



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
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The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Desert Mirage High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
Goals, Strategies, & Proposed Expenditures.....	6
Goal 1.....	6
Goal 2.....	17
Goal 3.....	22
Goal 4.....	26
Budget Summary	31
Budget Summary	31
Other Federal, State, and Local Funds	31
Budgeted Funds and Expenditures in this Plan	32
Funds Budgeted to the School by Funding Source.....	32
Expenditures by Funding Source	32
Expenditures by Budget Reference	32
Expenditures by Budget Reference and Funding Source	32
Expenditures by Goal.....	33
School Site Council Membership	34
Recommendations and Assurances	35

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Desert Mirage High School is located in Thermal CA in the central region of the district's boundaries and serves students in grades nine through twelve following a traditional calendar. During the 2023-24 school year, a total of 2018 students were enrolled. The school's enrollment was comprised of 97.3% socioeconomically disadvantaged students, 14.7% students with disabilities, and 25.1 % English Learners.

We provide comprehensive instruction for students in grades 9th-12th in the areas of Language Arts, Math, English Language Development, Science, Social Science, World Languages, Career and Technical Education, Visual and Performing Arts, Physical Education, PUENTE, AVID, and Social Emotional Learning. We are starting our Dual Language Immersion program in the 2024-2025 school year with one cohort of 30 students who will be part of the PUENTE program as well. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students and implement community-building circles in our wellness center with a certificate teacher, a mentor, and a classified support staff. We facilitate parent information workshops and trainings throughout the school year. We have a parent center and a full-time parent liaison supporting our parent workshops and any parent communication. At Desert Mirage High School, we commit to academic and social growth for every community member.

Educational Partner Involvement

How, when, and with whom did your Desert Mirage High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In the process of preparing the School Plan for Student Achievement (SPSA), the monitoring of the school-wide action plan was a coordinated effort involving the instructional leadership team, School Site Council, ELAC, and site Administration. The staff was included and kept informed of all continued efforts via staff meetings, department meetings, coffee with the principal, School Site Counsel, Parent Liaison, ILT biweekly meetings. Stakeholder groups were involved in analyzing data and looking at the effectiveness of Actions and Services in the School Plan for Student Achievement (SPSA). Frequent and repeated communication is necessary to keep the staff fully aware of all developments. Based on the feedback received from parents, a SPSA action item was added to make sure students have the opportunity to have tutoring services with transportation available. Also, ILT was able to provide feedback and they agree that having ELA, Math, Sped, and ELD departments take time to collaborate to look at CAASPP and ELPAC data will benefit students. Departments will create goals and action steps to improve our reclassification rate and CAASPP scores.

Resource Inequities

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

After a review of the needs assessment, the following inequities were identified: Our different student groups are not showing progress in ELA and Math as measured by CAASPP. We identified that the in-school support we have during the school year is showing positive results as measured by I-ready scores. Students are moving grade levels as measured by i-Ready. We also identified that our EL students and Students with disabilities are the student subgroups performing at the lowest levels. However, we do not have additional support for students after school who could benefit from tutoring in their academic courses. These student groups need additional instructional support. Additional support will be provided to those two student groups in the areas of language arts and math during and after school.

2023 CAASPP Data:

ELA:

All Students: 25.75%

English Learners: 5.66%

Hispanic: 25.85%

Students with disabilities: 5.71%

MATH:
All Students: 3.59%
English Learners: 0%
Hispanic: 3.62%
Students with disabilities: 0%

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

After review of the CA dashboard, DMHS has been identified in red in the areas of English Language Arts and Mathematics. We have also been identified in orange in the graduation rate section of the dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

After review of the dashboard, English Learners and students with disabilities are the two student groups who have been identified as performing two or more levels below in comparison to the all student performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At DMHS we use i-ready data and district benchmarks to identify areas of growth in ELA and Math. Teachers continue to collaborate during the instructional leadership meetings and during PLC time. We have noticed that Students with Disabilities and English learners are making progress as measured by the i-Ready data from the beginning of the year to the end of the first semester. However, other student groups are still making higher gains and progress as measured by i-Ready data.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal 1: Desert Mirage High School students will reach high levels of academic achievement in all classes to be College and Career Ready.

Students in grades 9-12 will reach high levels of academic achievement in all classes during their 2022 - 23 school year. Students attaining a "C" or better grade in their A-G classes will not only be College and Career Ready but they will meet the minimum eligibility for admission to the University of California (UC) and California State University (CSU). To ensure students are College and Career Ready, Desert Mirage High School is committed to the following data measurements:

Student will be College and Career Ready as measured by:

1a: Increase A-G Eligibility Rates by 3% yearly

1b: Increase Graduation Rates by 3% yearly

1c: Increase Student Literacy Skills by 3% yearly using the iReady Reading Data and Benchmark Writing for Grades 9 and 10, and using CAASPP Reading and Writing Data for Grade 11.

1d: Increase Student Mathematical Skills by 3% yearly using the iReady Math Data for Grades 9 and 10, and using CAASPP Math Data for Grade 11.

1e: Increase Student English Language Acquisition: Designated English Language Learners will increase a minimum of one Level per year based on language acquisition criteria.

