



School Plan for Student Achievement

The instructions for completing the School Plan for Student Achievement (SPSA) follow the template.

School Name	Contact Name and Title	Email and Phone
Desert Mirage High School	Alma Gonzalez Principal	agonzalez@cvusd.us 760-397-2255
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736760100255	May 4, 2022	June 23, 2022

[Plan Summary](#) [2021-22]

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

This School Plan describes a School-wide Program that includes strategies, actions, and services that address the requirements for Comprehensive Support and Improvement.

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

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. The District is 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.

General Information

A description of the school, its students, and its community.

Desert Mirage High School is located in the central region of the district's boundaries and serves students in grades nine through twelve following a traditional calendar. During the 2021-22 school year, a total of 2,119 students were enrolled. The school's enrollment was comprised of 98.4% hispanic students and 97% socioeconomically disadvantaged students, 14.0% students with disabilities, and 22.8% English Learners.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs, district-wide iPad rollout, and outstanding staff

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

DMHS is working towards creating a welcoming, inclusive, and highly engaging environment for students and staff through the implementation of MTSS and our Transformational Justice Model to connect with and support all students to attain college and career readiness. We will continue to train and provide release time for teachers to use data to inform our instruction through the PLC process. Our Instructional Leadership Teams of ELA, Math, ELD, Technology, and Special Education will be trained and to work with our teaching staff in support all of our professional development areas of focus. One major area of Professional Development (PD) will be in the area of Literacy for All.

Our major goals are focused on Positive School Climate and Culture, High Academic Achievement, and Both Student and Parent Engagement. We will continue to grow our Honors, AP, AVID, CTE, Ethnic Studies, and PUENTE programs to allow students various path choices towards college and

career readiness. We are also continuing to offer our after school and during school support programs such as tutoring, credit recovery, Restorative Justice, Joven Noble groups, Xinatchli groups, counseling, Latino Commission counseling, and our Extended Learning Program for all students. We will continue our collaboration with College of the Desert in our dual enrollment programs and provide support for Senior events and activities.

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that 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, foster youth, and other at-risk student groups have led to improved performance for these students.

We have advanced in the area of student well being and creating systems that value positive actions by students and staff. We have done this through the creation of an MTSS / Transformational Justice team that has led teachers in staff development. This team is in the process of creating PBIS and social emotional lessons to be used next year. We also have an Equity Team that consists of 16 teachers that are leading the school in planning Professional Development (PD) and guiding PD through courageous conversations based on equity practices in school. We have had PD in understanding IEP's and on EL strategies so that teachers are better able to support our at promise students. We made sure to begin the conversation on Equity in Grading Practices through our PD as well. We have been beautifying the campus for our students return; this included the painting of the campus, the purchase of a marquee, the addition of trees throughout the campus, and two beautiful murals. We have also increased our Social Media presence through Instagram and Facebook. We have increased our relationships with our community through our SSC representatives, our Coffee with the Principal, our parent presentations, and our relationships with community organizations.

Assessment of Needs and Performance Gaps

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. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

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 promise students. We plan on expanding this by providing Best Tier 1 Instruction, using

data to guide our PLC conversations, and connect with students through our Transformational Justice Model. We will increase supports in our need to raise the Literacy levels of our students. We will provide sections of READ 180 and Math 180 in Special Education and also begin to pilot new resources for our English Learners. 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. In addition we are building a mentoring program for our at promise 9th and 10th graders.

Resource Inequities

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

We have identified a need for high efficiency credit recovery for our 10th graders. We have identified the need to mentor at promise Freshman and Sophomores. We have also identified the need to prioritize the Blended Model of MTSS that includes PBIS, Restorative Justice, and Transformational Learning to improve school climate, lower suspensions rates, and increase graduation rates. To improve our graduation rates for students with disabilities we are adding a mentoring program for our Seniors. Each case carrier will meet with their seniors on a Monthly basis to ensure that they are progressing towards graduation. In addition we have created an online Credit Recovery Classroom for our students with disabilities. They will have help from a Special Education Teacher to ensure they are placed in the proper classes to graduate and that the work they do reflects their IEP.

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including Science, Math and ELA, district benchmarks, and teacher-created assessments; and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders. Purposeful examination of our data leads us to areas that make the biggest impact. Therefore, our main focus will continue to be on PBIS, Transformational Learning, and Restorative Justice, College and Career Readiness, and Student/Parent Engagement.

No resource inequities were identified. There is a concern that students with disabilities are performing significantly below other student groups, and the District's Special Education staff will support the school with coaching for instructional strategies to better support the needs of those students in the classroom. The school has also once again identified the need for increased Reading & Math support in grades 9 & 10 as well as a Summer Bridge Program for incoming 9th graders. We will continue and expand these programs. Our Special Education Department has worked with the Middle School on a Transition Document that will help ensure proper placement of our students with disabilities into the correct English and Math Classrooms. In addition we implemented a Read 180 Program for our 9th Graders that has been Board adopted as an English Program. In addition we are working to align all curriculum with General Education Curriculum. To ensure success of Special Education Students in Math, we are placing students into Math classes based on prior Math Grades and have developed a plan to ensure that students are offered the level of Math that they can be successful with.

Need Assessment: Educational Partners

Involvement Process for 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, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

In the process of preparing the WASC report and the School Plan for Student Achievement (SPSA), the monitoring of the school-wide action plan was a coordinated effort involving Teachers on Special Assignment (TOSAs), School Site Council, ELAC, WASC Lead, and site Administration. The staff was included and kept informed of all continued efforts via email, staff meetings, department meetings, PLC's, Parent meeting, School Site Counsel, Parent Liaison, or personal contact. 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.

School Leadership team meetings with the PBIS and AVID leads included:

- * Grade Level data and planning days
- * ELAC meetings
- * Parent/Teacher Club meetings
- * Teaching Staff: Met during Professional Development in April to review the SPSA and make recommendations during the Staff meeting.

New SPSA is Based on:

- The evaluation of implementation and effectiveness of the SPSA actions (see "Annual Evaluation and Needs Assessment" section)
- The California School dashboard data, district benchmarks, and school CFA data
- Stakeholder input (teachers, parents, other staff, students)

Impact on the SPSA and the Annual Evaluation

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

The SPSA is centrally focused in on Positive Climate and Culture, College and Career Readiness through the development of high literacy and math skills, and Student/Parent Engagement. Measurements will be specifically in place to inform our decisions as we move forward.

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 Funds Provided to the School for the SPSA Year Through the ConApp

\$

Total Federal Funds Provided to the School from the LEA for CSI (if applicable)

\$

Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$307,249.00

Supplemental Services

If not previously addressed, describe how 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.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

District has provided opportunities for parents and community to share ideas for LCAP and has provided Trainings on meeting the needs of our English Learners, Foster Youth, and At Promise students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	524	546	556
Grade 10	544	529	549
Grade 11	470	517	525
Grade 12	459	459	486
Total Enrollment	1,997	2,051	2,116

Conclusions based on this data:

1. Our numbers of American Indian students increased in 2020-21 from 18 to 25 students.
2. Our total enrollment increased by 65 students from the 2019-20 school year, and an increase over the last 3 years.
3. Hispanic students represent a majority of our student population, 98.4%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	452	443	482	22.6%	21.6%	22.8%
Fluent English Proficient (FEP)	1,411	1,479	1478	70.7%	72.1%	69.8%
Reclassified Fluent English Proficient (RFEP)	90	112	92	20.1%	24.8%	20.8%

Conclusions based on this data:

1. The number of English Learners has increased slightly in 20-21 from 443 to 482.
2. The number of Fluent English has maintained around 70% for the last three years.
3. The number of reclassified students declined by 4% in 20-21.

School and Student Performance Data

CAASPP Results

English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	457	456	518	431	441	320	431	441	301	94.3	96.7	61.8
All	457	456	518	431	441	320	431	441	301	94.3	96.7	61.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-
Grade 11	255	255	256	13.2	11.7	11.9	30.3	30.8	32.2	29.2	28.1	31.2	27.1	29.2	24.5
All	N/A	N/A	N/A	13.2	11.7	11.9	30.3	30.8	32.2	29.2	28.1	31.2	27.1	29.2	24.5

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.14	15.91	19.00	51.40	41.82	61.67	30.47	42.27	19.33
All Grades	18.14	15.91	19.00	51.40	41.82	61.67	30.47	42.27	19.33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.58	23.91	11.30	55.12	50.34	57.19	29.30	25.75	31.51
All Grades	15.58	23.91	11.30	55.12	50.34	57.19	29.30	25.75	31.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.76	12.27	8.33	63.34	60.91	78.00	23.90	26.82	13.67
All Grades	12.76	12.27	8.33	63.34	60.91	78.00	23.90	26.82	13.67

