



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Palm Springs High School
<b>Address</b>	2401 East Baristo Road Palm Springs, CA 92262
<b>County-District-School (CDS) Code</b>	33-67173-3335130
<b>Principal</b>	Michael Ventura

<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2024 - 6/30/2025
<b>Schoolsite Council (SSC) Approval Date</b>	September 24, 2024
<b>Local Board Approval Date</b>	December 17, 2024

This certifies that updates to my SPSA are completed

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Purpose and Description..... 6
- Educational Partner Involvement ..... 6
- Resource Inequities ..... 10
  - Needs Assessment – Review of Performance ..... 10
  - Reflections: Success ..... 11
  - Reflections: Identified Need ..... 12
- School and Student Performance Data ..... 14
  - Student Enrollment..... 14
  - Student Population ..... 16
  - Overall Performance ..... 18
  - Academic Performance ..... 20
  - Conditions & Climate..... 29
- Annual Review and Update ..... 32
  - Goal 1 – Increased Academic Achievement ..... 32
  - Goal 2 – Parent Engagement..... 46
  - Goal 3 – Safe and Healthy Learning Environment..... 49
- Goals, Strategies, & Proposed Expenditures..... 53
  - Goal 1..... 53
  - Goal 2..... 72
  - Goal 3..... 75
- Centralized Services for Planned Improvements in Student Performance ..... 79
- Budget Summary and Consolidation ..... 81
  - Budget Summary ..... 81
  - Allocations by Funding Source..... 81
  - Other Federal, State, and Local Funds ..... 81
  - Expenditures by Funding Source ..... 82
  - Expenditures by Budget Reference ..... 83
  - Expenditures by Budget Reference and Funding Source ..... 84
- School Site Council Membership ..... 85
- Recommendations and Assurances ..... 86
- Title I and LCFF Funded Program Evaluation ..... 87
- Instructions..... 94

Instructions: Linked Table of Contents.....94  
Purpose and Description.....94  
Educational Partner Involvement .....95  
Resource Inequities .....95  
Goals, Strategies, Expenditures, & Annual Review .....95  
Annual Review .....97  
Budget Summary .....97  
Appendix A: Plan Requirements .....99  
Appendix B:.....101  
Appendix C: Select State and Federal Programs .....103

# School Vision and Mission

## PSHS Vision and Mission Statement

Palm Springs High School is a traditional American public high school striving to maximize

- our overall graduation rate, and
- the number of students achieving the A-G University of California subject requirements.

We offer a number of specialized programs designed to meet the learning needs of a diverse student body, including an internationally renowned music and drama program, high-achieving athletic programs, and a California Partnership Academy in the health. We also strive to keep our students engaged through a vast array of extracurricular athletics and other activities.

The school's purpose is reflected by the mission statement, drafted with input from the entire faculty and aligned with the mission statement of Palm Springs Unified School District.

The mission statement reads, "Palm Springs High School is committed to preparing our students to be productive, responsible individuals and lifelong learners by providing for their intellectual, cultural, and career development."

## School Profile

Palm Springs High School, home of the Indians, opened its doors to the community in 1938. Throughout its history, it has experienced numerous changes and substantial growth. Today, Palm Springs High School offers a comprehensive high school program to approximately 1500 students and 75 faculty members to serve them. The school is situated on a 52-acre site, serving the communities of both Palm Springs and North Palm Springs. The school reflects a diverse population, which includes Caucasian, Hispanic, African American, Filipino and other Asian groups. The ethnic balance of Palm Springs High School is as follows: 70% Hispanic, 13% Caucasian, 7% African American, and 10% other with 100% of the students receiving free or reduced lunch in the 2023-24 school year. Throughout its history, Palm Springs High School has maintained its commitment to the pursuit of academic excellence providing a widely diversified educational base spanning the spectrum of vocational to dual enrollment courses and advanced placement offerings. The high school received a six-year accreditation in March of 2019 from the Western Association of Schools and Colleges (WASC) and with an additional mid-cycle visit in November of 2021 granting accreditation through June 2025. Every student is provided with a strong academic curriculum focused on preparing for careers and fostering lifelong learning. Students can elect a rigorous course of study as freshmen by enrolling in the Honors classes offered in English, science, and mathematics and then continue their studies from among the seventeen Advanced Placement courses offered as well as the seven dual enrollment courses offered in conjunction with the College of the Desert. Students can choose from various career pathways such as welding, business, video/film production, or health services, alongside participating in the Linked Learning and California Partnership Academy, PALM. Students can participate in competitive sports, extracurricular activities, club membership, or student leadership. They can receive specialized certification, complete college accredited classes or participate in internships. PSHS offers something of interest for all academic and career endeavors. Palm Springs High School is committed to preparing our students to be productive, responsible citizens and lifelong learners, by providing for their intellectual, cultural and career development.

Palm Springs High School teaches standards-aligned, state-adopted curriculum using pacing guides that have been cooperatively developed by Palm Springs High School teachers, other district high school teachers, and PSUSD office personnel.

In addition to mainstreaming special education students in college preparation (CP) and honors classes with instructional aide support, special education instruction may also occur within a collaborative service delivery model that reflects content and performance standards and ensures access to the core curriculum for all students. Students are then grouped for instructional purposes according to their assessed performance. Following a variety of assessment strategies and tools, students receive reading and/or mathematics instruction at their ability level utilizing a variety of service delivery models including small group instruction, collaboration, and a variety of instructional strategies (Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.). Identified special education services are delivered through pull out programs or within the regular education classes through classroom support and/or consultation from special education personnel.

The School Plan for Student Achievement is updated annually by the PSHS School Site Council. Our school will evaluate the effectiveness of our SPSA as our SSC and other leadership groups have had the opportunity to review all student achievement data. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

# 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
- ☑ African American

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.

Palm Springs High School Site Council (SSC) meets regularly during the school year to review and update the school plan, including proposed expenditures of Title I and LCFF funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative and summative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. Palm Springs High's School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

In August/September of each year we hold elections for vacant Council Representative positions. Elections are held per the rules outlined in the By-Laws. Parent Representative vacancy notices are sent out via Blackboard notification to all PSHS parents. An official notice is also posted in the office on the Community Bulletin Board located across from the Attendance Office. Parents are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified, another Blackboard notice is sent with the candidate names and notification of the voting process which takes place online via Google form starting at Back to School Night (September) and for 3 days after. Teacher and Other Staff Representative vacancy notices are sent out to all staff via email. Staff are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an email is sent out to all staff notifying them of the candidates and asking them to vote online via Google form. Student Representative vacancy notices are sent out to the student body via INN (Indian News Network) and Blackboard notices. Students are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an online ballot is created on the PSHS website so students can vote for their Student Representative. Once the council is set we have our first meeting and schedule later meetings. Detailed minutes are kept for each meeting and uploaded into DTS in English and Spanish.

2023-24

School Site Council meeting dates were as follows: All meetings are held at 4:00pm via Zoom. This year's elections opened on 8/14/2023 and closed on 9/1/2023.

Mandatory Council Training - Various Dates in September based on when members can attend. All attended.

September 25th, 2023

Council Member Introductions  
Public Comments

Review and approval of May 3rd, 2023 meeting minutes as presented.

i. Motion to approve May 3rd, 2023 meeting minutes as presented.

Review of current 2023-24 Title 1 and LCAP expenditures (SPSA).

Uniform Complaint Procedure (Handout)

Parent Engagement Policy (Handout)

Parent Student Compact (Handout)

School Site Council by Laws (Handout)

Data Review

? 2022-23 CAASP Results (Ms. Hunt)

? 2022-23 ELPAC Results (Ms. Ramirez)  
? 2022-23 Graduation Rate/Mission Graduate (Mr. Ventura)  
? Attendance (Ms. Rivera)  
? Discipline (Ms. Rivera)  
? MTSS Debrief (Ms. Rivera)  
Site ELAC Review (Ms. Ramirez)  
Selection of 2023-24 Chairperson, Vice Chairperson and Secretary  
Schedule Meeting Dates for the 2023-24 School Year  
? Proposed Dates: December 11th, February 26th, April 29th. All meetings will be held at 4:00pm via Zoom  
? 2023-24 SPSA Revisions due by 10/13/23 Final Hard Copy due 10/27/23  
? 2024-25 SPSA due by 5/3/23 Final Hard Copy due 5/17/23  
Adjournment

November 16th, 2023  
Call Meeting to Order  
Public Comments (3 minutes maximum per commenter)  
Review and approval of September 25th, 2023 meeting minutes as presented.  
i. Motion to approve September 25th, 2023 meeting minutes as presented.  
Additional Title 1 Allocation funding (Title 1 and Title 1 Parent Engagement)  
i. Motion to approve Additional Title 1 and Title 1 Parent Engagement funding as presented.  
Review of current 2023-24 Title 1 and LCAP expenditures (SPSA).  
Data Review (End of 2022-23 and Opening of 2023-24)  
? STAR Update (Mr. Ventura)  
? Attendance/Chronic Absenteeism (Ms. Rivera)  
? Discipline/Suspension Rates (Ms. Rivera)  
Adjournment

February 26th, 2024  
Call Meeting to Order  
Public Comments (3 minutes maximum per commenter)  
Review and approval of November 16th, 2023 meeting minutes as presented.  
i. Motion to approve November 16th, 2023 meeting minutes as presented.  
Review of current 2023-24 Title 1 and LCAP expenditures (SPSA). PSTA & Teamster Increases  
WASC Visit – February 2025  
DATA Review  
? ELPAC Update  
? Discipline Data Review  
? Attendance Data Review  
? Panorama Survey  
Next Meeting April 29th, 2024 at 4:00pm  
Adjournment

April 29th, 2024  
Public Comments  
Review and approval of February 26th, 2024 meeting minutes as presented.  
? Motion to approve February 26th, 2024 meeting minutes as presented.  
PSUSD Local Control Accountability Plan School Site Council Input Session  
Review of current 2023--24 Title 1 and LCAP expenditures.  
Review of Proposed 2024-24 SPSA  
? Motion to approve Proposed 2024-25 SPSA as presented.  
Data Review  
? Attendance (Rivera)  
? Discipline (Rivera)  
Adjournment

2024-25 School Year  
Title 1 Parent Meeting/BTSN  
9/4/24  
Spanish session at 5:00pm via Zoom  
English session at 5:00pm via Zoom as a part of Back-to-School Night.  
Sent out via Parent Square Online Notification System on by Maria Hernandez.

September 24th, 2024

- 1) Call Meeting to Order
- 2) Council Member Introductions
- 3) Public Comments (Maximum of 3 commenters. Three minutes maximum per commenter.)
- 4) Review and approval of April 30th, 2024 meeting minutes as presented.
  - i. Motion to approve April 30th, 2024 meeting minutes as presented.
- 5) Review of current 2024-25 Title 1 and LCAP expenditures (SPSA) Patricia Warren
- 6) Allocation of Additional Title 1 Funding and Title 1 Parent Engagement Funding
  - i. Motion to approve allocation of additional Title 1 and Title 1 Parent Engagement Funding as presented.
- 7) Uniform Complaint Procedure (Handout) (Michael Ventura)
- 8) Parent Engagement Policy (Handout) (Michael Ventura)
- 9) Parent Student Compact (Handout) (Michael Ventura)
- 10) School Site Council by Laws (Handout) (Michael Ventura)
- 11) Data Review
  - ? 2023-24 CAASP Results (Michael Ventura)
  - ? 2023-24 ELPAC Results (Salam Ramirez)
  - ? 2023-24 Graduation Rate/Mission Graduate (Michael Ventura)
  - ? Attendance (Art Sanchez)
  - ? Discipline (Ruby Rivera)
- 12) MTSS Debrief (Deb Cormier)
- 13) Site ELAC Review (Art Sanchez)
- 14) Selection of 2024-25 Chairperson, Vice Chairperson and Secretary
- 15) Schedule Meeting Dates for the 2024-25 School Year
  - ? Proposed Dates: December 11th, February 26th, April 23rd. All meetings will be held at 4:00pm via Zoom
  - ? 2024-25 SPSA Revisions due by 10/11/24 Final Hard Copy due 10/25/24
  - ? 2024-25 SPSA due by 5/2/25 Final Hard Copy due 5/16/25
- 16) Adjournment

#### 2024-25 SSC Election Information

##### Parent Vacancies (3)

Posting of Vacancies: Interest Flier sent out to all PSHS Parents/Guardians via Parent Square Online Notification System on 8/19/24 in English and Spanish noting position vacancy and closing of nominations on 8/26/24 at 3:00pm.