1f: Increase College and Career Indicator by 3% yearly

The Metrics used above will be desegregated for the following subgroups:

- All Students (2,018 Students)
- English Learners (507 Students)
- Foster Youth (5 Students)
- Homeless Youth (16 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (1,964 Students)
- Students with Disabilities (297 Students)

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of - 76.5 (Red) from 2023 by a total of 10.5 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 25.5 or more (to reach green color on 5 x 5 grid) to end at -51 or higher by the end of the 2024-2025 school year

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of - 169.4 (Red) from 2023 by a total of 18.1 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 36.4 or more (to reach green color on 5 x 5 grid) to end at -132.9 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -128.4 (Red) from 2023 by a total of 27.8 or more (to reach yellow color on 5 x 5 grid), with a stretch goal 42.8 or more (to reach green color on 5 x 5 grid) to end at -85.6 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of - 209.2 (Red) from 2023 by a total of 31.4 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 49.7 or more (to reach green color on 5 x 5 grid) to end at -159.5 or higher by the end of the 2024-2025 school year

CAASPP ELA Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of - 75.7 (Red) from 2023 by a total of 18.1 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 36.4 or more (to reach green color on 5 x 5 grid) to end at -132.9 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of - 169.3 (Red) from 2023 by a total of 18.1 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 36.4 or more (to reach green color on 5 x 5 grid) to end at -139.9 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of - 142.8 (orange) from 2023 by a total of 32.6 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 47.6 or more (to reach green color on 5 x 5 grid) to end at -95.2 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -208.2 (orange) from 2023 by a total of 46.6 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 49.4 or more (to reach green color on 5 x 5 grid) to end at -158.8 or higher by the end of the 2024-2025 school year.

ELPAC:

Student performance on the ELPAC will increase to:

16.5% of students scoring at Level 4 - Well Developed

33.77% of students scoring at Level 3 - Moderately Developed

29.4% of students scoring at Level 2 - Somewhat Developed

20.33% of students scoring at Level 1 - Minimally Developed

4 year Cohort Graduation Rate will increase to:

92 % for All Students

86% for English Learners

92% for Socio-economically Disadvantaged Students

86% % for Students with Disabilities

CAASPP ELA**All Students**

2023 Baseline: -76.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	10.5	-66	yellow
3 Year Growth	31.5	-45	green

English Learner

2023 Baseline: -128.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	27.8	-100.6	yellow
3 Year Growth	83.4	-45	green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -75.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.1	-57.6	yellow
3 Year Growth	54.3	-21.4	green

Students with Disabilities

2023 Baseline: -142.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	32.6	-110.2	yellow

2023 Baseline: -142.8	Annual Growth Target	Dashboard Target	Dashboard Color
3 Year Growth	97.8	45	green

CAASPP Math

All Students

2023 Baseline: -169.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.1	-151.3	yellow
3 Year Growth	54.3	-115.1	green

English Learner

2023 Baseline: -209.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	31.4	-177.8	yellow
3 Year Growth	94.2	-115	green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -169.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.1	-151.2	yellow
3 Year Growth	54.3	-115	green

Students with Disabilities

2023 Baseline: -208.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	46.6	-161.6	yellow
3 Year Growth	139.8	-68.4	green

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the analyzed data on CAASPP results, 25.75% met or exceeded the standards in ELA and only 3.59% of students in Math met or exceeded the standards. For our ELs only 5.66% of students met or exceeded the standards in ELA and 0% met or exceeded the standards in Math. Both ELs and students with disabilities are groups with the most need in the subject areas as measured by CAASPP. Both of these groups need additional support to meet the requirements of the state testing but also graduation rates.

A plan will be created to make sure all subgroups of students are receiving the necessary tools to be college and career-ready. We need to continue to disaggregate data and come up with clear action steps that will help support all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard	CAASPP ELA – 2023 CA School Dashboard: Distance from Standard Met (DSM): All: 25.75% EL: 5.66% LTEL: 6.67% HOM: NA FY: NA SED: 25.93% SWD: 5.71%	CAASPP ELA – 2026 CA School Dashboard: All: 55% EL: 25% LTEL: 30% HOM: NA FY: NA SED: 55% SWD: 25%
CAASPP Math (Priority 4) CA Dashboard	CAASPP Math – 2023 CA School Dashboard: All: 3.59% EL: 0% LTEL: 0% HOM: NA FY: NA SED: 3.5% SWD: 0%	CAASPP Math – 2026 CA School Dashboard: All: 35% EL: 25% LTEL: 25% HOM: NA FY: NA SED: 25% SWD: 25%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 40.3%	ELPI 2026 CA School Dashboard: 55%
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 16.5 % Level 3: Moderately Developed: 33.77% Level 2: Somewhat Developed: 29.4% Level 1: Beginning to Develop: 20.33%	2026 ELPAC: Level 4 – Well Developed: 30% Level 3: Moderately Developed: 50 % Level 2: Somewhat Developed: 15% Level 1: Beginning to Develop: 10%

EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified:	2025-26 Percent of Students Reclassified:
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data- 82 students reclassified 16.17 % of students reclassified	EL Reclassification Rate – local data: 2026 28%
Graduation Rate (Priority 5) CA Dashboard	2023 Graduation Rate: All: 82.4% EL: 69.6% LTEL: NA HOM: 75% FY: NA SED: 82.9% SWD: 82.7%	Graduation Rate (Priority 5): 2026 CA Dashboard All: 92% EL: 86% LTEL: NA HOM: 92% FY: NA SED: 92% SWD: 86%
Percentage of students who met UC/CSU	2023 – A-G Completion CA Dashboard – Additional Reports: All: 37.6% EL: 20% LTEL: NA HOM: 33.3% FY: NA SED: 37.6% SWD: 11.8%	Percentage of students who met UC/CSU requirements (A-G) (Priority 4): 2026 CA Dashboard – Additional Reports All: 45% EL: 30% LTEL: NA HOM: 40% FY: NA SED: 45% SWD: 25%
College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard: All: 30.1% EL: 9.6% LTEL: NA HOM: 16.7% FY: NA SED: 30% SWD: 4.4%	College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard All: 40% EL: 15% LTEL: NA HOM: 25% FY: NA SED: 40% SWD: 10%
Percentage of students completing CTE programs (Priority 8)	2023 CTE Completion 2023 CA Dashboard – Additional Reports: All: 20.6% EL: 13.6% LTEL: NA HOM: 16.7% FY: NA SED: 20.6% SWD: 23.5%	Percentage of students completing CTE programs (Priority 8) All: 30% EL: 20% LTEL: NA HOM: 25% FY: NA SED: 30% SWD: 35%
Percentage of students completing (A-G) Requirements AND CTE program(s)	2023 A-G and CTE Completion	Percentage of students completing (A-G) Requirements AND CTE program(s)

(Priority 4) CA Dashboard – Additional Reports	2023 CA Dashboard – Additional Reports: All: 9.9% EL: 0.8% LTEL: NA HOM: 8.3% FY: NA SED: 9.6% SWD: 4.4%	(Priority 4): 2026 CA Dashboard – Additional Reports All: 20% EL: 10% LTEL: NA HOM: 15% FY: NA SED: 15% SWD: 10%
Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) CA Dashboard – Additional Reports	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports: All: 8.6% EL: 0% LTEL: NA HOM: 0% FY: NA SED: 7.3% SWD: 0%	Percentage of students completing AP Exams with a score of 3 or higher (Priority 4): 2026 CA Dashboard – Additional Reports All: 15% EL: 5% LTEL: NA HOM: 5% FY: NA SED: 12% SWD: 5%
Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS CA Dashboard – Additional Reports	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports: All: 45.7% EL: 16.7% LTEL: NA HOM: 50% FY: NA SED: 44.5% SWD: 0%	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS - 2026 CA Dashboard – Additional Reports All: 55% EL: 20% LTEL: NA HOM: 60% FY: NA SED: 50% SWD: 5%
Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS CA Dashboard – Additional Reports	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports: All: 19.3% EL: 16.7% LTEL: NA HOM: 0% FY: NA SED: 18.2% SWD: 0%	Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS - 2026 CA Dashboard – Additional Report All: 25% EL: 20% LTEL: NA HOM: 5% FY: NA SED: 22% SWD: 5%
SEL - School Climate Survey My school sets high expectations for my academic achievement. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) My school sets high expectations for my academic achievement. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: Strongly agree: 20%

	75% of students agree with this statement 12% of students strongly agree with this statement.	Agree: 80%
SEL - School Climate Survey My teachers understand my learning needs and work to address them. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 10% of students agree with this statement 74% of students strongly agree with this statement	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 20% of students agree with this statement 80% of students strongly agree with this statement
SEL - School Climate Survey (Spring 2024) I regularly participate in hands-on learning activities or lessons that connect to the real-world.	SEL - School Climate Survey (Spring 2024) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 9% of students agree with this statement 61% of students strongly agree with this statement	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 15% of students agree with this statement 75% of students strongly agree with this statement
SEL - School Climate Survey (Spring 2024) My teachers talk to me about my academic progress. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) My teachers talk to me about my academic progress. Strongly Agree/Agree: 15% of students agree with this statement 67% of students strongly agree with this statement	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 20% of students agree with this statement 75% of students strongly agree with this statement
SEL - School Climate Survey (Spring 2024) I have access to choose from a variety of high school courses. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 13% of students agree with this statement 66% of students strongly agree with this statement	SEL - School Climate Survey (Spring 2027) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 20% of students agree with this statement 75% of students strongly agree with this statement