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.12	17.05	15.28	51.40	53.41	73.42	23.49	29.55	11.30
All Grades	25.12	17.05	15.28	51.40	53.41	73.42	23.49	29.55	11.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In Overall Literacy, students increased from 42% in 19-20 to 44% in 20-21. In reading those students above standard increased by 3%. Students at or near standard have increased by 20%! Significant increase in Reading.
2. In writing, those above standard decrease by 23% and at standard increased by 7% . In listening the above standard decreased by 4%. Which indicates that we need to look at how we are teaching listening skills. This data also indicates that what we are doing in writing needs to be reviewed and adjusted based on this year data.
3. In Research and Inquiry, our number of students above standard decreased by 2% but the ones at or near standard, increased 20% for the year 20-21. The percent below standard decreased by 19%. This is a significant increase.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	457	456	518	428	441	295	428	439	289	93.7	96.7	56.9
All	457	456	518	428	441	295	428	439	289	93.7	96.7	56.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-
Grade 11	251	251	254	3.50	5.01	4.50	9.58	10.4	16.6	26.6	23.2	31.8	60.2	61.2	47.0
All	N/A	N/A	N/A	3.50	5.01	4.50	9.58	10.4	16.6	26.6	23.2	31.8	60.2	61.2	47.0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	10.07	10.02	10.03	21.55	21.87	52.60	68.38	68.11	37.37
All Grades	10.07	10.02	10.03	21.55	21.87	52.60	68.38	68.11	37.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	4.92	5.69	5.90	39.34	41.91	61.81	55.74	52.39	32.29
All Grades	4.92	5.69	5.90	39.34	41.91	61.81	55.74	52.39	32.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.37	5.92	4.50	53.74	52.85	69.20	40.89	41.23	26.30
All Grades	5.37	5.92	4.50	53.74	52.85	69.20	40.89	41.23	26.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In Math, overall the students increased 7% in 20-21! They went from 15% meeting and exceeding math standards in 18-19 to 22% meeting and exceeding math standards in 20-21. We still have a significant hill to climb, but we are heading in the right direction.
2. In concepts and procedures, there is a 30% jump for those meeting and exceeding math standards in 20-21.
In Problem Solving, there is a 20% jump for those meeting and exceeding math standards in 20-21.
3. Communicating Reasoning there is a 15% jump for those meeting and exceeding math standards in 20-21. This data tells us that we need to continue to create ways to remediate with students who need it and to ensure that students are placed in the correct level of math when they enter the 9th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1497.	1517.	1531.	1477.	1506.	1520.	1517.	1527.	1542.	153	130	160
10	1503.	1504.	1537.	1482.	1497.	1530.	1523.	1510.	1544.	84	131	122
11	1495.	1508.	1533.	1470.	1485.	1519.	1519.	1532.	1546.	74	52	95
12	1517.	1516.	1523.	1491.	1495.	1508.	1543.	1537.	1538.	51	50	58
All										362	363	435

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	3.08	8.03	22.8	30.7	33.5	31.3	36.1	37.2	43.1	30.0	21.1	153	130	137
10	*	4.58	8.18	25.0	22.1	38.1	25.0	38.9	35.4	38.1	34.3	18.1	84	131	110
11	*	1.92	4.65	25.6	17.3	27.9	40.5	53.8	41.8	31.0	26.9	25.5	74	52	86
12	*	4.00	2.70	37.2	20.0	18.9	35.2	48.0	48.6	23.5	28.0	29.7	51	50	37
All	4.97	3.58	6.76	25.9	24.2	32.1	32.3	41.3	38.9	36.7	30.8	22.1	362	363	370

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	9.15	14.6	16.0	25.4	41.5	37.2	42.4	15.3	33.5	22.8	28.4	13.1	153	130	137
10	20.2	14.5	20.9	20.2	31.3	41.8	28.5	27.4	29.0	30.9	26.7	8.18	84	131	110
11	*	3.85	19.7	40.5	34.6	37.2	17.5	34.6	19.7	29.7	26.9	23.2	74	52	86
12	27.4	10.0	2.70	41.1	28.0	54.0	*	24.0	21.6	*	38.0	21.6	51	50	37
All	14.9	12.4	17.0	29.5	34.9	40.2	29.8	23.6	27.8	25.6	28.9	14.8	362	363	370

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.77	6.57	15.0	8.46	16.0	26.1	47.6	40.1	58.1	43.0	37.2	153	130	137
10	*	0.00	7.27	20.2	9.16	16.3	28.5	35.8	43.6	48.8	54.9	32.7	84	131	110
11	*	1.92	0.00	*	5.77	12.7	48.6	48.0	51.1	43.2	44.2	36.0	74	52	86
12	*	4.00	0.00	*	10.0	10.8	43.1	46.0	45.9	39.2	40.0	43.2	51	50	37
All	*	1.10	4.59	14.3	8.54	14.8	33.7	43.2	44.3	50.2	47.1	36.2	362	363	370

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	15.03	1.54	6.67	52.94	65.38	68.15	32.03	33.08	25.19	153	130	135
10	23.81	2.29	10.28	42.86	63.36	70.09	33.33	34.35	19.63	84	131	107
11	*	0.00	0.00	48.65	32.69	63.86	37.84	67.31	36.14	74	52	83
12	*	2.00	0.00	60.78	44.00	60.00	31.37	54.00	40.00	51	50	35
All	15.75	1.65	5.56	50.83	57.02	66.94	33.43	41.32	27.50	362	363	360

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.92	58.46	46.67	54.25	15.38	37.04	24.84	26.15	16.30	153	130	135
10	28.57	48.09	60.00	44.05	26.72	25.45	27.38	25.19	14.55	84	131	110
11	31.08	51.92	52.33	43.24	23.08	26.74	25.68	25.00	20.93	74	52	86
12	49.02	52.00	55.56	33.33	20.00	25.00	*	28.00	19.44	51	50	36
All	28.73	52.89	52.86	46.69	21.21	29.97	24.59	25.90	17.17	362	363	367

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1.54	10.29	24.18	48.46	43.38	72.55	50.00	46.32	153	130	136
10	*	0.76	10.19	34.52	35.11	52.78	63.10	64.12	37.04	84	131	108
11	*	1.92	2.33	39.19	48.08	52.33	59.46	50.00	45.35	74	52	86
12	*	4.00	0.00	37.25	42.00	37.84	58.82	54.00	62.16	51	50	37
All	*	1.65	7.36	31.49	42.70	47.68	65.75	55.65	44.96	362	363	367

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	6.15	3.70	73.86	69.23	81.48	20.26	24.62	14.81	153	130	135
10	*	0.76	1.87	63.10	68.70	75.70	25.00	30.53	22.43	84	131	107
11	*	3.85	5.95	71.62	75.00	75.00	21.62	21.15	19.05	74	52	84
12	*	2.00	8.33	74.51	80.00	77.78	*	18.00	13.89	51	50	36
All	9.39	3.31	4.14	70.99	71.35	77.90	19.61	25.34	17.96	362	363	362

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, DMHS tested 75 more students in 20-21, compared to 18-19.
2. DMHS increased the overall number of EL students in levels 3 and 4. In 18-19, DMHS had on 33% in levels 3 and 4, and in 20-21, the number increased to 41%
3. In writing, 36% are at level 1 and 44% are at level 2. What this tells us is that even though we are improving in writing on our SBAC scores, students who are English Learners are not seeing the same level of growth. Which means, the main part of our ELD curriculum should focus on writing. We also need to have all staff look at the ELPAC and see how they can align what is in their pacing guides to the reading portion of the test.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2116	97.0	22.8	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	482	22.8
Foster Youth	4	0.2
Homeless	23	1.1
Socioeconomically Disadvantaged	2053	97.0
Students with Disabilities	297	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.0
American Indian or Alaska Native	25	1.2
Asian	1	0.0
Filipino		
Hispanic	2081	98.3
Two or More Races	1	0.0
Native Hawaiian or Pacific Islander		
White	6	0.3

Conclusions based on this data:






1. DMHS has a high percent of socioeconomically disadvantaged students - 97%.
2. DMHS has 14% of our students with disabilities.
3. 22% of students are English Learners. We need to continue to be aware of who our students are and support their needs. Teachers need to be given a list by period and by level of English Learners.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Orange		
College/Career  Orange		

Conclusions based on this data:

1. Graduation Rates and Suspension Rates are heading the positive direction.
2. CAASPP Scores in Literacy and Mathematics are a tremendous growth area for us.
3. DMHS will focus on Increasing the number of students prepared for college and career by increasing number of completers in the CTE Academies. We will also continue to improve and support AVID and Puente college prep programs.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.









2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

<p>All Students</p>  <p>Orange</p> <p>28.4 points below standard</p> <p>Declined -8.8 points</p> <p>434</p>	<p>English Learners</p>  <p>Red</p> <p>99.1 points below standard</p> <p>Declined -14.6 points</p> <p>156</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>29.8 points below standard</p> <p>Declined -9 points</p> <p>423</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>121.6 points below standard</p> <p>Declined Significantly -45 points</p> <p>42</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Hispanic</p>  <p>Orange</p> <p>28.8 points below standard</p> <p>Declined -9.2 points</p> <p>426</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
148.2 points below standard	81.6 points below standard	23.2 points above standard
Declined Significantly -20.6 points	Declined Significantly -19.1 points	Increased Significantly +32 points
42	114	23

Conclusions based on this data:

1. English Learners declined by 20.6 points and are 148.2 points below standard. Reclassified students declined by 19% re 81.6 points below standard met and English only students are 23.2% points above standard and increased by 32 points.
2. Combining these scores with ELPAC, we need to increase reading and writing levels of our English Learners through commitment to Best Tier 1 Instructional Practices - SDAIE Strategies.
3. Our SWD scores are significantly low. Inclusion services will support student gains.