Posting of Election Notice in English and Spanish on [www.pshs.us](http://www.pshs.us).

Parent Candidates: Deadline for nominations 8/26/24 at 3:00pm

Elections: Open Elections start on 8/27/24 by Parent Square Online Notification System email sent to all PSHS Parents/Guardians afternoon of 8/27/24 with link to Google Forms ballot.

Close of Voting: 9/3/24 3:00pm

Ballot Counting: Google Forms Report

##### Interested Candidates:

- Sandra Lindblom - My name is Sandy. I have lived in Palm Springs since the late 60's. I believe in community and have volunteered for a local family focused nonprofit for 11 years. I would love to be considered for PSHS School Site Council.
- Bryan Stephens - I'm Bryan E. Stephens, affectionately known as Coach BE, and I'm eager to contribute to Palm Springs High School's School Site Council. Having had one child graduate from the school and currently with a sophomore enrolled, I'm deeply familiar with the staff and the vibrant community. With six years of experience working at the school, I've built strong connections and am passionate about supporting the school's mission. My extensive background in youth development and mentorship makes me a valuable asset to the council.
- Jay Whittier - I have two sons attending Palm Springs High School. I have been working in the information technology industry for more than 3 decades and have a good understanding of the curricula needed to prepare students for information technology majors in College and beyond for work in the evolving information technology sector (Cloud computing, AI, Blockchain, etc.).

Election RESULTS: Ms. Sandra Lindblom, Mr. Bryan Stephens, Mr. Jay Whittier

Mandatory Trainings: 9/4, 9/11, 9/18, 9/25

##### Student Vacancies (3)

Via Student email on 8/19/24. Three (3) vacancies. Deadline for interested candidates to submit nomination 8/26/24 at 3:00pm.

Student voting on-line starts 8/27/24 via email sent out to all students and ends 9/3/24 at 3:00pm.

##### Interested Candidates:



- Write In
- Alanna Carmin 10th grade
- Susan Hernandez Orellana 12th grade
- Mya Medina 10th grade
- Steven Luna 9th grade
- Stephanie Lopez 11th grade
- Avyana McNeal 12th grade
- Italy Acosta 11th grade
- Joseph Manjarrez 11th grade
- Leslie Medina Comejo 12th grade
- Brittanie Ilustrisimo 9th grade
- Ketzia Santos Patricio 9th grade
- Sian Bevins 11th grade

Election RESULTS: Stephanie Lopez, Italy Acosta, Leslie Medina Comejo

#### Classroom Teacher Vacancies (2)

Email sent to classroom teachers 8/19/24 Two (2) vacancies. Deadline for interested candidates to submit their nomination 8/26/24 at 3:00pm. Teacher voting on-line starts 8/27/24 and runs through 9/3/24 at 3:00pm via the email link sent out.

Interested Candidates:

- Write In
- Veronica Silva - Science
- Peter Nash – Special Ed
- Erik Cross - Science

Election RESULTS: Mr. Erik Cross & Ms. Veronica Silva

#### Non Classroom Teacher Vacancies (2)

Email sent to non-classroom teachers 8/19/24 Two (2) vacancies. Deadline for interested candidates to submit their nomination 8/26/24 at 3:00pm. Teacher voting on-line starts 8/27/24 and runs through 9/3/24 at 3:00pm via the email link sent out.

Interested Candidates:

- Write In
- Patricia Warren – Administrative Secretary
- Anne Hebert - Librarian

Election RESULTS: Ms. Patricia Warren & Ms. Anne Hebert

#### 2023--24 ELAC

ELAC Meetings were as follows:

November 7th, 2023

New Business

What is ELAC?

ELAC Meeting Schedule

Legal Requirements

April 12th, 2024

Minutes approval

DELAC Update

Reclassification

Parent Involvement

STAR TEST

ELAC items were discussed at the following SSC meetings:

September 25th, 2023 - ELPAC 2022-23 Results and Site ELAC Review

February 26th, 2024 - Site ELPAC update.

Kings & Queens groups and interventions were discussed at September 26th, 2023 meeting along with African American student testing data.

PSHS Leadership meets monthly at 7:45am to review departmental needs assessments, resource inequities, upcoming assessments and budget review. 2023-24 Leadership Dates:

August 7th, 2023

September 5th, 2023  
October 3rd, 2023  
November 7th, 2023  
December 5th, 2023  
February 13th, 2024  
March 5th, 2024  
April 9th, 2024  
May 1st, 2024 - All day Leadership Team Meeting  
May 7th, 2024

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input the SSC recommended the following revisions to the SPSA: We will provide more opportunities for parents to get involved and being flexible when scheduling events that address the parents/students' schedules. At upcoming SSC meetings, we will present information from ELAC to address the needs of our English Learner (EL) students. Additionally, we will discuss the extra supports necessary to better serve our African American students.

## Resource Inequities

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

Previously, PSHS lacked enough support provided to our African American students. The Kings and Queens Circle, along with JASI, are groups that have been created which aim to provide African American students with a platform for engaging with community members, fostering relationships, and developing leadership skills. The MTSS school counselor will continue to establish a network and supportive outlet specifically tailored for African American students while helping to foster a sense of belonging and engagement in various school activities such as athletics, performing arts, visual arts, AVID, PALM, ABLE, Welding, and other programs. This effort aims to enhance their sense of belonging and engagement while maintaining their academic progress. By fostering a strong connection between African American students and PSHS, we anticipate a reduction in suspensions through the provision of mentoring opportunities and continuous support.

Intervention and recovery classes will continue in math and science with added recovery classes for ELA and social science. Based on 2023 CA School Dashboard results, our EL students scored 76.5 points below standard in ELA, a decline of 15.4 points, and 195.3 points below standard in math, a decline of 19.4 points. Because of this decrease, there will be an additional emphasis on enhancing the academic performance of EL students.

As we work toward achieving Planned Improvement Goal #2—enhancing family engagement—we've recognized that the funds allocated for this purpose, which have increased by \$805, have not been utilized to their full potential. To address this, we are partnering with the Family Engagement Center to develop innovative strategies that will ensure more effective use of these resources. Our aim is to make sure that all families benefit from the increased funding, leading to stronger engagement across the board.

In addition, a parent meeting will be held to discuss our WASC visit. The FACES coordinator will focus on engaging African American families, ensuring their representation at this meeting. The coordinator will also highlight various supports and resources available to benefit all families.

PSHS has launched the Majorette Club, aimed at supporting African American students with connections to Historically Black Colleges and Universities (HBCUs), promoting cultural pride and a sense of community. The Peer PLUS group will continue to play a key role in supporting restorative practices. Additionally, PSHS has opened a Wellness Center to help reduce stress and address discipline issues by providing students with a supportive space for emotional and mental well-being.

## Needs Assessment – Review of Performance

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

## Reflections: Success

We continue to see an increase in University of California A-G completion rates. The rate for the class of 2019 was 61.5%. The rate dropped during the first Covid year to 51.5% for the class 2020 and then rose to 70% for class of 2021. With Governor Newsom's Assembly Bill 104, we were able to offer grade changes for the 2020-2021 school year, which means we had an opportunity to increase our A-G rate. Aside from the 2021 rate, we continued to see growth with the class of 2022 at a rate of 62.5% and the class of 2023 at a rate of 66.2%. Our Hispanic students went from 57.4% for the class of 2019 to 58.6% for the class of 2022 and increased again in 2023 to 64.8%. Our English Learner students went from 32.6% for the class of 2019 to 40.8% for the class of 2022 and an increase for the class of 2023 at 44.0%. The district A-G averages for the same classes are as follows: 2019 – 48.2%, 2020 – 42.9%, 2021 – 49.9%, 2022 – 45.4%, 2023 – 47.5%. The Riverside County data is as follows: 2019 – 49.8%, 2022 – 47.8%, and 2023 – 50.0%.

For Advanced Placement (AP) courses, we continue to increase participation and pass rates. In 2020-2021, 42.1% of students taking at least one AP exam scored a 3 or higher. For the school year 2021-2022, the rate was 49.8%, an increase of 7.7%. Our African American students increased their rate from 5.9% in 2020-2021 to 9.1% in 2021-2022. And our Hispanic students increased their rate from 40.4% for 2020-2021 to 50.8% for 2021-2022. During the 2020-2021 school year, participation rates peaked with 354 students taking at least one AP exam. This figure slightly declined in the subsequent year, 2021-2022, with 311 students participating. However, participation rebounded in 2022-2023, reaching 339 students. Moreover, the percentage of all students passing with a score of 3 or higher also increased to 57.8%.

Our graduation rates pre-covid were continuing to rise with a 96.5% schoolwide graduation rate for the school year 2018-2019. 100% of our African American students graduated, along with 95.5% of our Hispanic students. The English Language learner rate was 88.5%, the homeless rate was 97.3%, the students with disabilities rate was 86.75%, and the socioeconomically disadvantaged student rate was 96.4%. Post-covid graduation rates declined, with an overall graduation rate of 94.8% for the class of 2021-2022. However, our African American students maintained their graduation rate of 100% and our Hispanic students increased their rate to 96.1%. All other subgroups saw a decline in graduation rates. The class of 2022-2023 increased the overall graduation rate to 96.2% with English Language learners increasing to 86.4%, homeless increasing 8.4%, and Hispanic students maintaining. In the graduating class of 2018-2019, 4.8% of seniors received a seal of biliteracy. The percentage rose to 26.1% for the graduating class of 2021-2022, and further increased to 30.7% for the class of 2022-2023.

PSHS has continued to work to improve CAASPP scores in both ELA and math. The post-COVID period presented challenges with students returning to campus, resulting in a 20-point decrease in ELA scores this past year. However, the overall scores continue to be 18.2 points above standard, with African American students showing an increase of 10.3 points. Math scores increased 5 points overall, with African American students increasing their overall score by 19.3 points.

Our overall suspension rates increased from 4.1% in 2018-2019 to 6.2% in 2021-2022, before dropping to 5.8% in 2022-2023. Notably, suspensions for Hispanic students decreased from 6.9% to 5.8%. Additionally, there was a reduction in suspensions for homeless students by 1.9%, and students with disabilities by 2.1%.

Three key progress areas PSHS is proud of is the continued increase in graduation rates, A-G UC completion rates, and a decrease in suspensions. We are proud of our school culture and the staff who are willing to provide support for our students.

PSHS is facing mixed outcomes. The A-G completion rate has declined to 63.42%, down from 66.2% for the class of 2023, highlighting challenges in maintaining progress. Conversely, AP participation has increased to 398 students, with the passing rate for African American students rising to 17.6%, indicating improved equity in access to advanced courses.

CAASPP scores have decreased across all areas. It will be essential to analyze this decline and implement targeted interventions in ELA and math.

While suspension rates remain high for African American students (4% at the start of the 24-25 school year), there are positive trends with reductions in suspensions for Hispanic (0.4% from 2.7%) and English Learner (0.9% from 2.5%) students at this time last year.

Overall, PSHS must focus on using funds to enhance academic support and addressing high suspension rates while ensuring that all students have opportunities for success.