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Supplemental Materials for PE	Provide supplemental materials for supplies for students in PE.	Students in PE (including ELs, HOM, FY, SED, SWD)	Lesson plans that demonstrate the use of the supplies. Instructional Walkthroughs	2,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.1b
2	Supplemental Materials	Provide supplemental materials for supplies for students in Art and Science. Art \$8,000 Science \$3,663 As funds become available- NTE \$3,000	Students in Art and Science classes (including ELs, HOM, FY, SED, SWD)	Lesson plans that include the use of labs and art materials.	2,663 Title I 4000-4999: Books And Supplies 1.2a 9,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.2b
3	Intervention and Credit Recovery	Ensure that all students have the opportunity to meet A-G requirements and graduate by creating intervention systems in all curricular areas. Extra services for certificated staff to support students in credit recovery in all academic subjects.	Students who need to recover credits and students who are not passing classes with a C or better, English learners, and students with disabilities.	Student sign in sheets and courses passed during credit recovery as well as demonstration of better grades in student's classes.	10,000 Title I 1000-1999: Certificated Personnel Salaries 1.3a
4	College and Career activities	Materials to develop, plan, and implement college and career events to increase student academic success. This includes events such as College & Career Kickoff, College and Career Events, Commitment Day/Signing Day, Financial aid events.	All students (including ELs, HOM, FY, SED, SWD)	Student sign ins, data on financial aid completion rates, UCs, and Cal State applications.	5,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.4b
5	SST Process	Provide sub coverage and or extra services to implement a SST Process for students who are failing more than one class.	Students failing more than one class and English learners.	SST plans and sign in sheets	5,000 Title I 1000-1999: Certificated Personnel Salaries 1.5a

6	Attendance Committee	Provide sub coverage and or extra services to implement an attendance committee to support students who are chronically absent.	Students with 4 or more absences (including ELs, HOM, FY, SED, SWD)	SART paperwork, parent meeting schedules	5,000 Title I 1000-1999: Certificated Personnel Salaries 1.6a
7	Tutoring services & AP prep sessions	Extra services for certificated personnel to provide tutoring services for all students who are at risk of failing classes or for students to have the opportunity to meet A-G requirements by creating intervention systems in all curricular areas. Also, students enrolled in AP courses will have an opportunity to have preparation sessions after school to ensure passing scores on their AP tests. As funds become available NTE-\$3,000	All students and specifically English learners and students with disabilities.	AP scores, grades, CAASPP ELA & Math	30,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.7b
8	Transportation for students staying after school	Provide transportation for students who are staying after school for academic support services. As funds become available NTE-\$3,000	All students who need intervention or AP tutoring (including ELs, HOM, FY, SED, SWD)	AP scores, grades, CAASPP ELA & Math	20,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.8b
9	Field trips	Provide Field Trips for students to provide cultural awareness, access to the arts, leadership attributes, and a college-bound culture. This includes transportation and fees to facilities. As funds become available NTE-\$2,000	Students who do not have the means to attend college field trips, museums or competitions.(including ELs, HOM, FY, SED, SWD)	Student experiences and post classroom activities after the filed trips. Awards and recognitions from competitions.	12,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.9b
10	VAPA Field trips	Provide filed trips for students in VAPA to provide access to the arts, VAPA competitions, and college bound culture.	Students in band (including ELs, HOM, FY, SED, SWD)	Student experiences and post classroom activities after the filed trips. Awards and recognitions from competitions.	4,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.10b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The instructional Leadership Team (ILT) met twice a month to analyze data from i-ready and CAASPP scores to determine action steps that will follow up after the data was reviewed. Part of the action steps was to provide professional development on topics that will support our school goals. Some professional development was targeted on supporting teachers on how to use the i-ready tools to support student progress in the areas of Math and ELA. Other professional development was focused on our three literacy strategies; close reading, marking the text, and CER. The data reviewed showed a need to support students with disabilities and English learners since they have the greatest learning gap. Some of the PD also targeted strategies to support ELs and SWD. All the PD was focused on increasing our CAASPP and ELPAC scores.

Additionally, other activities were done to support student academic achievement.

- College and Career field trips for students to attend colleges and universities
- Counselors and college and career staff organized different events throughout the year such as; college and career fair, financial aid workshops, CSU and Cal State applications, A-G grade level presentations, commitment day, and university field trips.
- Counselors are also participating in the RAMP certification program with RCOE which allows counselors to analyze their practices and make adjustments that will benefit students.
- Implementation of math support and freshman seminar for tier 2 students
- Funding was provided for science teachers to buy newer science equipment like microscopes
- Funding was provided to buy supplemental reading materials for ELA and World language departments. This was particularly helpful because students had more access to reading materials and then use the three school wide literacy strategies.
- Funding was provided to have teachers attend AP and AVID trainings so they can better support students in passing AP exams and continue the improvement with direct instruction.

All these activities were effective and we were able to measure some of them with i-ready scores and we expect to see an increase on this year's CAASPP test scores.

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

DMHS plan to provide credit recovery through brick and mortar opportunities was not as successful due to low interest of students wanting to participate. Money allocated in the past to this activity was not used and changes have been made for next school year.

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

Allocation of funding has been changed to allow for any student to stay after school and receive tutoring services. This need was brought up by students, parents, and school site council members as they notice students who needed support in their academic classes did not have enough after school resources. This is the reason why there is money allocated to after school tutoring sessions.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Desert Mirage High School will provide a safe, clean, and academically enriching environment.

Desert Mirage High School will provide a safe, clean, and academically enriching environment for all students, including English learners, foster youth, homeless, Native American, socioeconomically disadvantaged, and students with disabilities. DMHS students, parents, and staff take pride in their learning and school environment.

Data Measurement 1a: Increase Attendance Rate by 3% yearly

Data Measurement 1b: Decrease Suspension Rate by 3% yearly

Data Measurement 1c: Decrease Chronic Absenteeism by 3% yearly.