School and Student Performance Data

Academic Performance Mathematics

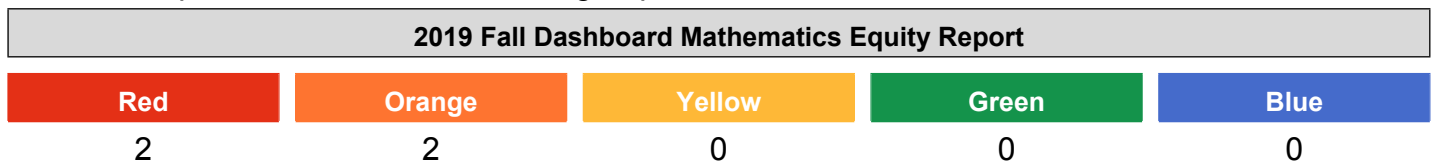
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.







This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

<p align="center">All Students</p>  <p align="center">Orange</p> <p align="center">113.3 points below standard</p> <p align="center">Declined -7.3 points</p> <p align="center">431</p>	<p align="center">English Learners</p>  <p align="center">Red</p> <p align="center">185.3 points below standard</p> <p align="center">Declined Significantly -31.2 points</p> <p align="center">154</p>	<p align="center">Foster Youth</p>
<p align="center">Homeless</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>	<p align="center">Socioeconomically Disadvantaged</p>  <p align="center">Orange</p> <p align="center">115 points below standard</p> <p align="center">Declined -8.7 points</p> <p align="center">420</p>	<p align="center">Students with Disabilities</p>  <p align="center">Red</p> <p align="center">210.2 points below standard</p> <p align="center">Declined Significantly -59.4 points</p> <p align="center">41</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">4</p>	<p align="center">Asian</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p>  <p align="center">Orange</p> <p align="center">112.5 points below standard</p> <p align="center">Declined -6.9 points</p> <p align="center">423</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
212.4 points below standard	176.6 points below standard	104.7 points below standard
Declined -12.4 points	Declined Significantly -48.1 points	Increased ++10.1 points
40	114	23

Conclusions based on this data:

1. English Learners declined by 12.4 points and are 212 points below the standard. RFEP's decreased by 48.1 points and are 176.6 points below the standard. English only students increased to 104.7 points an increase of 10 points.
2. We need to check to see if it is language or Math that is holding our English Learners back in Math. If so, we need to teach more vocabulary to increase students comprehension of the problems they are being asked to solve.
3. Best Tier 1 instructional practices, and a systematic math intervention plan will support student learning gains.

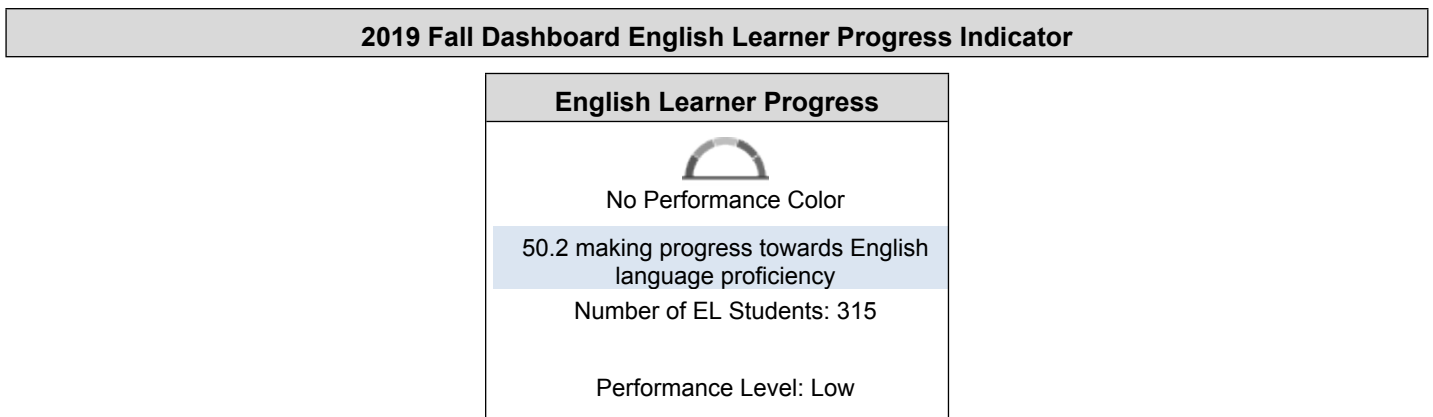
School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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.

2019 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
10.4	39.3		50.1

Conclusions based on this data:

1. 50% percent of our students made progress.
2. We need to continue to provide PD and coaching for teachers in all content areas to support EL Strategies - SDAIE.
3. We need to provide more mentoring for our English Learners and assign ELA teachers to monitor them. Provide rewards for students and planning time for teachers. Create a google doc for each teacher to monitor students on attendance grades and discipline.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	506	100
African American	1	0.2
American Indian or Alaska Native	6	1.2
Asian		
Filipino		
Hispanic	497	98.2
Native Hawaiian or Pacific Islander		
White	2	0.4
Two or More Races		
English Learners	161	31.8
Socioeconomically Disadvantaged	494	97.6
Students with Disabilities	80	15.8
Foster Youth	4	0.8
Homeless	29	5.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	25	5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	25	5.1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	23	4.7
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.4

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	121	23.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	117	23.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	19	11.8
Socioeconomically Disadvantaged	119	24.1
Students with Disabilities	11	13.8
Foster Youth		
Homeless	8	27.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	157	31
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	156	31.4
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	11	6.8
Socioeconomically Disadvantaged	149	30.2
Students with Disabilities	4	5
Foster Youth		
Homeless	5	17.2

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	51	10.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	50	10.1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	1.2
Socioeconomically Disadvantaged	50	10.1
Students with Disabilities	2	2.5
Foster Youth		
Homeless	1	3.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	10	2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	10	2
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	10	2
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	5	1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	5	1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	5	1
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	71	14
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	70	14.1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	1.2
Socioeconomically Disadvantaged	68	13.8
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. DMHS has taken the first step to get our A-G rate moving in the right direction. Transcript Analysis took place in March 2022 to provide leadership teams with deep levels of data.
2. DMHS is looking to create more CTE Pathways that includes content teachers and a structured mentoring program.
3. Counselors will work with our Freshman to create a four year plan during the first 6 weeks of school. They will monitor and update the plan on a yearly basis. Counselors will create and provide in class presentations. Counselors will take all 10-12th students not enrolled in a program and have conversations on connecting to a pathway or program. Counselors will update four year plan by the end year for all students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

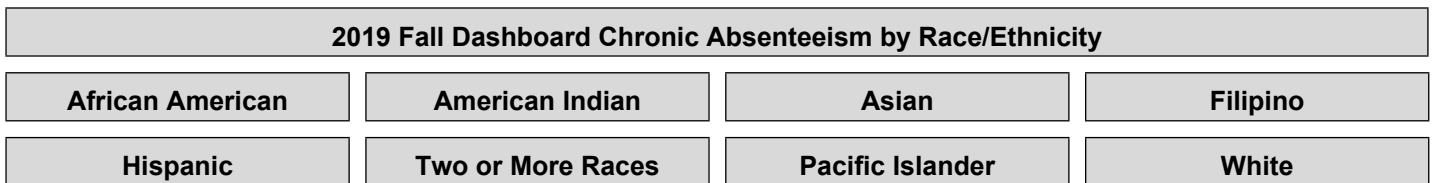
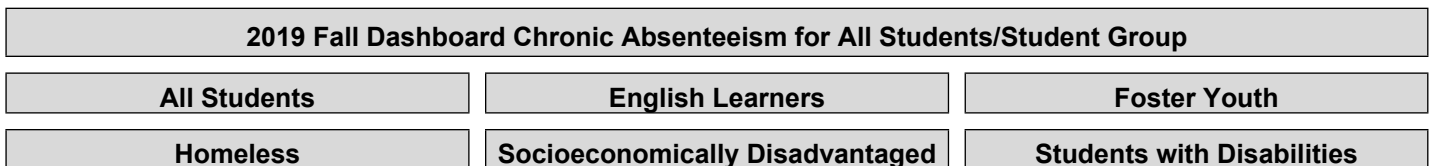
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. N/A for this year

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	506	374	2	73.9
English Learners	161	81	0	50.3
Foster Youth	4		0	
Homeless	29	20	0	69
Socioeconomically Disadvantaged	494	364	2	73.7
Students with Disabilities	80	43	0	53.8
African American	1		0	
American Indian or Alaska Native	6		0	
Asian				
Filipino				
Hispanic	497	369	2	74.2
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races				

Conclusions based on this data:

1. Our graduation data is significantly low for the class of 2021 and must be corrected upward moving forward.
2. We need to continue meeting with students and providing the support necessary for all student groups to meet graduation requirements. Counselors will create 4 year plans to all Freshman. They will then meet with all students to monitor yearly. We need to provide better support for our Special Education students and continue conversations with teachers about how to best support student IEP's.
3. We need to ensure that we are providing the counseling, mentoring, tutoring, and/or credit recovery needed to help students meet graduation requirements. Sophomores who failed more

than three classes in their freshman year will add a credit recovery online class to help them catch up their missing credits. We will also continue our credit recovery program for older student including our specialized programs.