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

African American students at PSHS are in the Red performance band for Suspensions and fall two performance bands below All Students for the College and Career indicator. With the African American group in the Red for Suspensions, PSHS has been designated as ATSI. English Learners at PSHS are placed in the Red performance band for both Math and ELA, and also are two performance bands behind All Students in both Suspensions and College and Career. Taking into account this data alongside other requirements, the information provided below was obtained.

Although there was a slight decrease in the suspension rates of African American students from 12.1% to 11.9% from 2021-2022 to 2022-2023, it remains relatively high. Our ongoing focus will be on reducing suspension rates, particularly among African American students.

The ELA CAASPP scores for our English Learner (EL) students declined by 15.4 points, and for Hispanic students, there was a decrease of 20.2 points. In Mathematics, EL students experienced a decrease of 19.4 points, while Hispanic students saw a decrease of 10.7 points. This places both groups at 195.3 and 95.8 points below the standard, respectively. Although there was an overall increase of 5 points, math scores remain 85.6 points below the standard. Throughout the school year, both the math and ELA departments will continue to collaborate to increase student achievement. The math department has created common formative and summative assessments to align their grading policies and continues to maintain an intervention position to help struggling students. This, along with recovery classes, has helped the F and D rate decline over the past two years. The ELA department continues to collaborate on vertical and horizontal alignment. Math will continue to offer recovery classes and ELA will introduce these classes next year. Additionally, there will be a focus on EL tutoring to increase student achievement.

The overall rate of chronic absenteeism for the academic year 2021-2022 stood at 25.4%, which rose to 27.4% in 2022-2023. Although there was a decline in chronic absenteeism rates among African American students, English Learners, and Students with Disabilities, there was an increase among Hispanic students, from 24.9% to 27.0%, and Socioeconomically Disadvantaged students, from 25.7% to 27.3%. Post-covid has shown a sharp rise in absenteeism. We will work to create a higher rate of school connectedness to increase student attendance.

The percentage of African American students meeting the A-G requirements increased from 42.9% for the class of 2019 to 52.6% for the class of 2022 but declined to 50% for the class of 2023. We will continue to collaborate with counselors to identify students who would be able to meet the U.C. A-G requirements and adjust schedules to allow students to meet them or repeat courses, if necessary.

We have observed notable progress among our English Learners. In 2019, out of 156 EL students, 35% were making strides towards English language proficiency. Despite the hurdles of the COVID-19 pandemic, this percentage increased to 45% among 200 EL students by 2022. However, by 2023, there was a 5.1% decrease among 198 EL students, with a progress rate of 39.9% towards English language proficiency. Mission Graduate remains dedicated to addressing the needs of our English Learner (EL) students. Two bilingual aides are offering support in classes throughout the school day, and EL students have the opportunity to retake classes beyond their regular schedule to recover credits or meet A-G requirements. Additionally, Mission Graduate is inclusive to all EL students, regardless of their EL proficiency level and we have a teacher who collaborates directly with EL students and bilingual aides based on specific EL levels. PSHS will also provide tutoring in math and ELA for EL students in the coming year to help increase academic achievement.

## Reflections: Identified Need

Overall CAASPP scores at PSHS have declined from the previous year, highlighting a need for focused improvement. To address this, professional development will concentrate on Universal Design for Learning (UDL) and AVID strategies to enhance teaching effectiveness. Funds will be allocated for department release time to support the implementation of these strategies, with a specific emphasis on improving English Learner (EL) and African American performance across all content areas and state testing. With an added drop in our A-G rate (63.42%), these targeted efforts aim to elevate student achievement and address the challenges identified in recent assessments.

Funding to support EL students through dedicated English Language Development (ELD) instruction and initiatives like Mission Graduate will continue. Funding for practice ELPAC testing will also be included to help improve passing rates.

An increase in parent engagement funding will also play a crucial role in fostering family involvement, which can help address chronic absenteeism, currently at 25.9%. Funding for attendance incentives will be necessary to further improve this situation.

The disproportionately high suspension rates among African American students highlight the urgent need for continued support through restorative justice practices and social-emotional learning programs.

Initiatives like JASI, Kings and Queens Circle, and the newly established Majorettes Club are essential in fostering a more inclusive and supportive school environment. Additionally, the newly opened Wellness Center provides a critical resource for students, offering a safe space for emotional and mental support to help students cope with stress and reduce behavioral challenges. Together, these efforts aim to address the root causes of discipline issues and promote a culture of healing, belonging, and resilience.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.43%	0.57%	0.53%	7	9	8
African American	6.56%	6.63%	6.37%	106	105	96
Asian	1.24%	1.64%	2.12%	20	26	32
Filipino	5.13%	4.29%	3.51%	83	68	53
Hispanic/Latino	69.45%	70.45%	70.62%	1123	1116	1065
Pacific Islander	%	0.19%	0.20%		3	3
White	14.29%	13.01%	12.67%	231	206	191
Multiple/No Response	2.91%	3.22%	3.98%	47	51	60
	<b>Total Enrollment</b>			1617	1584	1508

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	415	401	352
Grade 10	429	409	390
Grade 11	401	395	397
Grade 12	372	379	369
<b>Total Enrollment</b>	1,617	1,584	1,508

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	242	272	233	12.40%	15.0%	15.5%
Fluent English Proficient (FEP)	626	585	568	40.20%	38.7%	37.7%
Reclassified Fluent English Proficient (RFEP)	7	41		12.7%	2.8%	

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1584	96.7	17.2	0.3
Total Number of Students enrolled in Palm Springs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	272	17.2
Foster Youth	5	0.3
Homeless	128	8.1
Socioeconomically Disadvantaged	1532	96.7
Students with Disabilities	158	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	105	6.6
American Indian	9	0.6
Asian	26	1.6
Filipino	68	4.3
Hispanic	1116	70.5
Two or More Races	51	3.2
Pacific Islander	3	0.2
White	206	13

### Conclusions based on this data:

1. Student population decreased by 33 students from 2021-22 to 2022-23.



2. Most student groups remained stable, with an increase in the Homeless population from 4.1% to 8.1%, marking a 4% increase, and an increase in English Learners from 15% to 17.2%, representing a rise of 2.2%.
3. All student groups by Race/Ethnicity remained constant with little change from the prior year.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b>  High		

**Conclusions based on this data:**

1. Graduation and College/Career rates remain a strong aspect of our performance.
2. There should be an emphasis on improving EL progress.
3. Another area of focus should be improving student achievement in ELA and math.

# School and Student Performance Data

## Academic Performance English Language Arts

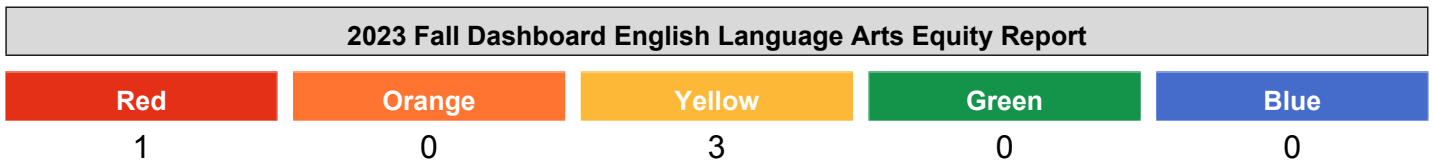
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>18.2 points above standard</p> <p>Decreased Significantly -20 points</p> <p>345 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>76.5 points below standard</p> <p>Decreased Significantly -16.4 points</p> <p>54 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>70.6 points below standard</p> <p>Decreased Significantly -88.4 points</p> <p>31 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>17.1 points above standard</p> <p>Decreased Significantly -21.1 points</p> <p>336 Students</p>	<p><b>Students with Disabilities</b></p> <p>123.8 points below standard</p> <p>Increased +6.6 points</p> <p>25 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
5.9 points below standard Increased +10.3 points 17 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	94.4 points above standard Increased Significantly +35.2 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.1 points above standard Decreased Significantly - 20.2 points 242 Students	30 points above standard 16 Students	Less than 11 Students 1 Student	 Yellow 21.4 points above standard Decreased Significantly - 53.6 points 45 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105 points below standard Maintained -2.8 points 34 Students	27.9 points below standard Decreased Significantly -42.1 points 20 Students	13.4 points above standard Decreased Significantly -35.5 points 158 Students

**Conclusions based on this data:**

1. The Dashboard data displayed is from the 2022-2023 school year.
2. English Learners for ELA is an area of growth for Palm Springs High School.
3. Overall decrease of 20 points.

# School and Student Performance Data

## Academic Performance Mathematics

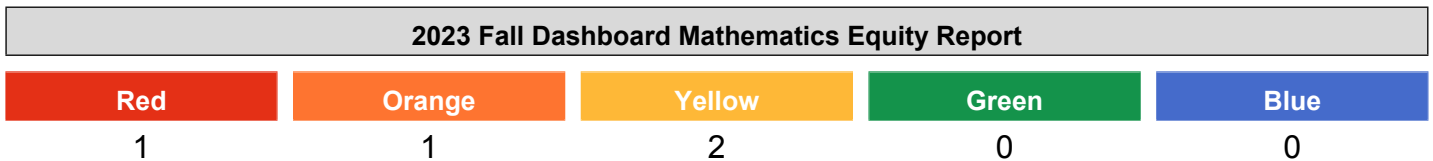
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 85.6 points below standard Increased +5 points 345 Students	<b>English Learners</b>  Red 195.3 points below standard Decreased Significantly -19.4 points 54 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 170 points below standard Decreased Significantly -37.1 points 31 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 86.7 points below standard Increased +5.4 points 336 Students	<b>Students with Disabilities</b> 206.7 points below standard Increased Significantly +48.2 points 25 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
139.2 points below standard Increased Significantly +19.3 points 17 Students	Less than 11 Students  3 Students	Less than 11 Students  6 Students	25.2 points above standard Increased Significantly +31.7 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 95.8 points below standard Increased +10.7 points 242 Students	75.9 points below standard 16 Students	Less than 11 Students  1 Student	 Orange 76.6 points below standard Decreased Significantly - 25.6 points 45 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
226.6 points below standard Decreased Significantly -21.3 points 34 Students	142.3 points below standard Decreased Significantly -17.8 points 20 Students	85.3 points below standard Increased +5.4 points 158 Students

#### Conclusions based on this data:

1. The Dashboard data reported is from school year 2022-2023
2. An area of growth identified in Mathematics is English Learners.
3. Overall increase of 5 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

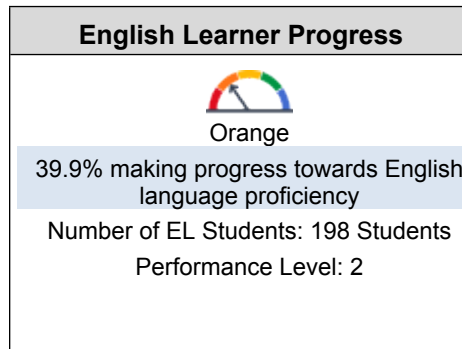
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 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
47	72	3	76

#### Conclusions based on this data:

1. The Dashboard data reported is from school year 2022-2023
2. An area of growth identified is to increase the maintaining and progressing levels.