Data Measurement 1d: Maintain Low Pupil Expulsion Rate < 1%

The metrics used above will be desegregated for the following student groups:

All Students (2,018 Students)

- English Learners (507 Students)
- Foster Youth (5 Students)
- Homeless Youth (16 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (1,964 Students)
- Students with Disabilities (297 Students)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to continue to refine our student/staff and staff/parent relationships through the Transformational Model: Transformational Learning, PBIS and Restorative Justice Practices to increase positive culture, decrease the suspension rate, and increase attendance. Additionally, we need to continue to train new staff in the Transformational Model to help promote our goal of a safe and welcoming environment. We need to train all staff in MTSS strategies to make sure students are supported and we are taking a whole child approach as we provide equitable access to all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High School Dropout Rate (Priority 5)	2023 High School Dropout Rate 2023 CA School Dashboard Additional reports All: 8.2% EL: 15.2% LTEL: NA HOM: 16.7% FY: N/A SED: 8.3% SWD: 4.4%	2026 High School Dropout Rate 2026 CA School Dashboard Additional reports All: 5% EL: 21% LTEL: NA HOM: 10% FY: 5% SED: 5% SWD: 2%
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 5% EL: 7.7% LTEL: NA HOM: 5% FY: 35.7% SED: 5.1% SWD: 8.8%	2026 Suspension Rate CA School Dashboard All: 2% EL: 3% LTEL: NA HOM: 2% FY: 10% SED: 2% SWD: 5%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0.1% EL: 0.2% LTEL: NA HOM: 0% FY: 0% SED: 0.1% SWD: 0.6%	2026 Expulsion Rate: DataQuest All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 87.46% B. Special Education Program School Attendance rate: 78.86% C. Overall Average Attendance Rate: 83.16%	2025-26 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 90 % B. Special Education Program School Attendance rate: 85% C. Overall Average Attendance Rate: 90%
Chronic Absenteeism (local measure)	2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 39.40%	2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: 20 %
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school.	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school.

	Strongly Agree/Agree: 13% of students who strongly agree 70% of students who agree	Strongly Agree/Agree: 20% of students who strongly agree 80% of students who agree
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: % 8% of students who strongly agree 67% of students who agree	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 15% of students who strongly agree 75% of students who agree
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: % 8% of students who strongly agree 57% of students who agree	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: % 15% of students who strongly agree 67% of students who agree
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: % 10% of students who strongly agree 65% of students who agree	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 20% of students who strongly agree 75% of students who agree

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Restorative Justice Practices and intervention services	Provide restorative services to students in high risk by providing interventions and exposure to restorative group opportunities after school.	All at promised students (including ELs, HOM, FY, SED, SWD)	Data on suspensions, attendance, and school climate surveys.	3,000 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 2.1b LCFF Supplemental/Co ncentration 0701

					None Specified
2	PBIS rewards and recognitions.	<p>DMHS will continue the use of PBIS Rewards App to motivate high levels of student respect, responsibility, and attendance. Students will have access to PBIS rewards, Agendas, lanyards, and all other student celebrations throughout the school year. Students will be motivated to increase attendance, lower suspensions, and increase grades with a C or better.</p> <p>PBIS Rewards and recognition \$ 4,500 Agendas \$ 2,000 Lanyards \$ 3,500</p>	All students (including ELs, HOM, FY, SED, SWD)	Data on suspensions, attendance, and school climate surveys. Quarter and semester grades.	10,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.2b
3	Wellness Center	Wellness Center will continue to grow and deepen their levels of support for students. Students will have opportunities to visit cultural, college, and career field trips and have access to supplies for student activities.	Students who attend the wellness center (including ELs, HOM, FY, SED, SWD)	check in and check out surveys, qualitative surveys and number of students being service.	3,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2.3b 1,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.3b
4	ASB and Renaissance Activities and Building School Spirit.	ASB and Renaissance Teams help build the schools positive culture and school spirit. The teams will provide multiple monthly activities and celebrations for both students and staff to participate in. (such as materials, awards needed to run the program.)	All students will be able to participate (including ELs, HOM, FY, SED, SWD)	Activities, celebrations, and school LCAP survey results.	3,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.4b
5	Link Crew	Link Crew team and students will work together to improve school culture, and school spirit by planning activities throughout the year. Teachers and students will support freshman students through out the year as mentors and by creating activities for freshman. (such as materials, awards needed to run the program.)	Link crew students and all 9th grade students.	Activities, celebrations, and LCAP survey results.	3,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.5b
6	Guest speakers	Provide students with restorative opportunities and exposures to guest speakers who will motivate students not only to achieve academically but grow emotionally.	At promised students (including ELs, HOM, FY, SED, SWD)	Data on suspensions, end of presentation surveys	7,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2.6b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Suspension rates have decreased as we continue the implementation of restorative practices, PBIS rewards, student recognitions, and celebrations. The Wellness Center with a certificated teacher, a Mentor Lead for our students, and a behavioral general aide were able to lead our staff in conversations about how the Transformational Model looks on our campus currently. In addition, we were able to open a PBIS store where students could purchase items based on the points they had earned teachers. We were able to train staff on how to use the PBIS points and the use of Restorative Practices to help with behavior in the classroom. Additionally, Link Crew students have been supporting students in math support and freshman seminar classes by being role models, tutors, and mentors to freshman students.