School and Student Performance Data

Conditions & Climate Suspension Rate

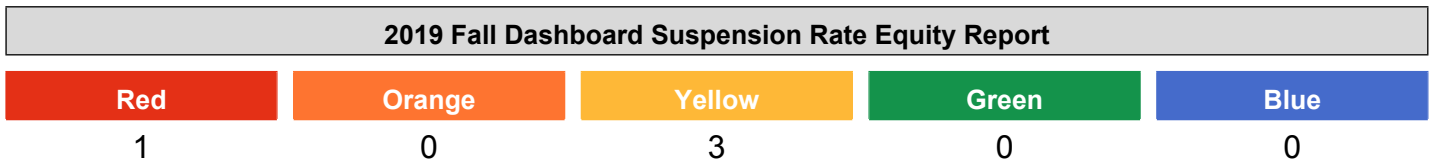
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



This section provides information about 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.8</p> <p>Declined -0.9</p> <p>2108</p>	<p>English Learners</p> <p>Red</p> <p>13.7</p> <p>Maintained +0.1</p> <p>531</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.1</p> <p>Declined -24.1</p> <p>42</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8</p> <p>Declined -0.8</p> <p>2029</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>13.5</p> <p>Declined Significantly -4.2</p> <p>260</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color 21.7 Increased +1.7 23	 No Performance Color Less than 11 Students - Data 1	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.6 Declined -1 2064	 No Performance Color 0 Declined -14.3 11		 No Performance Color Less than 11 Students - Data 6

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.7	7.8

Conclusions based on this data:

- Students with disabilities and English Learners were suspended double the rate of the rest of the population. We see a need to have staff development on knowing who our students are and understanding their individual needs.
- DMHS will continue to provide cultural understanding PD to all staff. PBIS strategies and training is also planned and provided. We will continue with our Transformational Justice Model as a focus at the school.
- Our overall suspension rate decreased by 1%. DMHS will continue with Staff development on PBIS, Restorative Practices, and Transformational Learning.

Goals and Actions

Goal

LCAP Goal #	Description
1	CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

SPSA Goal 1 - Description

Desert Mirage High School will provide a safe, clean, and academically enriching environment where students, parents, and staff take pride in their learning and school environment. All students will receive weekly PBIS and SEL lessons, and all staff has been and will continue to be trained in the Transformational Justice Model to help promote our goal of a safe and welcoming environment.

Desert Mirage High School is committed to fostering a positive school climate and environment, where students feel welcome as part of the school community as measured by the data measurements listed below:

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

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

Data Measurement 1c: Improve Transformational Learning Student Survey Results by 3% yearly.

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

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

Data Measurement 1f: Maintain Low Dropout Rates < 1%

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

- **All Students (2,066 Students - 98.0% Hispanic; 97.3% SED))**
- **English Learners (442 Students)**
- **Foster Youth (31 Students)**
- **Homeless Youth (71 Students)**
- **Native American Students (10 Students)**
- **Students with Disabilities (341 Students)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023-24
1a. Yearly Attendance Rate:	<p>Yearly Attendance Rate:</p> <p>School Year 2019 - 2020 School Attendance rate: n/a</p> <p>All Students: n/a</p> <p>English Learners: n/a</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American: n/a</p> <p>SWD: n/a</p>	<p>Yearly Attendance Rate:</p> <p>School Year 2020 - 2021 School Attendance rate: 86.20%</p> <p>All Students: 88.2%</p> <p>English Learners: 92.1%</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American: 66.7%</p> <p>SWD: 81.6%</p>			<p>Yearly Attendance Rate:</p> <p>School Year 2023 - 2024</p> <p>All Students = 96.6%</p> <p>English Learners = 95.4%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = n/a</p> <p>Native American = 90.0%</p> <p>SWD = 94.3%</p>
1b. Yearly Suspension Rate:	<p>Yearly Suspension Rate:</p> <p>2018-19 CA School Dashboard</p> <p>All Students = 7.8%</p> <p>English Learners = 13.7%</p>	<p>Yearly Suspension Rate:</p> <p>School Year 2020-21</p> <p>All Students = 0%</p> <p>English Learners = 0%</p>			<p>Yearly Suspension Rate:</p> <p>School Year 2023-24</p> <p>All Students = 3%</p> <p>English Learners = 7.7%</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>Foster Youth = n/a</p> <p>Homeless Youth = 7.1%</p> <p>Native American = 27.7%</p> <p>SWD = 13.5%</p>	<p>Foster Youth = n/a</p> <p>Homeless Youth = 0%</p> <p>Native American = 0%</p> <p>SWD = 0%</p>			<p>Foster Youth = n/a</p> <p>Homeless Youth = 5%</p> <p>Native American = 7.0%</p> <p>SWD = 7.5%</p>
1c. Transformational Learning School Climate Survey:	<p>School Climate Survey:</p> <p>January 2022 - Percentage of students who responded favorably:</p> <p>Academic Engagement = 50%</p> <p>Staff/Student Connectedness = 60%</p> <p>Importance of School for Future = 42%</p> <p>School Safety = 37%</p>	<p>School Climate Survey:</p> <p>April 2022 - Percentage of students who responded favorably:</p> <p>Academic Engagement = 50%</p> <p>Staff/Student Connectedness = 60%</p> <p>School is Important for Future = 46%</p> <p>School Safety = 42%</p>			<p>School Climate Survey:</p> <p>January 2024 - percentage of participants who responded favorably:</p> <p>Academic Engagement = 56%</p> <p>Staff/Student Connectedness = 66%</p> <p>Importance of School for Future = 48%</p> <p>School Safety = 43%</p>
1d. Chronic Absenteeism Rate	<p>Yearly Chronic Absenteeism Rate:</p> <p>School Year 2019-20</p>	<p>Yearly Chronic Absenteeism Rate:</p> <p>School Year 2020-21</p>			<p>Chronic Absenteeism Rate:</p> <p>School Year 2023-24</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>Chronic Absenteeism rate: n/a</p> <p>All Students = 22.2%</p> <p>English Learners = 37.1%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 21.7%</p> <p>Native American. = 34.1%</p> <p>SWD = 32.9%</p>	<p>Chronic Absenteeism rate: 25.5%</p> <p>All Students = 29.1%</p> <p>English Learners = 42.5%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 28.0%</p> <p>Native American = 80.0%</p> <p>SWD = 42.6%</p>			<p>All Students = 19.1%</p> <p>English Learners = 32.5%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 18.0%</p> <p>Native American = 70.0%</p> <p>SWD = 32.6%</p>
1e. Pupil Expulsion Rate	<p>Yearly Number of Expulsions:</p> <p>School Year 2019-2020 Number of Expulsions = 0</p>	<p>Yearly Number of Expulsions:</p> <p>School Year 2020-2021 Number of Expulsions = 0</p>			<p>Yearly Number of Expulsions:</p> <p>School Year 2023-2024 Number of Expulsions = 0</p>
1f. High School Dropout Rate	<p>Yearly Dropout Rate:</p> <p>2018-19 High School Dropout rate: = 2.9%</p>	<p>Yearly Dropout Rate:</p> <p>2020-21 High School Dropout rate: = 14.7%</p>			<p>Yearly Dropout Rate:</p> <p>2023-2024 High School Dropout rate: = < 2%</p>

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Attendance Rates have decreased slightly this year from 88.2% to 86.2% for our current year. This year we had a significant number of both students and staff out due to testing positive for Covid, or for being a close contact of someone that did test positive. DMHS will continue to monitor attendance rates, send letters and calls out to families when student is absent, and if need be, assign a SART Team to review next steps to support student attendance rates.

The yearly suspension data reveals a significant increase in suspensions from the previous two years. The data is not comparable though due to closure of school site in March 2020, and full year closure in school year 2020-21 due to the pandemic. We were able to build upon what we had started to prepare for students return with SEL and PBIS lessons. We began a Transformational Justice Team and opened up a Wellness Center with a certificated teacher and a Mentor Lead for our students. This team was able to lead our staff in conversations about how Transformational Justice looks on our campus currently and how we would like it to look. 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.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We were unable to provide our targeted professional development due to a shortage of substitute teachers in our district. DMHS was able to support positive visual murals and messages to support school community respect and responsibility.

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

Teachers are beginning to use the PBIS rewards app and have begun having conversations about Transformational Justice in the school and equity in grading practices. Students are also beginning to buy into getting rewards for good behavior and have been purchasing items from our Virtual Store that the PBIS Team created.

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.