# School and Student Performance Data

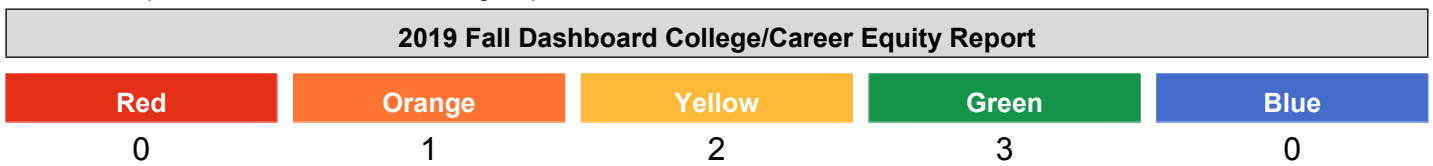
## Academic Performance College/Career

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>56</p> <p>Increased +4.4</p> <p>425</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>25</p> <p>Increased +5.5</p> <p>52</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>45.9</p> <p>Increased Significantly +18.7</p> <p>37</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>52.9</p> <p>Increased +3.7</p> <p>359</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>13.3</p> <p>Increased +4</p> <p>30</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 35.7 Declined -11 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 64.7 Increased +7.6 34
Hispanic	Two or More Races	Pacific Islander	White
 Green 52.4 Increased +4 246	 No Performance Color 72.7 11	 No Performance Color 0 Students	 Green 68.3 Increased +7.3 82

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

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	51.6 <b>Prepared</b>	56 <b>Prepared</b>
<b>Approaching Prepared</b>	14.7 <b>Approaching Prepared</b>	20.9 <b>Approaching Prepared</b>
<b>Not Prepared</b>	33.7 <b>Not Prepared</b>	23.1 <b>Not Prepared</b>

**Conclusions based on this data:**

- The Dashboard data reported is from school year 2018-2019 due the COVID-19 Pandemic.
- Data for the Class of 2023: 59.3% Prepared, 17.2% Approaching Prepared, 23.5% Not Prepared

# School and Student Performance Data

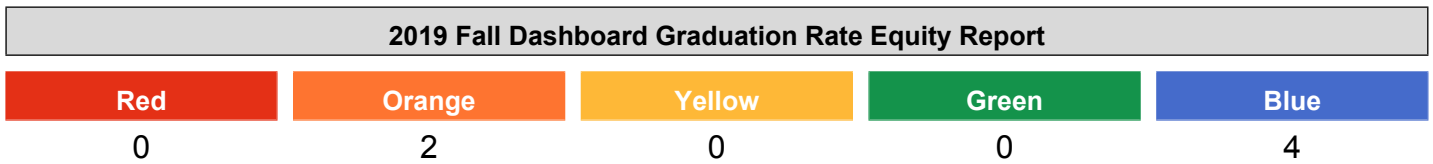
## Academic Engagement Graduation Rate

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>96.5</p> <p>Declined -2</p> <p>425</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>88.7</p> <p>Declined -6.2</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>97.4</p> <p>Increased +6.1</p> <p>38</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>96.4</p> <p>Declined -1.9</p> <p>361</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>86.7</p> <p>Declined -10.2</p> <p>30</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 100 Maintained 0 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 97.1 Declined -2.9 34
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.6 Declined -2.1 248	 No Performance Color 90.9 11	 No Performance Color 0 Students	 Blue 97.6 Declined -2.4 82

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

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
98.5	96.5

**Conclusions based on this data:**

1. The Dashboard data reported is from school year 2018-2019 due the COVID-19 Pandemic.
2. Data from 2022-2023 - Overall Graduation rate: 96.2%.
3. Data from 2022-2023 - The areas for improvement for Palm Springs High School for Graduation Rate is English Learners (86.4%) and Homeless (90.9%).

# School and Student Performance Data

## Conditions & Climate Suspension Rate

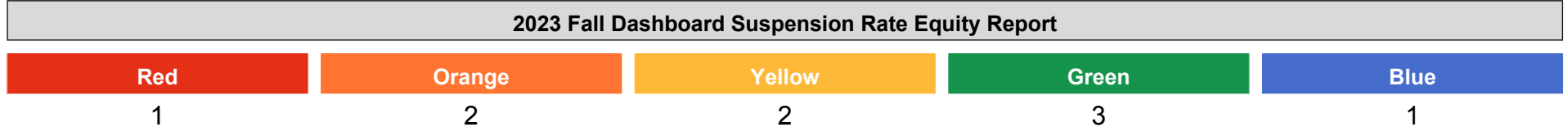
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Green

5.8% suspended at least one day

Declined -0.4  
1669 Students

**English Learners**

  
 Orange


9.1% suspended at least one day

Maintained 0  
297 Students

**Foster Youth**

Less than 11 Students  
10 Students


**Homeless**

  
 Yellow

6.8% suspended at least one day

Declined -1.9  
148 Students


**Socioeconomically Disadvantaged**

  
 Green

5.9% suspended at least one day

Declined -0.4  
1610 Students






**Students with Disabilities**

  
 Yellow

7.4% suspended at least one day

Declined Significantly -2.1  
175 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 11.9% suspended at least one day Maintained -0.2 118 Students	Less than 11 Students 9 Students	0% suspended at least one day Maintained 0 29 Students	 Blue 0% suspended at least one day Maintained 0 70 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.8% suspended at least one day Declined -1.1 1173 Students	 Green 3.9% suspended at least one day Declined -2.1 51 Students	Less than 11 Students 3 Students	 Orange 5.6% suspended at least one day Increased Significantly 3.1 216 Students

**Conclusions based on this data:**

1. The Dashboard data reported is from school year 2022-2023.
2. An area for improvement is with the suspension rates for African American students.










# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 1 – Increased Academic Achievement

Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All		43.2 points	Increase 5 points	All	 Yellow	18.2 points above standard	Decreased Significantly - 20 points
	EL		35.1 points	Increase 25 points	EL	 Red	76.5 points below standard	Decreased Significantly - 16.4 points
	Hisp		34.3 points	Increase 5 points	Hisp	 Yellow	9.1 points above standard	Decreased Significantly - 20.2 points
	AA		6.2 points	Increase 10 points	AA	 Grey	5.9 points below standard	Increased +10.3 points
	SED		43.2 points	Increase 5 points	SED	 Yellow	17.1 points above standard	Decreased Significantly - 21.1 points
	SWD		123.0 points	Increase 3 points	SWD	 Grey	123.8 points below standard	Increased +6.6 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All		80.5 points	Increase 10 points	All	 Yellow	85.6 points below standard	Increased +5 points
	EL		166.0 points	Increase 10 points	EL	 Red	195.3 points below standard	Decreased Significantly - 19.4 points
	Hisp		96.6 points	Increase 10 points	Hisp	 Yellow	95.8 points below standard	Increased +10.7 points
	AA		133.5 points	Increase 25 points				
	SED		87.1 points	Increase 5 points				






**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

--

SWD		241.7 points	Increase 5 points
-----	--	--------------	-------------------

AA		139.2 points below standard	Increased Significantly +19.3 points
SED	 Yellow	86.7 points below standard	Increased +5.4 points
SWD		206.7 points below standard	Increased Significantly +48.2 points


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

California Science Test - Percent of Students Who Meet or Exceed Standard High School - For 2020-2021, the goal is to increase the number of students meeting the standard by 31.93%

In the 2022-2023 academic year, the percentage of students who met or exceeded the standard was 21.65%.

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	39.9%	






English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -11.7%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 15%

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

St. Group	Color	DFS/Percentage	Change
All		96.9% graduated	Increase 2 points
EL		88.5% graduate	Increase 4 points
Hisp		97.1% graduate	Increase 1 point
AA		100% graduate	Maintain 0 points
SED		96% graduate	Increase 1 points
SWD		77.2% graduate	Increase 3 points


St. Group	Color	DFS/Percentage	Change
All	 Blue	96.2% graduated	Increased 1.3
EL	 Green	86.4% graduated	Increased 2
Hisp	 Blue	95.6% graduated	Maintained - 0.5
AA		96.8% graduated	Decreased - 3.2
SED	 Blue	96.1% graduated	Increased 1.1

**Metric/Indicator**

**Expected Outcomes**

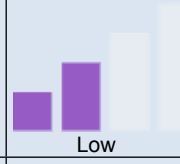
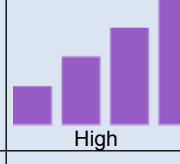
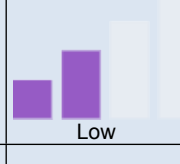
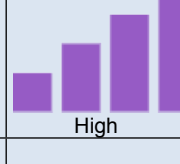
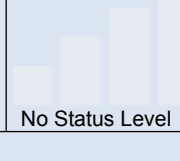
**Actual Outcomes**

College and Career Indicator (CCI)

SWD		75.9% graduated	Increased 1.7
-----	---	-----------------	---------------

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

St. Group	Color	DFS/Percentage	Change

St. Group	Color	DFS/Percentage	Change
All		59.3 Prepared	
EL		24.1 Prepared	
Hisp		56.7 Prepared	
AA		32.3 Prepared	
SED		59.4 Prepared	
SWD		3.4 Prepared	

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 98.5% English Learners (EL) - 90.5% Hispanic (Hisp) - 97.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 98.4% Students with Disabilities (SWD) - 88.7%</p>	<p>UC and/or CSU Entrance Requirement Completion Rate All Students: 66.2% English Learners (EL): 44.0% Hispanic (Hisp): 64.8% African American (AA): 50.0% Socioeconomically Disadvantaged (SED): 66.5% Students with Disabilities (SWD): 27.3%</p>
<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course -</p>	<p>Career Technical Education (CTE) Pathway Program Completion Rate:</p>
<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 54.97% English Learners (EL) - 77% Hispanic (Hisp) - 56.31% African American (AA) - 38.36% Socioeconomically Disadvantaged (SED) - 54.82%</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students: 57.8% English Learners (EL): 40% Hispanic (Hisp): 61.3% African American (AA): 12.7% Socioeconomically Disadvantaged (SED): No Data Available</p>
<p>Williams Textbook/Materials Compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance</p>	<p>Williams Textbook/Materials Compliance: maintain 100% compliance</p>

# Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Participate in staff development opportunities to support student achievement across all demographics.</p>	<p>TITLE 1: Curtis Goehring attended a UCLA Math Saturday event. Alba Aviles will be attending a RCOE Physics CSET PD in June 2024.</p> <p>LCFF: Counselors attended Cal State and UC Conferences. Veronica Silva attended the CASE Conference. Deb Cormier and Elena Song attended the NAVY Embark Tour, Tyrus Brown attended the CADA Conference. We have allocated funds to for teachers to attend Summer AVID Conferences and AP Conferences that have yet to occur.</p>	<p>Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. Additional allocation 11/6/23.</p> <p>5700-5799: Transfers Of Direct Costs Title I 7428.00</p> <p>Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I 619.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 13365.95</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. 5700-5799: Transfers Of Direct Costs LCFF 20000.00</p>	
<p>Extra Duty Salary for additional student support and additional teacher support to improve instruction. Provide additional support for students in meeting the standards. i.e., Saturday Study Sessions and Semester 2 Prep Time.</p>	<p>39 teachers participated in the Semester 2 Prep Day as well as 32 AP Test Prep tutoring sessions. The Math Department is scheduled for 1.5 days of collaborative and planning time in June 2024.</p>	<p>Substitutes for staff to participate in Staff Professional Development opportunities to support the implementation of the state standards. 5700-5799: Transfers Of Direct Costs LCFF 1660.00</p>	<p>Substitutes 5700-5799: Transfers Of Direct Costs LCFF 3423.00</p>
		<p>Extra Duty Salary to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction. Additional allocation 11/6/23 to salaries to cover Semester 2</p>	<p>Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I 21039.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Planning Day and AP test Prep Sessions. 1000-1999: Certificated Personnel Salaries Title I 25664.00	
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation.	TITLE I: Supplementary Materials & Supplies purchased for the following departments' Math, Science, Special Ed, laptops for classroom teachers, iPads for counseling staff.  LCFF: Supplemental Materials & Supplies purchased for the Science department, PE classes, projector bulbs for ELMOs classroom printers and Ballet Folklorico supplies.	Extra Duty Benefits to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction. Additional allocation 11/6/23 to Benefits corresponding to added extra duty salaries. 3000-3999: Employee Benefits Title I 6683.00	Extra Duty Benefits 3000-3999: Employee Benefits Title I 5478.00
		Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas. Added 11/6/23 4000-4999: Books And Supplies Title I 30521.00	Supplementary materials and supplies 4000-4999: Books And Supplies Title I 26330.51
		Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas.	Supplementary materials and supplies 4000-4999: Books And Supplies LCFF 19826.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Online Subscriptions/Licenses: Quizizz, Edulastic, Edpuzzle and KUTA for all classes.	<p>4000-4999: Books And Supplies LCFF 16722.00</p> <p>On Line Subscriptions and Licenses to improve research, citation and for detection of plagiarism. For use in common assessments. Data comparison for use in reteaching topics or rewriting questions. Much of this data is shared with the district to show grade level progress. 5800: Professional/Consulting Services And Operating Expenditures LCFF 8000.00</p>	<p>Online Subscriptions and Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF 10166.00</p>
Substitutes for Teacher Collaboration and Trainings	Substitutes provided for 2 Math Collaboration Days, 2 Social Science Collaboration Days, 1 Science Collaboration Day, 1 English Collaboration Day and 1 Leadership Team Collaboration Day. College & Career Showcase Day Subs and Rancho Mirage Writers Conference Subs.	Substitutes for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning. Additional allocation 11/6/23 to substitutes to cover additional collaborative time for all instructional classes, 5700-5799: Transfers Of Direct Costs Title I 25082.00	Substitutes for Teacher Collaboration and Trainings 5700-5799: Transfers Of Direct Costs Title I 20008.00
Participate in professional learning community release time to increase English Learner achievement.	None used as .6 FTE EL teacher was out all year.	Substitute cost for teachers to have release time to collaborate and increase EL achievement.. 5700-5799: Transfers Of Direct Costs Title I	Substitutes for EL Collaboration 5700-5799: Transfers Of Direct Costs Title I 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		664.00	
Salary & Benefits for .6 FTE ELD Teacher. and .4 FTE ELD Teacher	Salary & Benefits for .6 FTE ELD Teacher. and .4 FTE ELD Teacher  .6 FTE teacher went on no pay status affective 4/8/24 which effected salary and benefits	Supplemental ELD teacher salary .6 FTE 1000-1999: Certificated Personnel Salaries Title I 76918.00	Supplemental ELD teacher salary .6 FTE 1000-1999: Certificated Personnel Salaries Title I 41507.00
		Supplemental ELD teacher benefits .6 FTE 3000-3999: Employee Benefits Title I 29722.00	Supplemental ELD teacher benefits .6 FTE 3000-3999: Employee Benefits Title I 18044.00
		Supplemental ELD teacher salary .4 FTE 1000-1999: Certificated Personnel Salaries Title I 51279.00	Supplemental ELD teacher salary .4 FTE 1000-1999: Certificated Personnel Salaries Title I 51279.00
		Supplemental ELD teacher benefits .4 FTE 3000-3999: Employee Benefits Title I 19315.00	Supplemental ELD teacher benefits .4 FTE 3000-3999: Employee Benefits Title I 19315.00
Fund two Bilingual Paraprofessionals, 7 hour - school year, to provide support for ELD 1 and 2 level students in their EL class and core content area classes.	Two 7 hour Paraprofessional Bilingual. The originals amounts were overbudgeted as we ended up hiring new employees who ended up being paid at a lower step and row than previous staff. One of the 7 hour paras resigned effective 5/17/24.	Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 31133.00	Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 27989.00
		Bilingual Paraprofessional, 7 hour-school year 3000-3999: Employee Benefits Title I 30569.00	Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits Title I 28147.00



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Bilingual Paraprofessional, 7 hour-school year. 1000-1999: Certificated Personnel Salaries Title I 31544.00	Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 27989.00
		Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits Title I 30976.00	Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits Title I 28147.00
AVID program additional support to increase graduation rate and college attendance.	Substitutes for AVID college field trip, student presentation and staff meeting.	Substitutes for AVID Team meetings. 5700-5799: Transfers Of Direct Costs LCFF 2000.00	Substitutes for AVID Team meetings. 5700-5799: Transfers Of Direct Costs LCFF 883.00
Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.	Ophelia Stoles for graduates and Bussing for Ophelia Luncheon on 4/25/24	Transportation for college visit and end of year awards recognition for Ophelia students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 500.00	Transportation for college visit and end of year awards recognition for Ophelia students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 439.00
		Graduation Stoles for Ophelia students. 4000-4999: Books And Supplies LCFF 200.00	Graduation Stoles for Ophelia students. 4000-4999: Books And Supplies LCFF 174.00
Provide clerical support for counselors to allow more time to meet with students to increase graduation rate and percent of	Position eliminated 3/4/24.	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students meeting U.C. A-G requirements		percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 2000-2999: Classified Personnel Salaries LCFF 47782.00	percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 2000-2999: Classified Personnel Salaries LCFF 38568.00
		Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 3000-3999: Employee Benefits LCFF 36174.00	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 3000-3999: Employee Benefits LCFF 27925.00
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.	Classroom projectors and Yearbook camera equipment.	Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology 4000-4999: Books And Supplies LCFF 5000.00	Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology 4000-4999: Books And Supplies LCFF 3577.00
Student incentives for attendance and academics.	GAME TIME and Honor Roll Shirts. Transportation for RCMS and CVC Students on 3/14/24.	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests.	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies LCFF 10000.00	4000-4999: Books And Supplies LCFF 8945.00
		Bussing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to introduce incoming 9th graders to our campus. 5000-5999: Services And Other Operating Expenditures LCFF 1000.00	Bussing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to introduce incoming 9th graders to our campus. 5000-5999: Services And Other Operating Expenditures LCFF 2290.00
Equity Teamwork	BSU Field Trip and Destiny Church Student Leadership Collaborative and Harvey Milk Diversity Breakfast on 5/9/24..	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures LCFF 5000.00	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures LCFF 2766.00
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library. Original Library Tech resigned effective 12/15/23. New Library tech was hired 3/6/24 and began using the extra duty hours after Spring Break.	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3968.00  Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 1032.00	1784.00  Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 716.00
Visual Arts & Performing Arts supplies	Visual Arts & Performing Arts supplies for art, ceramics and performing arts classes.	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 6000.00	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 7200.00
		Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 3500.00	Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 4320.00
Field trips and transportation costs	UC San Diego/Cal State San Marcos Trion 2/29/24.	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		as trips to plays, musicals, museums, schools/colleges. 5000-5999: Services And Other Operating Expenditures LCFF 6500.00	as trips to plays, musicals, museums, schools/colleges. 5000-5999: Services And Other Operating Expenditures LCFF 2450.00

## Analysis

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

In the absence of our English Language (EL) teacher, we could not allocate professional learning community release time to enhance EL achievement. ELA scores decreased overall, 76.5 points below standard, and continue to be a concern for English Learners. Although math scores improved in general, both EL (195.3 points below standard) and African American (139.2 points below standard) scores still fall significantly below the standard. There is continued support for EL students with two bilingual paraprofessionals. We redirected departmental professional learning community release time to focus on collaboration regarding pacing guides, common formative and summative assessments, and strategies aimed at increasing student achievement. This was extended to the social science department as well. Additional funds from extra duty salaries were focused on interventions, recovery classes, and AP test preparation. Supplementary materials and supplies, including online subscriptions and licenses, were provided to enhance instruction and student engagement. AP scores showed an upward trend, with 57.77% of the 341 students who took the exams achieving scores of 3 or higher.

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

Funding for professional learning community release time to focus on increased EL achievement was not used due to the absence of the EL teacher. Funds were redirected to provide release time for math and ELA where they focused on strategies to increase student achievement on state assessments. Collaboration days were added for science, world language and social science to focus on common formative and summative assessments, pacing guides, and strategies to increase student achievement. Funds were partially unused across several categories, including professional development, extra duty, AVID, equity team, and field trips. Additional funds were also accessible from the Salary and Benefits budget as a result of absences, and from the Library Technician budget due to the position being temporarily vacant for three months.

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

PSHS is committed to enhancing academic fitness for all students. There will be a targeted focus on EL intervention in both math and English, aimed at increasing academic performance. There will be a schoolwide focus on reading strategies and interdepartmental collaboration. PSHS will introduce a recovery class specifically for ELA, while continuing existing recovery classes for social science, science, and math. Departments will continue to collaborate on release days. ELA instruction will prioritize improvements in both African American and EL student performance on state assessments. Similarly, the math department will concentrate on enhancing assessment scores for all demographics, with particular attention given to African American and EL students. With the addition of a Wellness Center, PSHS will continue to add PBIS and MTSS supports to improve attendance and student achievement.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2 – Parent Engagement

Increase parent involvement by providing beneficial conference opportunities

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 500 surveys	Parent Participation in Stakeholder Input Processes - 188 Responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 90% African American (AA) - 81%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 86% Hispanic (Hisp) - 86% African American (AA) - 83%
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 91% African American (AA) - 96%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 88% Hispanic (Hisp) - 90% African American (AA) - 90%
Number of Attendees Attending 1 or more school/parent center sponsored events at site.  PSHS had 408 different parents attend at least 1 school sponsored parent event.	Counselors will hold a parent night for each grade level with a second night set for seniors. Each grade level will hold parent nights throughout the year. Counselors will hold an information night for our main feeder schools. Athletics will hold parent information sessions each season. Continue to have meetings for English Learner parents.	Counselors held parent nights for each grade level and added nights for seniors, which included 3 FAFSA information sessions. Counselors held a parent night for our main feeder school. The ELAC committee hosted a parent night. Athletics hosted a parent night for each of sport season. Three Morning Meetings were conducted to brief parents on various matters, including the use of ParentSquare and ParentVue.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Educate parents on how to understand graduation requirements and credit evaluation to ensure student success through parent grade level meetings throughout the year. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military options. Provide various tools necessary to ensure overall Student Success: tutoring schedules, test preparation websites, College informational websites, various handouts. Inform and train parents how to volunteer and participate in school programs. Provide a means for parents to participate in school activities. In addition, there will be a freshmen orientation program for all incoming freshmen students and parents. The counselors will increase the number of grade level parent meetings and parent conferences because we do not have a PTA or Academic Booster.</p>	<p>No expenses incurred but parent meetings were conducted without expenses.</p>	<p>Professional Development for Parents 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 7078.00</p>	<p>No expenses incurred 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 0.00</p>

## Analysis

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

Parent involvement in the perception survey saw a slight increase, from 107 to 188, which is encouraging. There was a slight decline in family-school connectedness (down 1%) but an increase for climate of support for learning (up 3%). PSHS recently transitioned its communication platform from Talking Points to a district-driven application, ParentSquare. Initially, this change resulted in a decrease in communication with parents. However, we are observing improvements as parents become more accustomed to using this new form of communication. Parent nights were held in multiple areas, including athletics, counseling, grade level, and EL. Morning meetings were held for parents to ask questions or learn about the new communication system and ParentVue.

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

This year, funds allocated for parent professional development remain unused.

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

Efforts to boost parent involvement will continue, particularly concerning the perception survey. Morning meetings with parents occurred three times this year, with intentions to expand their frequency for the upcoming year.



# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 3 – Safe and Healthy Learning Environment

Maintain preparedness for emergency situations and basic emergency supplies in the classrooms such as emergency backpacks, update student locator lists, school maps, and updated class rosters. Decrease suspension rate for African American students. Increase overall attendance rate and school connectedness.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rate for All Students: 91.2%																
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - 22.8% English Learner (EL) - 24.6% Hispanic (Hisp) - 20.9% African American (AA) - 26.1% Socioeconomically Disadvantaged (SED) - 20.7% Students with Disabilities (SWD) - 36.0%	Chronic Absenteeism Rates All Students (ALL) - 27.4% English Learner (EL) - 27.4% Hispanic (Hisp) - 27.0% African American (AA) - 35.8% Socioeconomically Disadvantaged (SED) - 27.3% Students with Disabilities (SWD) - 37.1%																
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 1.5% English Learner (EL) - 2.0% Hispanic (Hisp) - 0.8% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 1.5%	High School 4-Year Dropout Rate All Students (ALL) - 1.6% English Learner (EL) - 1.7% Hispanic (Hisp) - 1.6% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 1.7%																
Suspension Rates: All Students (ALL)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change					<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change				
St. Group	Color	DFS/Percentage	Change															
St. Group	Color	DFS/Percentage	Change															







**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

English Learner (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

All	Green	3.2	Decline 1 point
EL	Green	4.2	Decline 1 point
Hisp	Green	1.9	Decline 1 point
AA	Red	13.3	Decline 1 point
SED	Green	3.7	Decline 1 point
SWD	Red	15	Decline 1 point

All	 Green	5.8% suspended at least one day	Declined -0.4
EL	 Orange	9.1% suspended at least one day	Maintained 0
Hisp	 Green	5.8% suspended at least one day	Declined -1.1
AA	 Red	11.9% suspended at least one day	Maintained -0.2
SED	 Green	5.9% suspended at least one day	Declined -0.4
SWD	 Yellow	7.4% suspended at least one day	Declined Significantly -2.1

Expulsion Rates  
All Students (ALL)  
English Learner (EL)  
Hispanic (Hisp)  
African American (AA)

Expulsion Rates  
All Students (ALL) - 0.2%  
English Learner (EL) - 0.4%  
Hispanic (Hisp) - 0.1%  
African American (AA) - 0.36%

Expulsion Rates  
All Students (ALL) - 0.4%  
English Learner (EL) - 0%  
Hispanic (Hisp) - 0.3%  
African American (AA) - 2.5%

Panorama Survey – School Connectedness  
All Students (ALL)  
English Learner (EL)  
Hispanic (Hisp)  
African American (AA)

Panorama Survey – School Connectedness  
All Students (ALL) - 54%  
English Learner (EL) - 59%  
Hispanic (Hisp) - 54%  
African American (AA) - 42%

Panorama Survey – School Connectedness  
All Students (ALL) - 51%  
English Learner (EL) - 59%  
Hispanic (Hisp) - 49%  
African American (AA) - 45%

Panorama Survey – School Safety  
All Students (ALL)  
English Learner (EL)  
Hispanic (Hisp)  
African American (AA)

Panorama Survey – School Safety  
All Students (ALL) - 69%  
English Learner (EL) - 71%  
Hispanic (Hisp) - 72%  
African American (AA) - 65%

Panorama Survey – School Safety  
All Students (ALL) - 71%  
English Learner (EL) - 75 %  
Hispanic (Hisp) - 72%  
African American (AA) - 64%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Our site will continue to work with the district staff to ensure the crash bars are routinely checked as well. Increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gentz Alliance, Kings and Queens Circle, FCA, BSU, GSA, and Peer counseling. Use restorative justice practices, such as conflict resolution, to help decrease the</p>	<p>Purchase of Raptor Technology Scanner and Badges for Security purposes. No other expenses were incurred. See analysis below.</p>	<p>Purchase emergency supplies for classrooms and office 4000-4999: Books And Supplies LCFF 1500.00</p>	<p>Purchase emergency supplies for classrooms and office 4000-4999: Books And Supplies LCFF 1161.00</p>

**Planned  
Actions/Services**

suspension rates, especially for African American students.

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

PSHS has taken several steps to enhance safety and preparedness on campus. Staff backpacks were updated with new maps and folders for emergency procedures. All staff completed Alice training and were tasked with training all students accordingly. Once training was complete, a schoolwide drill was conducted, along with other emergency drills throughout the year. Additionally, tardy sweeps continue to be conducted, ensuring students are directed back to class promptly. Despite these efforts, attendance remains a concern since the return from Covid, with chronic absenteeism increasing overall to 27.4%. From the perception survey, there was an uptick in perceptions of school safety (up 4%) and school connectedness (up 3%), which is promising. Despite a slight reduction in suspensions overall (down 0.4%), there is ongoing concern regarding the persistent suspensions among African American students which maintained at 11.9%. In response, PSHS has established a peer mentoring group to implement restorative practices when addressing student conflicts, with the aim of strengthening relationships and fostering a more connected school community. The sole expense incurred was the acquisition of the Raptor Technology Badge Scanner system, aimed at bolstering security measures.

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

Funds were allocated towards the acquisition of a new Raptor Technology Scanner and badges, aimed at enhancing safety protocols for visitors on campus. No purchase was necessary to update emergency backpacks. The Adopt-A-Freshman program failed to launch and will be revisited in the coming year.

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

PSHS remains committed to utilizing peer mentoring as a means to address student conflicts effectively. To foster a greater sense of school connectedness, various groups and activities are being introduced or sustained on campus. These include, among others, Gentz Alliance, Kings and Queens Circle, FCA, BSU, and GSA. Additionally, all faculty members will receive professional development in restorative practices, aimed at reducing suspension rates, particularly among African American students. Emergency kits for backpacks will need to be updated next year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.

### LCAP Goal

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

### Identified Need

1. Math Performance: While there was a modest increase of five points in math scores, the overall performance remains significantly below standard, with a gap of 85.6 points.
2. ELA Performance: Despite being 18.2 points above the standard, there was a decline of 20 points in ELA scores, indicating a need for focused support in this area.
3. English Learners (ELs): ELs have not shown adequate progress, experiencing declines in both math and ELA performance. They continue to lag behind, necessitating targeted interventions to address their needs.
4. Demographic Disparities:
  - African American Students: African American students are notably below standard in math performance, highlighting the necessity for targeted interventions in both math and ELA.
  - Homeless Students: Homeless students also struggle in math and might require specialized support to bridge the performance gap.
5. Targeted Interventions: There is a clear need for targeted interventions in both ELA and math, particularly focusing on ELs and African American students to address the disparities.
6. English Learner Progress: EL progress stands at 39.9%, with a concerning decline of 5.1%. Additional support will be necessary to improve outcomes for this demographic.
7. College and Career Readiness: The College and Career Indicator reveals that only 32.3% of African American students and 24.1% of ELs are prepared. Both groups fall below the 50% threshold for A-G readiness, indicating the need for enhanced support to ensure their readiness for post-secondary education and career opportunities.

With a decline in both math and ELA CAASPP scores across all demographics, there is a continued need to focus on professional development geared towards enhancing teaching strategies to improve student achievement. Targeted interventions will be necessary, with a continued focus on EL and African American students.







### Measuring and Reporting Results

**Metric/Indicator**

**Baseline**







**Expected Outcome**

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

St. Group	Color	DFS/Percentage	Change
All	 Yellow	18.2 points above standard	Decreased Significantly -20 points
EL	 Red	76.5 points below standard	Decreased Significantly -16.4 points
Hisp	 Yellow	9.1 points above standard	Decreased Significantly -20.2 points
AA		5.9 points below standard	Increased +10.3 points
SED	 Yellow	17.1 points above standard	Decreased Significantly -21.1 points
SWD		123.8 points below standard	Increased +6.6 points

St. Group	Color	DFS/Percentage	Change
All	Green	28.2 points above standard	Increase +10 points
EL	Orange	56.5 points below standard	Increase Significantly +20 points
Hisp	Green	24.1 points above standard	Increase Significantly +15 points
AA	Yellow	4.1 points above standard	Increase +10 points
SED	Green	27.1 points above standard	Increase +10 points
SWD	Red	118.8	Increase +5 points

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

St. Group	Color	DFS/Percentage	Change
All	 Yellow	85.6 points below standard	Increased +5 points
EL	 Red	195.3 points below standard	Decreased Significantly -19.4 points
Hisp	 Yellow	95.8 points below standard	Increased +10.7 points
AA		139.2 points below standard	Increased Significantly +19.3 points
SED	 Yellow	86.7 points below standard	Increased +5.4 points
SWD		206.7 points below standard	Increased Significantly +48.2 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	80.6 points below standard	Increase +5 points
EL	Red	175.3 points below standard	Increase Significantly +20 points
Hisp	Yellow	85.8 points below standard	Increase +10 points
AA	Red	124.2 points below standard	Increase Significantly +15 points
SED	Yellow	81.7 points below standard	Increase +5 points
SWD	Red	186.7 points below standard	Increase Significantly +20 points

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

California Science Test - Percent of Students Who Meet or Exceed Standard  
 High School:  
 21,65% of students met or exceeded the standard.  
 20.05% of students met the standard (Level 3), 1.6% of students exceeded the standard ( Level 4), 70.05%

California Science Test - Percent of Students Who Meet or Exceed Standard  
 High School - Increase the number of students meeting the standard by 10%


**Metric/Indicator**

**Baseline**

**Expected Outcome**

of students nearly met the standard (Level 2), and 8.29% did not meet the standard (Level 1)

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	39.9%	







	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	44.9 points above standard	Increase +5 points

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 15%


English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Increase by 3%

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

St. Group	Color	DFS/Percentage	Change
All	 Blue	96.2% graduated	Increased 1.3
EL	 Green	86.4% graduated	Increased 2
Hisp	 Blue	95.6% graduated	Maintained - 0.5
AA	 Grey	96.8% graduated	Decreased - 3.2
SED	 Blue	96.1% graduated	Increased 1.1
SWD	 Grey	75.9% graduated	Increased 1.7

St. Group	Color	DFS/Percentage	Change
All	Blue	98.2% graduated	Increase +2%
EL	Green	88.4%	Increase +2%
Hisp	Blue	97.6%	Increase +2%
AA	Blue	98.8%	Increase +2%
SED	Blue	98.1%	Increase +2%
SWD	Yellow	77.9%	Increase +2%

College and Career Indicator (CCI)  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 High	59.3 Prepared	




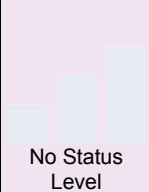
St. Group	Color	DFS/Percentage	Change
All		62.3% Prepared	Increase +3%
EL		29.1% Prepared	Increase +5%
Hisp		59.7%	Increase +3%
AA		35.3% Prepared	Increase +3%

**Metric/Indicator**

**Baseline**

**Expected Outcome**

--

EL		24.1 Prepared	
Hisp		56.7 Prepared	
AA		32.3 Prepared	
SED		59.4 Prepared	
SWD		3.4 Prepared	

SED		61.4% Prepared	Increase +2%
SWD		5.4% Prepared	Increase +2%

UC and/or CSU Entrance Requirement Completion Rate  
 All Students (ALL)  
 English Learners (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)

UC and/or CSU Entrance Requirement Completion Rate  
 All Students (ALL) - 96.5%  
 English Learners (EL) - 88.5%  
 Hispanic (Hisp) - 95.5%  
 African American (AA) - 100%  
 Socioeconomically Disadvantaged (SED) -96.4%  
 Students with Disabilities (SWD) -86.7%

UC and/or CSU Entrance Requirement Completion Rate  
 All Students (ALL) - 98.5%  
 English Learners (EL) - 90.5%  
 Hispanic (Hisp) - 97.5%  
 African American (AA) - 100%  
 Socioeconomically Disadvantaged (SED) - 98.4%  
 Students with Disabilities (SWD) - 88.7%



Metric/Indicator	Baseline	Expected Outcome
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate: 93% Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course -
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 57.8% English Learners (EL) - 40% Hispanic (Hisp) - 61.3% African American (AA) - 12.7% Socioeconomically Disadvantaged (SED) - No Data Available	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 59.8% English Learners (EL) - 42% Hispanic (Hisp) - 63.3% African American (AA) - 14.7% Socioeconomically Disadvantaged (SED) -
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: 100%	Williams Textbook/Materials Compliance maintain 100% compliance

## Planned Strategies/Activities

### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Access staff development services aimed at supporting the implementation of State Standards and fostering improved student achievement across all demographic groups. Overall CAASPP scores at PSHS have declined from the previous year, highlighting a need for focused improvement. To address this, professional development will concentrate on Universal Design for Learning (UDL) and AVID strategies to enhance teaching effectiveness. Funds will be allocated for department release time to support the implementation of these strategies, with a specific emphasis on improving English Learner (EL) performance across all content areas and state testing. These targeted efforts aim to elevate student achievement and will be assessed using a range of metrics, including state testing results, A-G rates, passing rates, and various academic indicators sourced from the CA Dashboard.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Administrators and Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount** 10000.00

**Source** Title I

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight the implementation of the State Standards and provide intervention strategies to assist students that are in the red, orange, and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, and Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate.