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

This item was well balanced and the money allocated was spent as it was planned. We will continue to support students in the same way as we found success in this area. Students will continue to use PBIS and received rewards. Students will be supported by link crew and renaissance mentors. Restorative practices will continue to be implemented throughout the year.

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

A change in this goal is to bring more guest speakers who can relate to students and can talk to them about self reflection, personal decisions that can affect them in their futures. We will bring guest speakers who can relate to our students and the current community situations students are going through. We will continue to support students in the wellness center as well as with adult and student mentors. This next school year, the Girasol curriculum will be implemented with our at promised female identified students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Desert Mirage High School will increase parent and community engagement .

Desert Mirage High School will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and survey feedback. We will continue supporting our parent Liaison to work with parents to provide information in a timely manner, answer questions, build relationships with after school events, and use the Parent Center as a tool to bring parents to campus.

To ensure DMHS has high Parent Engagement, we are committed to the following data measurements:

Data Measurement A: Increase engagement areas in LCAP Survey by 3% yearly

Data Measurement B: Increase attendance at a variety of school-sponsored events for parents: Back To School night, Parent Workshops, Coffee with the Principal, and ELAC by 3% yearly

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parental engagement is a school wide goal and DMHS has a dedicated Parent Liaison to support parents and families, but despite our efforts parent meetings still have low attendance. We need to work on bringing parent workshops of the interests of our parents. Parents have expressed an interest on workshops regarding drug and alcohol abuse. They are interested in having parent fun nights such as painting nights, and zumba nights.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back To School Night	Attendance at back to school night was an average of 200 parents	The goal for 2026-2027 is 350 parents
Attendance at Parent Liaison Workshops	Attendance at parent workshops - Average of 100 for the year student award recognitions per semester - Average of 300 per semester End of the year student recognitions: 800 total for the year Specific Program / Student meetings such as Puente, Avid, AP meetings, senior meetings, etc. 1000 for the year	The goal for 2026-2027 school year Attendance at parent workshops - Average of 180 for the year student award recognitions per semester - Average of 600 per semester End of the year student recognitions: 1000 total for the year Specific Program / Student meetings such as Puente, Avid, AP meetings, senior meetings, etc. 1300 for the year

Attendance at Coffee with the Principal	Attendance to coffee with the principal- Average of 100 for the year	Attendance to coffee with the principal for 2026-2027 school year - Average of 200 for the year
Attendance at ELAC Meetings	Attendance at ELAC meetings- Average for the year 30 parents	Attendance at ELAC meetings for the 2026-2027 school year- Average for the year 50 parents
LCAP Survey Family Responses focused on engagement: My student's teachers communicate their academic progress to their students and their families regularly:	26% of Strongly agree with the statement 59% of agree with the statement	35% of Strongly agree with the statement 65% of agree with the statement
LCAP Survey Family Responses focused on engagement: My culture, opinions, and input are valued at my student's school.	26% of Strongly agree with the statement 64% of agree with the statement	35% of Strongly agree with the statement 65% of agree with the statement
LCAP Survey Family Responses focused on engagement: I constantly receive information and updates from school/District	32% of Strongly agree with the statement 57% of agree with the statement	40% of Strongly agree with the statement 60% of agree with the statement
LCAP Survey Family Responses focused on engagement: The school/district provides opportunities for parent involvement and to provide input for decision-making	27% of Strongly agree with the statement 60% of agree with the statement	35% of Strongly agree with the statement 65% of agree with the statement
LCAP Survey Family Responses focused on engagement: As a parent/guardian, I feel welcomed visiting my student's school	27% of Strongly agree with the statement 63% of agree with the statement	35% of Strongly agree with the statement 65% of agree with the statement

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures

1	Community Involvement Support	Pay for Postage for parent contact. Printing costs for Communication home between parents and school. As funds become available.NTE \$1,500	All students	Communication services via mail	1,500 Title I 5000-5999: Services And Other Operating Expenditures 3.1a
2	CABE for parents	Sending parents to local CABE Conference. As funds become available NTE \$ 2,000	EL Students	Parent presentation after attending CABE, parent involvement	2,000 Title I 5000-5999: Services And Other Operating Expenditures 3.2a
3	Parent Liaison Support	Pay overtime for Parent Liaison to provide professional development and support afternoon workshops, trainings, and parent conferences.	All students and parents	Workshop and training sign in sheets, school climate surveys from families.	1,557 Title I 2000-2999: Classified Personnel Salaries 3.3a
4	Community Involvement Support	Provide Instructional Materials for Parent Center and any parent workshops or trainings.	All parents	Workshop and training sign in sheets, school climate surveys from families.	1,000 Title I 4000-4999: Books And Supplies 3.4a
5	Community Involvement Support	Provide supplemental materials for parent center	All parents	Parent attendance to workshops and trainings.	1,500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 3.5b
6	Parent Engagement Support	Extra services or overtime for classified staff for back-to-school night, parent conferences, school site council, and school parent meetings.	All parents	Parent attendance sign in sheets	6,000 Title I 2000-2999: Classified Personnel Salaries 3.6a

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

SPSA allocation supported the needed services for our parents and students, including students in Special Programs. Parent liaison was also able to be present during the school's welcome back, parent conferences in which she supported parents by translating. Funds were also used so parent liaison was available during the school day to support parents on aeries, emails, or supporting other needs parents had during the school year.Parent liaison was able to work with parents by calling them and informing them about financial aid, college & career fairs.