The changes were to add in more funds for teachers to be able to meet and plan for student success and to train staff in implementation of PBIS and Transformational Justice as we came back to a regular classroom setting. The funds will allow for our team to plan Staff Development and then help teachers implement what they have learned in the classroom. It also allows for our lead teachers to work with students and build momentum in our PBIS store. In addition we added more funds for parents to be trained in PBIS and Transformational Justice so they can understand the why of what we are doing and learn how to help their children at home if needed.

Identified Need(s) for 2022-2023

An explanation of why the school has developed this goal and related actions.

We are working towards building student/staff and staff/parent relationships through the Transformational Justice Model: Transformational Learning, PBIS and Restorative Justice Practices to increase positive culture, decrease the suspension rate, and increase attendance.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Transformational Justice Leadership Team	Continuation and deepen the implementation and of the Transformational Justice Team strategies. Admin and Team meetings are to be held outside of school hours and possible opportunities during summer. Implementation of PBIS, Teacher Welcoming/Checkin Routines and Restorative Practices Team Building Activities during school time. Continue to build Team capacity with Teachers, Admin, Wellness Center, Academic Counselors, and the Latino Commission Counselors.	Admin and Transformational Justice Leadership Team	<ol style="list-style-type: none"> 1. Meet with TJ Team by May 30th, 2022 to plan for next year. 2. Schedule monthly meetings for the school year 2022-23 3. Schedule planning meetings for TJ Team to implement social emotional lessons for staff. 	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.1b 2,058.00
2	PBIS For All	DMHS will continue to share best practices and formally train new staff members with the tenets of PBIS (within Transformational Justice Model). We will review behavior matrices and progressive discipline options based in PBIS. We look to deepen the use of PBIS Rewards App to motivate high levels of student respect, responsibility,	Admin and Transformational Justice Leadership Team	<ol style="list-style-type: none"> 1. Meet with TJ Team by May 30th, 2022 to plan for next year. 2. Schedule monthly TJ meetings for the school year 2022-23 3. Schedule planning meetings for TJ Team to implement Staff PD 	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.2b 10,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>and attendance. Staff will use Transformational Justice Model to maximize student learning outcomes within the classroom,</p> <p>LCFF Funding to support student rewards and all other student celebrations throughout the school year.</p>		Training Days.	
3	Transformational Justice Model	DMHS will establish a Culture that promotes a Welcoming and Nurturing Environment; Growth Mindset; Culturally Responsive Teaching; Inclusive Curriculum and Content; Safe and Courageous Spaces	Admin and Transformational Justice Leadership Team	<ol style="list-style-type: none"> 1. Meet with TJ Team by May 30th, 2022 to plan for next year. 2. Schedule monthly TJ meetings for the school year 2022-23 3. Schedule planning meetings for TJ Team to implement Staff PD Training Days. 	<p>LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.3b 10,000.00</p>
4	Wellness Center	<p>Wellness Center will continue to grow and deepen their levels of support for students. Communication with students, staff, and parents will enable the Team to support targeted at promise students.</p> <p>LCFF funding will provide multiple</p>	Admin and Well Center Team	<ol style="list-style-type: none"> 1. Meet with WC Team by May 30th, 2022 to plan for next year. 2. Schedule monthly WC meetings for the school year 2022-23 3. Schedule planning 	<p>LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.4b 10,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>opportunities for students to support local community efforts and visit cultural, college, and career opportunities through field trips and other activities.</p>		<p>meetings for WC Team to implement Staff PD Training Days.</p>	
5	Administration Supporting Grade Levels and Programs	<p>First and Foremost, the Administrative Team are the Instructional Leaders on campus. Each member of the Team will head up one to two content areas to ensure high expectations, rigor, literacy, and assessments are of high quality to maximize student learning outcomes. They will provide weekly feedback to their supported content areas teams.</p> <p>To ensure a safe and positive climate and culture, multiple assistant principals will support either grade level or program specific areas when progressive discipline and or restorative opportunities are in need. At DMHS, the CTE Assistant Principal will support all students in the CTE program. Assistant Principal over campus safety, facilities, athletics, and activities will support general ed Freshman</p>	Admin Team	Weekly Meetings to reflect and plan next steps.	

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>and Soph (non-CTE). The Assistant Principal supporting the Special Education Team, will provide support to all students with an IEP and will lead the SST process. The Assistant Principal over counselors, and master schedule will support general ed juniors and seniors (non-CTE). Assistant Principals will work closely with the Wellness Center, Academic Counselors, campus Latino Commission, and CWA for next supportive steps with their students and families.</p> <p>Principal of DMHS will be the Instructional Leader of ELA, ELD, and Math Teams. These Teams are the focal points for student attaining College and Career Readiness. Principal will provide weekly feedback and guidance to their supported content areas teams.</p>			
6	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, celebrations, service opportunities for both students and staff to participate in.	Admin and Activities Team	<ol style="list-style-type: none"> 1. Meet with Activities Team by May 30th, 2022 to plan for next year. 2. Schedule monthly Activities meetings for 	<p>LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.6b 10,000.00</p>

<u>Action #</u>	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
				the school year 2022-23 3. Schedule planning meetings for Activities Team to implement student and staff spirit days.	
7	Visible Positive Messaging	The DMHS Motto, Vision, Mission, Core Values, and Student Learning Outcomes will be visible around campus and in every classroom.	Admin, TJ and Instructional Leadership Teams	Meet with Teams by May 30th, 2022 to plan for next years need for positive messages and displays.	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.7b 5,000.00

Goals and Actions

Goal

LCAP Goal #	Description
2	CVUSD students will be prepared to leave CVUSD with the academic, college and career, and social-emotional skills needed to achieve their personal and professional goals.

SPSA Goal 2

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 hit 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:

Data Measurement 2a: Increase A-G Eligibility Rates by 5% yearly

Data Measurement 2b: Increase Graduation Rates by 5% yearly

Data Measurement 2c: 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.

Data Measurement 2d: 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.

