TOP FAFSA contest, College Kick off Day, WE DAY, Career Day, etc) 2) membership, acknowledgement and promotion of student achievement in National Honor Society, Content area Honor Societies and the California Scholarship Federation, National Student Council leadership. 3)Provide funding for acknowledgement and promoting student achievement including rewards, but not limited to (books, pencils, games, food, ribbons, medals, certificates, T-shirts), guest speakers, A-G promotion, Cords/stoles for academic achievement, and Honors Dessert Costs for students and family for senior recognition.	Supplemental/Concentration 24,000

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

Student suspensions across all student groups have demonstrated an increase over the last two years as a result of 1) multiple changes in the Dean's office, 2) increases in substance abuse and community gang behaviors, 3) In House suspension reporting changes, and 4) revisions to state and district policy. The largest increase was in the Students with disabilities group which indicated the need for Behavior Support Plan development training, inclusion of behavior supports in IEP goals, and staff-wide training for alternatives to suspension which is being supported via participation in MTSS cohort 1.

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	All: 7.2% (Orange) EL: 10.9% (Red) SES: 7.3% (Orange) SwD: 10.0% (Red)	All: 6.3% (Yellow) EL: 7.3% (Yellow) SES: 6.4% (Yellow) SwD: 7.0% (Yellow)	All: 6.0% (Yellow) EL: 6.0% (Yellow) SES: 6.0% (Yellow) SwD: 6.0% (Yellow)	
School Connectedness (Panorama-sense of belonging)	57%	87.5%	90%	

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 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	District District

Action 5

Provide extra duty, materials, and training to develop and support the Link Crew program for mentoring and connecting Freshmen to school. Special attention will be given to better support high risk students who struggle with significant attendance and behavior problems, and who are failing multiple classes.	Supplemental/Concentration 4,000

Action 6

Provide professional development and consultant fees for development of the Tiers of Intervention in our MTSS/PBIS model.	Supplemental/Concentration

	2,000

Action 7

Provide release time and/or extra duty time for staff collaboration for addressing School safety and continued development of the MTSS plan to address suspension and attendance inequities and student connectedness to school.	Supplemental/Concentration 3,000

Action 8

Provide resources for addressing student connectedness to school and safety. (Speakers, Assemblies to bullying and harassment prevention, Teen Truth, ADL presentations, social-emotional resources, Safe and Drug Free school prevention, addressing chronic absenteeism, etc)	Supplemental/Concentration 2,000

Action 9

Provide postage and copying for parent communication, and enhancing parental engagement.	Supplemental/Concentration 3,000

Action 10

Provide activities and protocols for improving attendance	Supplemental/Concentration 3,000

Action 11

Provide strategies to support the work of MTSS to address school climate and culture	Supplemental/Concentration 1,000

Action 12

Incorporate strategies to ensure a safe and positive environment	Supplemental/Concentration 5,000

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 1: Basic (Conditions of Learning)

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

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 additonal time for Special Education vertical articulation, PLC time for 3 year plan development, and inclusive practics training.	Supplemental/Concentration 3,034

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: All students will demonstrate growth as measured by federal, state and district assessments.				
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 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	9,493 **Total Estimated Cost**: 9,493	9,493	Title I
District Math Project Facilitator	8/15/23-6/5/24	9,982 **Total Estimated Cost**: 9,982	9,982	Title I
Site Instructional Coach	8/15/23-6/5/24	71,539 **Total Estimated Cost**: 71,539	71,539	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 130,975

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 and consolidates all applicable 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.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). **Title I, Part A: Parental Involvement** (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). **Title II, Part A: Improving Teacher Quality Purpose:** Improve and increase the number of highly qualified teachers and principals. **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:** 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) **Title VI, Part B: Rural Education Achievement Program Purpose:** Provide flexibility in the use of ESEA funds to eligible LEAs. **For School Improvement Schools only: School Improvement Grant (SIG) Purpose:** to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. **Other federal funds** (list and describe). Create a new row for each separate program.

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	$336,956.00	No
Total amount of federal categorical funds allocated to this school.	$336,956.00	
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?
	$0.00	No
Supplemental/Concentration	$343,378.00	
Total amount of StateLocal categorical funds allocated to this school.	$343,378.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$680,334	

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: State Compensatory Education Advisory Committee English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
School Site Council	
English Learner Advisory Committee	

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:04/17/2023.

Attested:

Derrick Lawson		
Typed name of school principal	Signature of school principal	Date
Cesar Lopez Barreras		
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
Derrick Lawson	X				
Tania Villanueva		X			
Casey Ealey		X			
Carlos Gomez		X			
Cesar Lopez Barreras		X			
Laura Gautier			X		
Victoria Sung					X
Belinda Castaneda					X
Destiny Casas					X
Rocío Serrato				X	
Michael Abril				X	
Daniela Alejandre				X	
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**