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

Overall, our parent liaison worked on providing in person parent workshop opportunities; this showed an increase in parent engagement. More parents attended welcome back, parent conferences, and workshops this school year as measured by the sign in sheets.

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

As parent engagement continues to positively increase, communication is important to make sure our parents are informed of the different activities we have through out the school year. The use of parent square has positively impact parent engagement. We will continue to provide parents with information via parent square and the principal's social media.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Desert Mirage High School will provide professional learning opportunities to build capacity of all staff to enhance student learning.

Students in grades 9-12 will reach high levels of academic achievement in all classes during their 2024-2025 school year. To ensure students are College and Career Ready, Desert Mirage High School is committed to the following data measurements:

- Increase Student Literacy Skills by 5% yearly using the iReady Reading Data and Benchmark Writing for Grades 9, 10, and 12, and using CAASPP Reading and Writing Data for Grade 11.
- Increase Student Mathematical Skills by 5% yearly using the iReady Math Data for Grades 9, 10, and 12, and using CAASPP Math Data for Grade 11.
- Increase Student English Language Acquisition: Designated English Language Learners will increase a minimum of one Level per year based on language acquisition criteria.

The Metrics used above will be desegregated for the following subgroups:

- All Students (2,018 Students)
- English Learners (507 Students)
- Foster Youth (5 Students)
- Homeless Youth (16 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (1,964 Students)
- Students with Disabilities (297 Students)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have identified the need to prioritize the Blended Model of MTSS that includes PBIS, and Transformational Learning to improve school climate, lower suspension rates, and increase graduation rates. We understand, after desegregating data, that we need to continue to provide professional development to teachers in areas of direct interactive instruction, and strategies to support English learners and students with disabilities. There is a concern that students with disabilities and ELs are performing significantly below other student groups, and we will support them with coaching for instructional strategies to better support the needs of those students in the classroom. There is a need for teachers to plan and prepare action steps and goals on how we will increase CAASPP scores in both ELA and Math content areas.

DMHS will continue working with our Instructional Leadership Team to focus our Professional Development on the needs of English Learners, Students with Disabilities, our low-income students, and our at-risk students. We plan on expanding this by providing Best Tier 1 Instruction, using data to guide our PLC conversations, and connecting with students through our Transformational Justice Model. We will increase supports in our need to raise the Literacy levels of our students. We provided staff with a survey asking for suggestions as to how to continue our courageous conversations in planning PD for next year and will use the information to create a PD Calendar that includes many of the suggestions as well as continuations of Staff Development on understanding needs of Special Needs and EL students. We will deepen the implementation of our 3 literacy strategies (CER, close reading, and marking the text). We also had PD UCI Math to support our math teachers in the implementation of the integrated math standards.

Based on the LCAP survey results from classified and certificated employees, staff would like to receive professional development in the following topics.

- 1) Supporting the learning needs and challenges of students
- 2) Technology
- 3) Teaching strategies
- 4) Employee emotional needs
- 5) Conflict Management
- 6) De-escalation tactics

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development sessions will focus on MTSS framework, Literacy and Math skill development	2023-24 Currently, 90% of staff attend professional development	2026-27 The goal is to have 95% of staff attend professional development
All Day PD Days are planned and supported by site admin, district admin, and MTSS Coach	2023-24 Oct 3, 2024 = $67/92 = 73\%$ March 5, 2025 = $76/92 = 82\%$	2026-27 Oct 2026 = 90% March 2027 = 90%
Conferences and professional growth opportunities will be provided to classified staff throughout the year	2023-24 New goal, no current baseline	2026-27 The goal is to have 95% of the classified staff attend at least one professional development.
Conferences will be encouraged for teachers to grow in their professional content area and networking.	23-24 Currently, 11% of staff have attended conferences for AVID and Advance Placement	2026-27 The goal is to have 30% of the staff attend conferences for professional development in AVID, AP, and Science.
ELA & Math CAASPP Assessments	2022-23 ELA All: 25.75% EL: 5.66% LTEL: 6.67%	2026-27 ELA All: 55% EL: 15.66% LTEL: 16.67%