Data Measurement 2e: 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 (2066 Students - 98% Hispanic; 97.3% SED)
- English Learners (442 Students)
- Foster Youth (31 Students)
- Homeless Youth (71 Students)
- Native American Students (10 Students)
- Students with Disabilities (341 Students)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2a. A-G Eligibility Rate	<p>A-G Eligibility Rate For School Year 2018-2019</p> <p>All Students = 24.0%</p> <p>English Learners = 7.9%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 15.0%</p> <p>Native American Students = n/a</p> <p>Students with Disabilities = 1.9%</p>	<p>A-G Eligibility Rate For School Year 2020-21</p> <p>All Students = 31.2%</p> <p>English Learners = 6.8%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 17.2%</p> <p>Native American Students = n/a</p> <p>Students with Disabilities = 5.0%</p>			<p>A-G Eligibility Rate For School Year 2023-24</p> <p>All Students = 41.2%</p> <p>English Learners = 16.8%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 27.2%</p> <p>Native American Students = n/a</p> <p>Students with Disabilities = 15.0%</p>
2b. High School Graduation Rate	<p>Graduation Rate For School Year 2018-2019</p> <p>All Students = 80.8%</p> <p>English Learners = 73.4%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 85.0%</p>	<p>Graduation Rate For School Year 2020-21</p> <p>All Students = 81.1%</p> <p>English Learners = 73.9%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 69.0%</p>			<p>Graduation Rate For School Year 2023-2024</p> <p>All Students = 91.1%</p> <p>English Learners = 83.9%</p> <p>Foster Youth = n/a</p> <p>Homeless Youth = 79.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Native American Students = n/a</p> <p>Students with Disabilities = 54.7%</p>	<p>Native American Students = n/a</p> <p>Students with Disabilities = 53.8%</p>			<p>Native American Students = n/a</p> <p>Students with Disabilities = 63.8%</p>
2c. Literacy Skills	<p>9th Grade August 2021 iReady Reading Assessment</p> <p>Percent of 9th Grade students: At or above Grade Level = 9% One Grade Level Below = 19%</p> <p>10th Grade August 2021 iReady Reading Assessment</p> <p>Percent of 10th Grade students: At or above Grade Level = 3% One Grade Level Below = 10%</p>	<p>9th Grade January 2022 iReady Reading Assessment</p> <p>Percent of 9th Grade students: At or above Grade Level = 10% One Grade Level Below: 21%</p> <p>10th Grade January 2022 iReady Reading Assessment</p> <p>Percent of 10th Grade students: At or above Grade Level: 6% One Grade Level Below: 11%</p>			<p>9th Grade May 2024 iReady Reading Assessment</p> <p>Percent of 9th Grade students: At or above Grade Level = 20% One Grade Level Below = 29%</p> <p>10th Grade May 2024 iReady Reading Assessment</p> <p>Percent of 10th Grade students At or above Grade Level = 16% One Grade Level Below = 21%</p> <p>11th Grade CAASPP Spring 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>11th Grade CAASPP Spring 2019 Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students = 42.6%</p> <p>English Learners: = 2.1%</p> <p>Socioeconomically Disadvantaged: = 42.7%</p> <p>Hispanic/Latino: = 42.7%</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American Students: n/a</p> <p>Students with Disabilities = 7.3%</p> <p>12th Grade August 2021 iReady Reading Assessment Percent of 12th Grade students:</p>	<p>11th Grade CAASPP Spring 2021 Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students = 44.2%</p> <p>English Learners = 8.3%</p> <p>Socioeconomically Disadvantaged = 44.5%</p> <p>Hispanic/Latino = 43.6%</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American Students: n/a</p> <p>Students with Disabilities = 4.8%</p> <p>12th Grade January 2022 iReady Reading Assessment</p>			<p>Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students = 54.2%</p> <p>English Learners = 18.3%</p> <p>Socioeconomically Disadvantaged = 54.5%</p> <p>Hispanic/Latino = 54.0%</p> <p>Foster Youth n/a</p> <p>Homeless Youth n/a</p> <p>Native American Students n/a</p> <p>Students with Disabilities = 14.8%</p> <p>12th Grade May 2024 iReady Reading Assessment Percent of 12th Grade students: At or above Grade Level = 24%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	At or above Grade Level = 10% One Grade Level Below = 10%	Percent of 12th Grade students: At or above Grade Level = 14% One Grade Level Below = 10%			One Grade Level Below = 20%
2d. Math Skills	9th Grade August 2021 iReady Math Assessment Percent of 9th Grade students: At or above Grade Level = 7% One Grade Level Below = 8%	9th Grade January 2022 iReady Math Assessment Percent of 9th Grade students: At or above Grade Level = 17% One Grade Level Below = 10%			9th Grade Spring 2024 iReady Math Assessment Percent of 9th Grade students: At or above Grade Level = 27% One Grade Level Below = 10%
	10th Grade August 2021 iReady Math Assessment Percent of 10th Grade students: At or above Grade Level = 1% One Grade Level Below = 12%	10th Grade January 2022 iReady Math Assessment Percent of 10th Grade students: At or above Grade Level = 2% One Grade Level Below = 16%			10th Grade Spring 2024 iReady Math Assessment Percent of 10th Grade students: At or above Grade Level = 2% One Grade Level Below = 16%
	11th Grade CAASPP Spring 2019	11th Grade CAASPP Spring 2021			11th Grade CAASPP Spring 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percentage of students meeting or exceeding standards on SBAC:</p> <p>Math: All Students = 15.5%</p> <p>English Learners: = 5.0%</p> <p>Socioeconomically Disadvantaged: = 15.4%</p> <p>Hispanic/Latino : = 15.5%</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American Students: n/a</p> <p>Students with Disabilities = 2.5%</p> <p>12th Grade August 2021 iReady Math Assessment Percent of 12th Grade students: At or above Grade Level = 1%</p>	<p>Percentage of students meeting or exceeding standards on SBAC:</p> <p>Math: All Students = 21.1%</p> <p>English Learners: = 11.4%</p> <p>Socioeconomically Disadvantaged: = 20.7%</p> <p>Hispanic/Latino : = 20.4%</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American Students: n/a</p> <p>Students with Disabilities = 0.0%</p> <p>12th Grade January 2022 iReady Math Assessment Percent of 12th Grade students: At or above Grade Level = 1%</p>			<p>Percentage of students meeting or exceeding standards on SBAC:</p> <p>Math: All Students = 21.1%</p> <p>English Learners: = 11.4%</p> <p>Socioeconomically Disadvantaged: = 20.7%</p> <p>Hispanic/Latino : = 20.4%</p> <p>Foster Youth: n/a</p> <p>Homeless Youth: n/a</p> <p>Native American Students: n/a</p> <p>Students with Disabilities = 0.0%</p> <p>12th Grade Spring 2024 iReady Math Assessment Percent of 12th Grade students: At or above Grade Level = 1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	One Grade Level Below = 7%	One Grade Level Below = 10%			One Grade Level Below = 20%
2e. EL progress (% of EL students improving 1 ELPAC Proficiency Level)	Percent of Designated English Language Learners that increased at least one Level based on language acquisition criteria: = 50.2%	Percent of Designated English Language Learners that increased at least one Level based on language acquisition criteria: = 50.2%			Percent of Designated English Language Learners that increased at least one Level based on language acquisition criteria: 60.2%
English Language Learner Progress on the ELPAC	2019 Summative ELPAC Scores for English Learner Progress:	2021 Summative ELPAC Scores for English Learner Progress:			2023-24 Summative ELPAC: Scores for English Learner Progress:
EL reclassification	Level 4 - Well Developed: 5% Level 3 - Moderately Developed: 26% Level 2 - Somewhat Developed: 32.3% Level 1 - Beginning Stage: 36.7% EL reclassification: 24.8%	Level 4 - Well Developed: 6.8% Level 3 - Moderately Developed: 32.2% Level 2 - Somewhat Developed: 38.9% Level 1 - Beginning Stage: 22.2% E. EL reclassification:			Level 4 - Well Developed: 6% Level 3 - Moderately Developed: 28% Level 2 - Somewhat Developed: 32.3% Level 1 - Beginning Stage: 33.7% EL reclassification: 28.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School	Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): January, 2021 Overall: Rated Good with 95.71% Restrooms: Rated Good with 94.45%	Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): December, 2021 Overall: Rated Good with 93.84% Restrooms: Rated Good with 92.86%			Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 95% Restrooms: Rated Good with 95%

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

DMHS continued to hold PLC meetings to look at Data. We held Staff Development that included looking at our current grading system and understanding how to use students' IEP's to guide instruction. Many goals had to be modified in our Plan due to COVID Restrictions.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Due to COVID we were forced to modify our plan. These modifications included modifying field trips and adding in extra services for teachers to meet and plan for students returning next year. Using money for subs was reallocated to purchase additional supplies needed.

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

Limited students were tested in CAASPP last year so the data is not truly valid to see the change ELA and Math. Distance learning severely affected the student population. Some thrived but many became disengaged and hard to reach. Suspensions increased this year due to the difficulty for students to return to school environment. Since the beginning of the year, the numbers have significantly decreased.

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.

Due to COVID we were forced to modify our plan. These modifications included modifying field trips and adding in extra services for teachers to meet and plan for students returning next year. Using money for subs was reallocated to purchase additional supplies needed.

Identified Need

An explanation of why the school has developed this goal and related actions.

- * A-G rate is significantly low (31.2% in 2020-21), and a full school team effort is needed to begin lifting the rate yearly.
- * Graduation rate is significantly low (73.8% in 2020-21), and a full school team effort is needed to begin lifting the rate yearly.
- * In English Language Arts, 44.2% of ALL 11th Grade students met/exceeded standard, as measured by the CAASPP test in the spring of 2021.
- * In Math, 21.1% of ALL 11th Grade students met/exceeded standard, as measured by the CAASPP test in the spring of 2021.
- * Only 50% of our EL students are moving one level forward over a school year.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
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.	Admin and Instructional Leadership Team	Bimonthly Instructional Leadership Team will meet with Professional Learning Team to deepen PLC conversations, data collection, and a focus on student learning outcomes.	Title I 3010 None Specified 2.1a 8,000.00
2	Literacy Focus - AVID and other Best Tier 1 Instructional Strategies	AVID Strategy, "Mark the Text", and Close Reading Strategy, "1st, 2nd, and 3rd Read" will be the reading strategy focus across all content areas. For writing, all content areas will use Claim, Evidence, Reasoning Structure to support	Administration and Literacy Team	1. Admin and Literacy Team meet with to plan trainings for the year by June 2nd, 2022. 2. Calendar Literacy	Title I 3010 None Specified 2.2a 20,137.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		student brief and essay writing.		trainings by September 1st, 2022. 3. Calendar and attend monthly Literacy Team meetings to discuss progress by September 1st, 2022.	
3	Math Focus - UCI Best Tier 1 Instructional Strategies	Math Team will continue to grow in the implementation of UCI Math Strategies to maximize student engagement and deepen the student's understanding of the mathematical practices. Provide Teachers with UCI Math Strategy Materials for high student engagement.	Administration and Math Team	1. Admin and Math Team meet with to plan trainings for the year by June 2nd, 2022. 2. Calendar Math trainings by September 1st, 2022. 3. Calendar and attend monthly Math Team meetings to discuss progress by September 1st, 2022.	Title I 3010 None Specified 2.3a 9,000.00 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.3b 6,000.00
4	PLC Focus Area	Continue with PLC's to look at Data and Inform Instruction. Continue to refine PLC Process by providing site based Professional Development focused in on PLC Best Practices.	Administration and Instructional Leadership Team	1. Admin meets with Department Chairs by May 30th, 2022 to plan PLC training. 2. Calendar PLC trainings for each department	Title I 3010 None Specified 2.4a 10,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>Provide opportunity for PLC leaders to attend Solution Tree PLC Workshops.</p> <p>Teachers will analyze and monitor assessment data to improve literacy and math skills through Best Tier 1 instruction and assessments and they will continue to implement Essential Standards, pacing guides, and critical thinking activities.</p> <p>This will be accomplished through creating regular opportunities for data analysis meetings, collaborative planning time, professional growth opportunities, and enhancing instructional capacity in order to address Literacy, Math, and English Language Development. Best practices will be incorporated, including commitment, accountability, and the use of district benchmark data and short cycle assessments.</p>		<p>throughout the year by September 3rd, 2022.</p> <p>3. Calendar additional PLC time for each department by September 3rd, 2022.</p>	
5	EL Support	ELD Teachers are looking to pilot new resources to help develop student language proficiencies. Staff development will	Administration and ELD Team	1. Admin meets with ELD Team by May 30, 2022 to plan PLC training.	Title I 3010 1000-1999: Certificated Personnel Salaries 2.5a 2,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>follow with piloted resource.</p> <p>All Designated English Learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELA/ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to build language proficiency in English.</p> <p>Provide subs for teachers to be coached and trained in strategies for ELs to implement SDAIE strategies for student success.</p>		<p>2. Calendar PLC trainings for each department throughout the year by September 3rd, 2022.</p> <p>3. Calendar additional PLC time for each department by September 3rd, 2022.</p>	
6	Students with Disabilities Support	<p>Staff Development on meeting the needs of Special Ed Students.</p> <p>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 are need support to create strategies for student success.</p>	Administration and Academic Coaches	<p>1. Admin meets with Special Ed Team by May 30, 2022 to plan PLC training.</p> <p>2. Calendar PLC trainings for each department throughout the year by September 3rd, 2022.</p> <p>3. Calendar additional PLC time for each department</p>	<p>Title I 3010 1000-1999: Certificated Personnel Salaries 2.6a 10,058.00</p> <p>LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.6b 2,942.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
				by September 3rd, 2022.	
7	AP Training and Support	<p>Advanced Training (AP) to ensure that higher level students are being taught at the level of rigor they need to continue growing.</p> <p>Provide extra services for teachers to take students to AP Training and provide support to students as needed after school.</p> <p>Pay for AP Teacher Conferences and subs.</p>	Administration and AP Teachers	<p>1. Meet with AP teachers to plan and calendar training needs by October 1st, 2022.</p> <p>2. Calendar and request subs for AP trainings by October 1st, 2022.</p>	<p>LCFF Supplemental/Concentration 0701 None Specified 2.7b 21,000.00</p>
8	Field Trips	Provide Field Trips for students to provide cultural awareness, access to the arts, leadership attributes, and a college bound culture.	Administration and Leadership Team	<p>1. Meet with Leadership Team to plan and calendar field trips by October 15th, 2022.</p> <p>2. Calendar and request transportation and subs for field trips.</p>	<p>LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2.8b 19,000.00</p>
9	SST Process Support	Provide sub coverage to implement a SST Process for students who are failing more than one class.	Administration and Counselors	<p>1. Create SST Team by June 2nd, 2022.</p> <p>2. Calendar SST meetings by September 1st, 2022.</p> <p>3. Request sub coverage by September 1st, 2022.</p>	<p>Title I 3010 1000-1999: Certificated Personnel Salaries 2.9a 5,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
				4. Evaluate SST process by October 20, 2022.	
10	Academic Counselor Support	<p>One of the most notable changes for DMHS Counselors is: School counselor caseloads will decrease significantly in school year 2022-23 by hiring a College and Career Specialist who will be taking the Puente Students as their caseload. At DMHS, there are approximately 350 Puente Students to support.</p> <p>The Academic Counselors will meet with every student on their caseload at least two times a year to check in and then reflect and plan for the following year. They will also work as a team to promote a strong College and Career planning future for all our students. They will ensure all their caseload students are A-G Eligible, on Track to Graduate, and are part of a program or pathway to help determine and guide future goals and plans.</p> <p>Also, through the A-G Grant funding, the Academic Counselors will have a classified assistant to help with</p>	Admin and Academic Counselors	<p>1. Admin meets with Counseling Team by May 30, 2022 to plan for finishing up this year strong.</p> <p>2. Calendar Counselor activities and events throughout the year by September 3rd, 2022.</p> <p>3. Calendar additional activities and events time for each by October 1st, 2022.</p>	<p>Title I 3010 2000-2999: Classified Personnel Salaries 2.10a 5,000.00</p> <p>LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.10b 10,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		communication, scheduling, data collection, and calendaring yearly events. Assistant will work closely with College and Career Specialist and Assistant to hold weekly events in the fall and other events and activities throughout the year.			
11	Career Center Advancing College and Career Culture and Planning	<p>We are excited to have our first ever Career Center at DMHS starting 2022-23. Under the direction of the principal, the Puente / College and Career Specialist is responsible to work with the high school academic counselors for coordinating a college and career readiness culture for all students. The Puente / College and Career Specialist will meet directly with Puente students to assist with academic and career planning and the college entry process including family workshops, college/career fair, college recruiting meetings during fall and spring, scholarship opportunities, and the financial aid process.</p> <p>Also, the Career Center will have a Classified Assistant. Under the direction of the</p>	Admin, Puente / College and Career Specialist, and Classified Assistant.	<ol style="list-style-type: none"> 1. Admin meets with Counseling Team by May 30, 2022 to plan for finishing up this year strong. 2. Calendar Counselor activities and events throughout the year by September 3rd, 2022. 3. Calendar additional activities and events time for each by October 1st, 2022. 	<p>Title I 3010 1000-1999: Certificated Personnel Salaries 2.11a 5,000.00</p> <p>LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 2.11b 10,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		principal, the Puente / College and Career Assistant will work alongside the Specialist and the high school academic counselors for coordinating a college and career readiness culture. They will assist the Puente / College and Career Specialist and Assistant Principal Career Technical Education in meeting directly with Puente and other students to monitor academic and career planning and the college entry process including family workshops, college/career fair, college and career recruiting meetings during fall and spring, scholarship opportunities, and the financial aid process.			
12	Supplemental Materials	Provide supplemental materials for supplies for students in ART, PE, Science, and Band	Administration and Instructional Leadership Team	<p>1. Meet with Leadership Team to discuss Department needs by June 2nd, 2022.</p> <p>2. Place orders for each department by June 30th, 2022.</p>	<p>Title I 3010 4000-4999: Books And Supplies 2.12a 15,000.00</p> <p>LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.12b 52,800</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
13	Teacher Stipends	Pay for stipends for student centered Activities: Geometric Fair, Authors Fair, Science Fair, Social Studies Day and other Activities which require after school time and are covered through a stipend in the teacher contract.	Administration and Instructional Leadership Team	<ol style="list-style-type: none"> 1. Send out a Google doc listing all available stipends for next year by May 30th, 2022. 2. Meet with Leadership Team to discuss and plan for each event by September 30th, 2022. 3. Identify and Board approve each teacher by October 10th, 2022. 	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.13b 5,000.00
14	Classified Staff Extra Services	Extra Services or over time for Classified staff for Back to School Night, Parent Conference School Site Council, After School Parent Meetings.	Administration	<ol style="list-style-type: none"> 1. Send out a Google doc listing all available opportunities by May 30th, 2022. 2. Discuss with Classified Staff at monthly staff meetings to plan for the year by August 17th, 2022. 	Title I 3010 2000-2999: Classified Personnel Salaries 2.14a 5,000.00
15	PBIS App and Materials	Deepen the use of PBIS Rewards App to motivate high levels of student respect, responsibility, and attendance. Staff will	Administration and Transformational Leadership Team	<ol style="list-style-type: none"> 1. Admin to meet with Transformational Justice 	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		use Transformational Justice Model to maximize student learning outcomes within the classroom, 2.15a Title I - PBIS and Agendas 2.15b LCFF All other student celebrations throughout the school year.		Team by May 30, 2022. 2. Order and purchase agendas for the 2022-23 school year by May 15, 2022.	2.15b 12,000.00
16	Administrative Instructional Leadership	<p>First and Foremost, the Administrative Team are the Instructional Leaders on campus. Each member of the Team will head up one to two content areas to ensure high expectations, rigor, literacy, and assessments are of high quality to maximize student learning outcomes. They will provide weekly feedback to their supported content areas teams.</p> <p>Principal of DMHS will be the Instructional Leader of ELA, ELD, and Math Teams. These Teams are focal points for student attaining College and Career Readiness. Principal will provide weekly feedback to their supported content areas teams.</p> <p>Principals will provide Teams with times of Celebrations and</p>	Weekly - Every Teacher Every Week Connectedness	Admin will provide weekly feedback to content teams, provide support during PLC time, and review data to ensure student learning is moving forward.	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.16b 5,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		"Shout Outs" as Teams Move Forward.			
17	Intervention	Ensure that all students have the opportunity to meet A-G requirements by creating intervention systems in all curricular areas. Provide opportunities for staff to monitor data and create the programs throughout the year.	Intervention Teams	<ol style="list-style-type: none"> Admin provide feedback. I Ready scores improvement 	Title I 3010 1000-1999: Certificated Personnel Salaries 2.17a 10,000

Goals and Actions

Goal

LCAP Goal #	Description
3	CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

SPSA Goal 3

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey - Family Responses focused on engagement:	Panorama Survey - 2019-2020 Family Responses focused on Engagement: I feel welcome to participate at this school.- % Responded Favorably	Panorama Survey - 2020-2021 Family Responses focused on Engagement: I feel welcome to participate at this school.- % Responded Favorably			Panorama Survey - 2023-2024 Family Responses focused on Engagement: I feel welcome to participate at this school.- % Responded Favorably
	School staff treats me with respect.- % Responded Favorably	School staff treats me with respect.- % Responded Favorably			School staff treats me with respect.- % Responded Favorably