	HOM: NA FY: NA SED: 25.93% Math All: 3.59% EL: 0% LTEL: 0% HOM: NA FY: NA SED: 3.5% SWD: 0%	HOM: NA FY: NA SED: 34.93% Math All: 20.59% EL: 10% LTEL: 0% HOM: NA FY: NA SED: 13.5% SWD: 10%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Professional Learning for Instructional Leadership Team	Administration and Instructional Leadership Team will meet with professional learning consultants to focus on goals to maximize student learning growth over time. Extra services. As funds become available NTE 2,000	Instructional leadership team and all students	Agendas, action plans on how PD will support student learning, classroom walkthroughs	8,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 4.1b
2	Math Focus-Instructional Strategies	Provide sub coverage for Math Team to collaborate (PLC) grow in the implementation of UCI Math Strategies, analysis of iready scores, MTSS, and CAASPP scores to develop plans of action and intervention. Provide Teachers with UCI Math Strategy Materials for high student engagement. For example - As funds become available - NTE \$2,000 for materials or to provide sub coverage.	All students in math classrooms	Action plans, iready data, quarter grades, classroom walkthroughs for implementation of PD learning	6,000 Title I 1000-1999: Certificated Personnel Salaries 4.2a 3,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 4.2b
3	ELA Focus-Instructional Strategies	Provide sub coverage for ELA Team to collaborate (PLC) grow in the implementation of Literacy Strategies, analysis of iready scores, MTSS, and CAASPP scores to develop plans of action and intervention. Provide Teachers with Strategy Materials for high student engagement.	All students in ELA classrooms	Action plans, iready data, quarter grades, classroom walkthroughs	8,000 Title I 1000-1999: Certificated Personnel Salaries 4.3a 3,000 LCFF Supplemental/Concentration 0701

		For example - As funds become available - NTE \$3,000.00 for materials or to provide sub coverage.			4000-4999: Books And Supplies 4.3b
4	ELD Focus- Instructional Strategies	Provide subs for teachers to be coached and trained in strategies for ELs to implement SDAIE strategies for student success. Analyze ELPAC data to develop plans of action to increase the reclassification of ELs. Provide Teachers with Strategy Materials for high student engagement. For example - As funds become available - NTE \$2,000.00 for materials or to provide sub coverage.	All English learner students	Action plans, i-ready data, quarter grades, informative ELPAC assessments, classroom walkthroughs.	4,000 Title I 1000-1999: Certificated Personnel Salaries 4.4a 1,500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 4.4b
5	Students with Disabilities Focus- Instructional strategies	Staff Development on meeting the needs of Special Ed Students. Provide subs for teachers to be coached and trained in strategies for students with IEPs and provide subs for Case Carriers and teachers to meet with teachers who need support to create strategies for student success. Grow on the implementation of the literacy strategies and MTSS. Provide Teachers with Strategy Materials for high student engagement. For example - As funds become available - NTE \$2,000.00 for materials or to provide sub coverage.	All students with learning disabilities	Action plans, i-ready data, low PBIS referral incidents data classroom walkthroughs	5,000 Title I 1000-1999: Certificated Personnel Salaries 4.5a 2,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 4.5b
6	AVID training and support	AVID training for teachers and administration to ensure that higher level students are being taught at the level of rigor they need to continue growing. This includes summer training, conference registration, travel Expenses, materials sub coverage if needed.	All students	increase in i-ready data, CAASPP, local assessments	20,000 Title I 5000-5999: Services And Other Operating Expenditures 4.6a
7	AP training and support	Advanced Training (AP) for teachers to ensure that higher level students are being taught at the level of rigor they need to continue growing. This includes summer training, conference registration, travel Expenses, materials sub coverage if needed.	All students taking AP classes	increase in the number of students passing AP classes with a 3 or higher	15,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.7b
8	Academic Counselor Support	The counseling team and admin will continue to meet to improve on their practices to support A-g, college and career, and financial aid rates. They will continue to work on their RAMP certification by attending trainings,	All students	student presentations, group pull outs, student surveys	5,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And

		conferences, and workshops. This includes registration fees, travel expenses, and materials. As funds become available NTE 3,000			Other Operating Expenditures 4.8b
9	Science Focus-Instructional strategies	Provide subs for science teachers to attend trainings, conferences, and workshops to enhance their understanding of the NGSS standards. This includes registration fees, travel expenses, and materials. As funds become available NTE 2,000	All students in Science classrooms	CAST scores, quarter grades	5,150 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.9b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

NA-New Goal

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

NA-New Goal

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

NA-New Goal

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$77,720.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$77,720.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration 0701	\$156,150.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$156,150.00

Total of federal, state, and/or local funds for this school: \$233,870.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	156,150.00
Title I	77,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	84,000.00
2000-2999: Classified Personnel Salaries	7,557.00
4000-4999: Books And Supplies	47,663.00
5000-5999: Services And Other Operating Expenditures	94,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	41,000.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	44,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	71,150.00
1000-1999: Certificated Personnel Salaries	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I	7,557.00
4000-4999: Books And Supplies	Title I	3,663.00
5000-5999: Services And Other Operating Expenditures	Title I	23,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
104,663.00
30,000.00
13,557.00
85,650.00

School Site Council Membership

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

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

Name of Members	Role
Elizabeth Sotelo	Principal
Ruth Cazarez	Parent or Community Member
Alanna Macdhubain	Classroom Teacher
Galilea De La Torre	Secondary Student
Janelle McDaniel	Classroom Teacher
Jose Alvarez	Other School Staff
Solangel Cruz (Alternate)	Parent or Community Member
Norma Cruz	Parent or Community Member
Israel Piza Guerrero	Parent or Community Member
Elizabeth Tabarez	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: <u>Student representative</u>

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

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

This SPSA was adopted by the SSC at a public meeting on: 5/16/24

Attested:


Principal Signature

Principal Name: Elizabeth Sotio Date: 5/16/24


SSC President Signature

SSC President: Isval Piza Date: 5/16/24