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School staff takes my concerns seriously.- % Responded Favorably	School staff takes my concerns seriously.- % Responded Favorably			School staff takes my concerns seriously.- % Responded Favorably
	School staff welcomes my suggestions.- % Responded Favorably	School staff welcomes my suggestions.- % Responded Favorably			School staff welcomes my suggestions.- % Responded Favorably
	School staff responds to my needs in a timely manner.- % Responded Favorably	School staff responds to my needs in a timely manner.- % Responded Favorably			School staff responds to my needs in a timely manner.- % Responded Favorably
	School staff is helpful.- % Responded Favorably	School staff is helpful.- % Responded Favorably			School staff is helpful.- % Responded Favorably
	My child's background (race, ethnicity, religion, economic status) is valued at this school.- % Responded Favorably	My child's background (race, ethnicity, religion, economic status) is valued at this school.- % Responded Favorably			My child's background (race, ethnicity, religion, economic status) is valued at this school.- % Responded Favorably
Attendance at Back To School Night	Attendance at Back To School Night 2019 = 85% of the parents attended	Attendance at Back To School Night 2020 = 30% of the parents attended (Virtual)			Attendance at Back To School Night 2023 = 90% of our parents attend

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at Parent Liaison Workshops	Attendance at Parent Liaison Workshops 2019-2020 = a total of 24 parents attended three workshops prior to the school being close due to COVID.	Attendance at Parent Liaison Workshops 2020-2021 (Virtual) = A total of 15 parents for the 3 Virtual Workshops offered			Attendance at Parent Liaison Workshops 2023-2024 = 100 parents and 5 Workshops.
Attendance at Coffee with the Principal	Attendance at Coffee with the Principal 2019-2020 = a total of 31 Parents attended 4 meetings prior to school being closed due to COVID.	Attendance at Coffee with the Principal 2020-2021 (Virtual) = a total of 30 Parents attended 4 virtual meetings.			Attendance at Coffee with the Principal 2023-2024 = 6 meetings 100 parents
Attendance at ELAC Meetings	Attendance at ELAC Meetings 2019-2020 = Only ELAC elected officers attended these meetings - 5 parents.	Attendance at ELAC Meetings 2020-2021 =. Only ELAC elected officers attended these meetings virtually this year - 5 Parents. (Virtual)			Attendance at ELAC Meetings 2023-2024 = Increase to 50 parents attending ELAC meetings throughout the year.

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Due to Covid Health Restrictions, we could not have parents on campus this year. Administration, Teachers, and our Parent Liaison were able to support our families through multiple Zoom sessions, but high levels of engagement and connections were difficult to build this year.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Last year our Parent Liaison was not able to work as much so we used the funds to begin building a better Parent Center by purchasing computers and supplies for the parent center so it would be ready for when we return.

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

The Covid Health Restrictions, hindered our growth in the area of Parent Engagement. We could not have parents on campus this year, but Administration, Teachers, and our Parent Liaison were able to support our families through multiple Zoom sessions, but high levels of engagement and connections were difficult to build this year.

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 added more funds for parents to be trained in PBIS and Transformational Learning so they can understand the why of what we are doing and learn how to help their children at home if needed.

Identified Need

An explanation of why the school has developed this goal and related actions.

We are working towards building student/ staff and staff/parent relationships through Transformational Learning, PBIS, And Restorative Justice. We will continue working with our parent Liaison to work with parents to provide information in a timely manner, answer questions, and build relationships with after school events, and to use the Parent Center as a tool to bring parents to campus. All of this will help us decrease the suspension rate and increase attendance and graduation rate.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Parent Liaison Support	Pay extra hours for Parent Liaison to contact parents and provide professional	Admin and Parent Liaison	1. Admin and Parent Liaison meet to plan Parent	Title I 3010 2000-2999: Classified Personnel Salaries 3.1a

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		development and increase communication between school and home.		<p>contacts and meetings for the year by June 2nd, 2022.</p> <p>2. Calendar parent meetings by September 1st, 2022.</p> <p>3. Calendar and attend monthly Parent meetings and discuss progress by September 30, 2022.</p>	3,000.00
2	Community Involvement Support	Provide Instructional Materials for Parent Center.	Admin and Parent Liaison	Meet by June 1, 2022 to determine need for Parent Center.	Title I 3010 4000-4999: Books And Supplies 3.2a 2,000.00
3	Parent Engagement Support	Custodial overtime for Saturday meetings. THIS COST CANNOT BE CHARGED TO TITLE I	Admin	Meet with Parent Liaison to plan schedule by June 1, 2022	Title I 3010 2000-2999: Classified Personnel Salaries 3.3a 2,000.00
4	Community Involvement Support	Pay for Postage for parent contact.	Admin	Set budget aside by July 1, 2022	Title I 3010 5000-5999: Services And Other Operating Expenditures 3.4a 2,000.00
5	Community Involvement Support	Printing costs for Communication home between parents and school.	Admin	Set budget aside by July 1, 2022	Title I 3010 5000-5999: Services And Other Operating Expenditures 3.5a 2,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
6	Community Involvement Support	Provide opportunity for parents to be trained in Strategies for English Learners, PLC Process, and PBIS	Admin and Parent Liaison	<p>1. Admin and Parent Liaison meet to plan Parent contacts and meetings for the year by June 2nd, 2022.</p> <p>2. Calendar parent meetings by September 1st, 2022.</p> <p>3. Calendar and attend monthly Parent meetings and discuss progress by September 30, 2022.</p>	Title I 3010 5000-5999: Services And Other Operating Expenditures 3.6a 1,254.00

District Funded Site-Based Services

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:				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Licenses for standards-based tutorials for middle and high school in-class intervention M.S., H.S.	August, 2022 - June, 2023	Licenses for standards-based tutorials for middle and high school in-class intervention	4000-4999: Books And Supplies	Title I
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Math intervention - online resources K-12	August, 2022 - June, 2023	Instructional Materials - Math intervention - online resources	4000-4999: Books And Supplies	Title I
Title I Staffing 6 Instructional Specialists - certificated (100%)/ TOSAs K-12	August, 2022 - June, 2023	Instructional Specialist	1000-1999: Certificated Personnel Salaries	Title I

School Goal #1:

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title I SEL/Blended Model Latino Commission Counseling - Social Emotional Counseling	August, 2022 - June, 2023	Social Emotional Counseling	5800: Professional/Consulting Services And Operating Expenditures	Title I
LCFF Staffing 10 Secondary Assistant Principals - M.S., H.S.	August, 2022 - June, 2023	Assistant Administrators	1000- 1999: Certificated Personnel Salaries	LCFF
LCFF Staffing Riverside County Office of Education (RCOE) contract for 7 - Career Technical Education Teachers - enables CVUSD to provide a broader range and increased number of CTE Courses and Pathways - H.S.	August, 2022 - June, 2023	RCOE CTE Teachers	5800: Professional/Consulting Services And Operating Expenditures	LCFF
LCFF Staffing Middle School & High School CTE Teachers	August, 2022 - June, 2023	Middle School & High School CTE Teachers	1000- 1999: Certificated Personnel Salaries	LCFF

School Goal #1:

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
LCFF Staffing 14 Counselor Salaries TK-12	August, 2022 - June, 2023	Counselor salaries 5800: Professional/Consulting Services And Operating Expenditures		LCFF
LCFF SEL/Blended Model 21 PBIS/ Restorative Justice Lead Stipends (\$2,500 stipend each) TK-12	August, 2022 - June, 2023	PBIS/RJ Lead Stipends 1000-1999: Certificated Personnel Salaries		LCFF
Title IV SEL/Blended Model Restorative Justice (subs, materials, contracts, PD) TK-12	August, 2022 - June, 2023	RJ Implementation 5800: Professional/Consulting Services And Operating Expenditures		
Title IV SEL/Blended Model PBIS Stipends, subs, materials, contracts, PD - TK-12	August, 2022 - June, 2023	PBIS Implementation 5800: Professional/Consulting Services And Operating Expenditures		
Title IV SEL/Blended Model Transformational Learning Activities - TK-12	August, 2022 - June, 2023	TL Implementation 5000-5999: Services And Other Operating Expenditures		

School Goal #1:				
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date			

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.

Of the four following options, please select the one that describes this school site.

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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	\$190,800.00
Title I 3010	\$116,449.00

Subtotal of state or local funds included for this school: \$307,249.00

Total of federal, state, and/or local funds for this school: \$307,249.00

Recommendation and Assurances

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on 05-05-22.

Attested:




Principal, Alma Gonzalez on 06-02-22

SSC Chairperson, Israel Piza on 06-03-22

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

Name of Members	Role
Alma Gonzalez	Principal
Carla Marks-Rizya alternate	Other School Staff
Alanna Macdhubain	Classroom Teacher
Lori Ott	Classroom Teacher
Esmeralda Chavez	Classroom Teacher
Maria Castaneda	Parent or Community Member
Leticia Ramirez	Parent or Community Member
Israel Piza Guerrero	Parent or Community Member
Elizabeth Tabarez	Parent or Community Member
Angel Ramirez	Secondary Student

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.