**Amount** 25000.00

**Source** LCFF

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate.

<b>Amount</b>	3000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes for staff to participate in Staff Professional Development opportunities to support the implementation of the state standards.

### Strategy/Activity 3

Provide Extra Duty Salary to enhance support for both students and teachers, with the goal of improving instructional quality and increased student achievement across all demographics. Enhance academic performance by providing additional assistance to meet academic standards by offering supplementary sessions outside regular school hours, such as winter intersession, Saturday Study Sessions designed for Advanced Placement (AP) courses, and practice ELPAC testing. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, AP passing rates, and various academic indicators sourced from the CA Dashboard.

### Students to be Served by this Strategy/Activity

All

### Timeline

July 1, 2024 to June 30, 2025

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra Duty Salary to provide additional support for students in meeting the standards which includes, Saturday study sessions, after school tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention), as well as additional teacher classroom support to improve instruction.
<b>Amount</b>	3760.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Description**

Extra Duty Benefits to provide additional support for students in meeting the standards this includes, Saturday study sessions, after school tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention), as well as additional teacher classroom support to improve instruction.

**Strategy/Activity 4**

Deliver supplementary materials and supplies to aid students and teachers in meeting state standards across all subject areas. Additionally, provide online subscriptions and licensed services offering support for research and citation, gamification for study and review, as well as assistance in writing, grammar, and math skill development. Interactive content for assessment and review is also available. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Administration and Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount** 35345.00

**Source** Title I

**Budget Reference** 4000-4999: Books And Supplies

**Description** Supplementary materials and supplies to support students in meeting state standards, a-g rate and graduation rate in all subject areas. SSC on 9-24 allocated \$11979.

**Amount** 29500.00

**Source** LCFF

**Budget Reference** 4000-4999: Books And Supplies

**Description** Supplementary materials and supplies to support students in meeting state standards, a-g rate and graduation rate in all subject areas.

**Amount** 20000.00

<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Online subscriptions and licenses to improve research, citation and for detection of plagiarism, for use in common assessments, and data comparison for use in reteaching topics or rewriting questions. Much of this data is shared with the district to show grade level progress. A selection of programs includes, but is not restricted to, Edpuzzle, Pear Assessment, Quill, Quizizz, and Kuta.

### Strategy/Activity 5

Offer substitutes to facilitate teacher collaboration, attend conferences, and participate in trainings, ensuring continuity of instruction and professional development opportunities. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, passing rates, AP passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

July 1, 2024 to June 30, 2025

#### Person(s) Responsible

Administration and teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning.

### Strategy/Activity 6

Offer substitutes for English Language Development (ELD) teachers to collaborate in co-planning sessions, fostering increased English Learner (EL) achievement through comprehensive instructional strategies. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, reclassification rates, ELPAC results, A-G rates, passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard.

#### Students to be Served by this Strategy/Activity

English Learner

### Timeline

July 1, 2024 to June 30, 2026

### Person(s) Responsible

Administration and teachers of EL students

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	952.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitute cost for teachers to have release time to collaborate and increase student achievement, especially for student subgroups in red, orange, and yellow bands.

### Strategy/Activity 7

Provide salary and benefits for one full-time equivalent (FTE) English Language Development (ELD) teacher, ensuring dedicated support for English Learners and facilitating their academic progress. One metric for assessing the impact of funding an ELD teacher will be the growth in English proficiency among English Learners, measured through ELPAC. Monitoring their academic progress in subjects like math and literacy, comparing grades, test scores, and graduation rates with and without ELD support, will provide further insight.

### Students to be Served by this Strategy/Activity

English Learner

### Timeline

July 1, 2024 to June 30, 2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	76918.00
<b>Source</b>	Title I

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Supplemental ELD teacher salary .6 FTE
<b>Amount</b>	30386.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Supplemental ELD teacher benefits .6 FTE
<b>Amount</b>	51279.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Supplemental ELD teacher salary .4 FTE
<b>Amount</b>	20257.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Supplemental ELD teacher benefits .4 FTE

### Strategy/Activity 8

Allocate funding for two Bilingual Paraprofessionals to support ELD 1 and 2 level students during their EL class and core content area classes throughout the school year, each working seven-hour days. One metric will be the progress of ELD 1 and 2 students' English proficiency measured by through ELPAC. Another metric is tracking academic performance in core subjects. Additionally, evaluating the frequency and effectiveness of tutoring sessions beyond school hours provides insight into support quality.

### Students to be Served by this Strategy/Activity

- English Learner

### Timeline

July 1, 2024 to June 30, 2025

### Person(s) Responsible

ELD Department Chair, teachers of ELD students and the assistant principal.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	32472.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Paraprofessional, 7 hour-school year.
<b>Amount</b>	35473.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual Paraprofessional, 7 hour-school year
<b>Amount</b>	28793.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Bilingual Paraprofessional, 7 hour-school year.
<b>Amount</b>	35473.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual Paraprofessional, 7 hour-school year.

### Strategy/Activity 9

Provide substitutes for AVID team meetings and events, ensuring continuity and participation in the program for both students and teachers. One metric could be the level of engagement and participation in AVID team meetings and events, measured by attendance and feedback. Additionally, tracking successful completion of program activities with substitute support offers insight into program effectiveness.

### Students to be Served by this Strategy/Activity

English Learner



- Foster Youth
- Low Income
- Students with Disabilities

**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Counselor, teachers and administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes for AVID Team meetings and events

**Strategy/Activity 10**

Provide transportation support through the Ophelia Project for at-risk female students attending bi-monthly mentor meetings. This initiative aims to facilitate their college readiness and includes opportunities for college visits. A metric for evaluating the effectiveness of the Ophelia Project support could involve tracking the participation of at-risk female students in college visits and bi-monthly meetings with mentors. Additionally, assessing students' progress towards college enrollment, such as the number of college applications submitted or acceptance letters received, will provide insight into the program's impact.

**Students to be Served by this Strategy/Activity**

- English Learner
- Foster Youth
- Low Income
- Specific Student Groups:  
Females

**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Counselor, teachers and administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Transportation for college visit and end of year awards recognition for Ophelia students.
<b>Amount</b>	500.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Graduation Stoles for Ophelia students.

### Strategy/Activity 11

Enhance classroom technology availability by acquiring supplemental resources such as calculators, computers, ELMOs, LCD projectors, and other necessary technology to ensure that all classrooms meet a minimum standard of technological resources for both students and teachers. Measure the percentage of classrooms meeting the minimum standard of technological resources both before and after acquiring supplemental technology as a metric for assessing improvement.

### Students to be Served by this Strategy/Activity

All

### Timeline

July 1, 2024 to June 30, 2025

### Person(s) Responsible

Librarian, teachers and administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	22884.00
<b>Source</b>	LCFF

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology.

**Strategy/Activity 12**

Provide student incentives for attendance and academic performance to support both students and teachers in fostering a positive learning environment. Offer busing services for incoming 9th graders to attend the Annual Freshmen Orientation Activities, aimed at familiarizing them with our campus and fostering a smooth transition into high school. Track the increase in attendance rates and academic performance among students who participate in the incentive program as a metric for assessing its effectiveness in promoting engagement and achievement.

**Students to be Served by this Strategy/Activity** All**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Administrator, Teachers, Students

**Proposed Expenditures for this Strategy/Activity****Amount**

12000.00

**Source**

LCFF

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests.

**Amount**

2500.00

**Source**

LCFF

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Description**

Busing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to introduce incoming 9th graders to our campus.

**Strategy/Activity 13**

Organize professional development on cultural literacy and equity, led by our equity lead, to promote collaboration among educators. This initiative will enhance curriculum-based field trips and cultural celebrations, ensuring they reflect and honor our school's diverse culture. We will measure the frequency and attendance of these professional development sessions, as well as track the integration of culturally relevant content into the curriculum-related activities. This data will help us assess the impact of the training on educational practices.

### Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
African American

### Timeline

July 1, 2024 to June 30, 2025

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture.

### Strategy/Activity 14

Extend the hours of our library technician to support students in accessing curricular materials and technology-based instruction. Additionally, the technician will assist with textbook and technology checkouts, check-ins, logging into Destiny, and managing discards. Monitor the efficiency of textbook and technology checkouts, check-ins, and logging into Destiny to gauge the impact of the technician's assistance.

### Students to be Served by this Strategy/Activity

- All

### Timeline

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Principal and Librarian

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3574.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.
<b>Amount</b>	1426.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.

**Strategy/Activity 15**

Provide visual art supplies, consumable materials, and art resources for students to access the curriculum and create their work. Additionally, procure site licenses and Play Bills for the Bring It On Spring Musical to support both students and teachers involved in the production. Track the usage and consumption of visual art supplies and materials by students over a specified period to assess their engagement and utilization of resources. Additionally, monitor attendance and feedback from the Bring It On Spring Musical to evaluate the impact of provided site licenses and Play Bills.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Teacher, Administrative Secretary, and Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	9000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work.
<b>Amount</b>	11000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. Site license and Play Bills for Bring It On Spring Musical.

**Strategy/Activity 16**

Offer curriculum-based field trips, approved by the site, to enrich learning experiences. Trips may include visits to plays, musicals, museums, schools, and colleges. Measure the frequency and participation rates of students and teachers in the site-approved, curriculum-based field trips.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Principal, Administrative Secretary, and Teacher

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	10000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**Description**

Site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Increase parent engagement by providing beneficial conference opportunities throughout the year.

### LCAP Goal

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

### Identified Need

To enhance parental engagement, we aim to educate parents on various topics including graduation credits, A-G requirements, AP courses, dual enrollment options, distinctions between UC and CSU systems, career and technical offerings, as well as academies and pathways during grade-level parent meetings. Additionally, our strategy involves partnering with community organizations to enhance parent attendance, particularly among African American parents, at these gatherings, and to elevate volunteer involvement. Our goal is also to promote greater utilization of ParentSquare among parents.

Increasing funding for parent engagement will be vital in promoting family involvement. Offering opportunities for parents to participate in conferences focused on engagement and strategies to support student success will further enhance this involvement.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 188 surveys	Parent Participation in Stakeholder Input Processes - 250 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL): 86% Hispanic (Hisp): 86% African American (AA): 83%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 90% African American (AA) - 87%



Metric/Indicator	Baseline	Expected Outcome
<p>Climate of Support for Academic Learning via Panorama Family</p> <p>Climate Survey</p> <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	<p>Climate of Support for Academic Learning via Panorama Family</p> <p>Climate Survey</p> <p>All Students (ALL) - 88%</p> <p>Hispanic (Hisp) - 90%</p> <p>African American (AA) - 90%</p>	<p>Climate of Support for Academic Learning via Panorama Family Climate Survey</p> <p>All Students (ALL) - 90%</p> <p>Hispanic (Hisp) - 92%</p> <p>African American (AA) - 92%</p>
<p>Number of Attendees Attending 1 or more school/parent center sponsored events at site.</p> <p>PSHS had 408 different parents attend at least 1 school sponsored parent event.</p>	<p>Parents were offered to join Zoom meetings to help increase attendance at meetings. Recent senior class meetings included 30-40 parents in attendance. Two meetings were set for English Learner parents.</p>	<p>Counselors will hold a parent night for each grade level with a second night set for seniors. Each grade level will hold parent nights throughout the year. Counselors will hold an information night for our main feeder schools. Athletics will hold parent information sessions each season. Continue to have meetings for English Learner parents. Morning meetings for parents will increase from the three established this year.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

Provide ongoing parent education sessions throughout the year to ensure understanding of graduation requirements, credit evaluation, and post-high school options. Equip parents with tools for student success, including tutoring schedules, test preparation websites, and college information, while utilizing ParentSquare for communication. Facilitate parent involvement through volunteer opportunities and increase grade-level parent meetings and conferences, especially in the absence of a PTA or Academic Booster. Additionally, conduct freshmen orientation programs for incoming students and their parents. With increased funding for parent engagement, offer opportunities for parents to attend conferences focused strategies to support student success. Maintain efforts to foster student involvement in Kings and Queens Circle, facilitating connections between African American students and community members. Monitor attendance and participation rates of parents in the education sessions and grade-level meetings to assess effectiveness.

### Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
  - African American

### Timeline

July 1, 2024 to June 30, 2025

**Person(s) Responsible**

Administrators

**Proposed Expenditures for this Strategy/Activity**

**Amount**

7777.00

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Description**

Professional Development for Parents through Morning Meetings hosted on campus, grade level meetings, and meetings with counselors. SSC allocated \$805.00 9/24

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

Maintain preparedness for emergency situations and basic emergency supplies in the classrooms such as emergency backpacks, update student locator lists, school maps, and updated class rosters. Decrease suspension rate for African American students. Increase overall attendance rate and school connectedness.

### LCAP Goal

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

### Identified Need

- Ensure classroom doors are securely locked at all times
- Conduct routine checks on crash bars for functionality
- Ensure door handles remain intact and functional
- Keep all exterior gates locked for added security
- Increase students' connectedness to PSHS to raise attendance goal from 91.2% to at least 93% across all demographics
- Implement strategies to reduce the suspension rate for African American students, fostering a more inclusive and supportive environment

Funding for attendance incentives will be essential to address absenteeism effectively. The high suspension rates among African American students highlight the need for ongoing support through restorative justice practices and social-emotional learning programs like Kings Circle and Queens Circle. Furthermore, having teachers greet students at the doors is helping to reduce tardiness and foster stronger relationships, enhancing overall connectedness.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -91.2%	Student Attendance Rates All Students (ALL) - 93%

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Chronic Absenteeism Rates  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)  
 Students with Disabilities (SWD)

Chronic Absenteeism Rates  
 All Students (ALL) - 27.4%  
 English Learner (EL) - 27.4%  
 Hispanic (Hisp) - 27.0%  
 African American (AA) - 35.8%  
 Socioeconomically Disadvantaged (SED) - 27.3%  
 Students with Disabilities (SWD) - 37.1%







Chronic Absenteeism Rates  
 All Students (ALL) - 22.4%  
 English Learner (EL) - 22.4%  
 Hispanic (Hisp) - 22%  
 African American (AA) - 30.8%  
 Socioeconomically Disadvantaged (SED) - 22.3%  
 Students with Disabilities (SWD) - 32.1%

High School 4-Year Dropout Rate  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)

High School 4-Year Dropout Rate  
 All Students (ALL): 1.6%  
 English Learner (EL): 1.7%  
 Hispanic (Hisp): 1.6%  
 African American (AA): 0%  
 Socioeconomically Disadvantaged (SED): 1.7%

High School 4-Year Dropout Rate  
 All Students (ALL) - 0.8%  
 English Learner (EL) - 0.8%  
 Hispanic (Hisp) - 0.8%  
 African American (AA) - 0%  
 Socioeconomically Disadvantaged (SED) - 0.8%

Suspension Rates:  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)  
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Green	5.8% suspended at least one day	Declined - 0.4
EL	 Orange	9.1% suspended at least one day	Maintained 0
Hisp	 Green	5.8% suspended at least one day	Declined - 1.1
AA	 Red	11.9% suspended at least one day	Maintained - 0.2
SED	 Green	5.9% suspended at least one day	Declined - 0.4
SWD	 Yellow	7.4% suspended at least one day	Declined Significantly -2.1

St. Group	Color	DFS/Percentage	Change
All	Green	5.3% suspended at least one day	Decline -0.5%
EL	Yellow	8.6% suspended at least one day	Decline -0.5%
Hisp	Green	5.3% suspended at least one day	Decline -0.5%
AA	Orange	10.9% suspended at least one day	Decline 1.0%
SED	Green	5.4% suspended at least one day	Decline -0.5%
SWD	Yellow	6.4% suspended at least one day	Decline 1.0%

Expulsion Rates  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)

Expulsion Rates  
 All Students (ALL): 0.4%  
 English Learner (EL): 0%  
 Hispanic (Hisp): 0.3%

Expulsion Rates  
 All Students (ALL) - 0.2%  
 English Learner (EL) - 0%  
 Hispanic (Hisp) - 0.1%

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	African American (AA) : 2.5% Socioeconomically Disadvantaged (SED) : 0.4% Students with Disabilities (SWD): 0%	African American (AA) - 1.2%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 51% EL: 59% Hisp: 49% AA: 45%	Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 62% Hispanic (Hisp) - 52% African American (AA) - 48%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 71% EL: 75% Hisp: 72% AA: 64%	Panorama Survey – School Safety All Students (ALL) - 74% English Learner (EL) - 78% Hispanic (Hisp) - 75% African American (AA) - 67%
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100%	Williams Facilities Inspection Results remain at 100%

## Planned Strategies/Activities

### Strategy/Activity 1

The purchase of supplemental emergency supplies is needed for our staff, including supplies for the emergency backpacks, updates to student locator lists, school maps, and updated class rosters. Additionally, we will continue to collaborate with our staff to ensure they understand the importance of securing gates and classroom doors. If there are classroom doors that need to be repaired, the teachers will report the repairs to the administrator that oversees facilities. Our site will continue to work with district staff to ensure the crash bars are routinely checked as well. PSHS will increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gentz Alliance, Kings Circle, FCA, BSU, GSA, and Peer counseling, along with daily

classroom greeting. Use restorative practices, such as conflict resolution, to help decrease the suspension rates, especially for African American students. PSHS will track the purchase and distribution of emergency supplies, measure student participation in connectedness activities, and monitor changes in suspension rates to evaluate the effectiveness of these efforts.

### Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:  
African American

### Timeline

July 1, 2024 to June 30, 2025

### Person(s) Responsible

Assistant Principal over Safety Committee

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Update emergency supplies for classrooms and office.

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2024 - June 30, 2025	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	30,624	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials.	2,962	Title IV

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

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*



# Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$403,885
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$562,769.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	396,108	0.00
Title I Part A: Parent Involvement	7,777	0.00
LCFF	158,884	0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$396,108.00
Title I Part A: Parent Involvement	\$7,777.00

Subtotal of additional federal funds included for this school: \$403,885.00

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

State or Local Programs	Allocation (\$)
LCFF	\$158,884.00

Subtotal of state or local funds included for this school: \$158,884.00

Total of federal, state, and/or local funds for this school: \$562,769.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	158,884.00
Title I	396,108.00
Title I Part A: Parent Involvement	7,777.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	171,990.00
2000-2999: Classified Personnel Salaries	36,046.00
3000-3999: Employee Benefits	126,775.00
4000-4999: Books And Supplies	122,229.00
5000-5999: Services And Other Operating Expenditures	58,277.00
5700-5799: Transfers Of Direct Costs	27,452.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	3,574.00
3000-3999: Employee Benefits	LCFF	1,426.00
4000-4999: Books And Supplies	LCFF	86,884.00
5000-5999: Services And Other Operating Expenditures	LCFF	40,500.00
5700-5799: Transfers Of Direct Costs	LCFF	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	171,990.00
2000-2999: Classified Personnel Salaries	Title I	32,472.00
3000-3999: Employee Benefits	Title I	125,349.00
4000-4999: Books And Supplies	Title I	35,345.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5700-5799: Transfers Of Direct Costs	Title I	20,952.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	7,777.00

# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Erik Cross		X			
Ms. Veronica Silva		X			
Ms. Allyson Boylan		X			
Miss. Stephanie Lopez					X
Mr. Michael Ventura	X				
Ms. Carla Schiedge		X			
Mr. Jay Whittier				X	
Miss Italy Acosta					X
Miss Leslie Medina Cornejo					X
Mr. Bryan Stephens				X	
Mr. Josiah Mitchell				X	
Ms. Patricia Warren			X		
Ms. Sandra Lindblom				X	
Ms. Anne Hebert			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>3</b>

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on September 24, 2024.

Attested:



Principal, Michael Ventura on 11/15/24



SSC Chairperson, Stephanie Lopez on 11/15/24

# Title I and LCFF Funded Program Evaluation

**Goal #1:**  
Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>Access staff development services aimed at supporting the implementation of State Standards and fostering improved student achievement across all demographic groups. Overall CAASPP scores at PSHS have declined from the previous year, highlighting a need for focused improvement. To address this, professional development will concentrate on Universal Design for Learning (UDL) and AVID strategies to enhance teaching effectiveness. Funds will be allocated for department release time to support the implementation of these strategies, with a specific emphasis on improving English Learner (EL) performance across all content areas and state testing. These targeted efforts aim to elevate student achievement and will be assessed using a range of metrics, including state testing results, A-G rates, passing rates, and various academic indicators sourced from the CA Dashboard.</p>			
<p>Provide Extra Duty Salary to enhance support for both students and teachers, with the goal of improving instructional quality and increased student achievement across all demographics. Enhance academic performance by providing additional assistance to meet academic standards by offering supplementary sessions outside regular school hours, such as winter intersession, Saturday Study Sessions designed for Advanced Placement (AP) courses, and practice ELPAC testing. Student</p>			

<p>achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, AP passing rates, and various academic indicators sourced from the CA Dashboard.</p>			
<p>Deliver supplementary materials and supplies to aid students and teachers in meeting state standards across all subject areas. Additionally, provide online subscriptions and licensed services offering support for research and citation, gamification for study and review, as well as assistance in writing, grammar, and math skill development. Interactive content for assessment and review is also available. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard.</p>			
<p>Offer substitutes to facilitate teacher collaboration, attend conferences, and participate in trainings, ensuring continuity of instruction and professional development opportunities. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, passing rates, AP passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard.</p>			
<p>Offer substitutes for English Language Development (ELD) teachers to collaborate in co-planning sessions, fostering increased English Learner (EL) achievement through comprehensive instructional strategies. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, reclassification rates, ELPAC results, A-G rates, passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard.</p>			
<p>Provide salary and benefits for one full-time equivalent (FTE) English Language Development (ELD) teacher, ensuring dedicated support for English Learners and facilitating</p>			



<p>their academic progress. One metric for assessing the impact of funding an ELD teacher will be the growth in English proficiency among English Learners, measured through ELPAC. Monitoring their academic progress in subjects like math and literacy, comparing grades, test scores, and graduation rates with and without ELD support, will provide further insight.</p>			
<p>Allocate funding for two Bilingual Paraprofessionals to support ELD 1 and 2 level students during their EL class and core content area classes throughout the school year, each working seven-hour days. One metric will be the progress of ELD 1 and 2 students' English proficiency measured by through ELPAC. Another metric is tracking academic performance in core subjects. Additionally, evaluating the frequency and effectiveness of tutoring sessions beyond school hours provides insight into support quality.</p>			
<p>Provide substitutes for AVID team meetings and events, ensuring continuity and participation in the program for both students and teachers. One metric could be the level of engagement and participation in AVID team meetings and events, measured by attendance and feedback. Additionally, tracking successful completion of program activities with substitute support offers insight into program effectiveness.</p>			
<p>Provide transportation support through the Ophelia Project for at-risk female students attending bi-monthly mentor meetings. This initiative aims to facilitate their college readiness and includes opportunities for college visits. A metric for evaluating the effectiveness of the Ophelia Project support could involve tracking the participation of at-risk female students in college visits and bi-monthly meetings with mentors. Additionally, assessing students' progress towards college enrollment, such as the number of college applications submitted or acceptance letters received, will provide insight into the program's impact.</p>			

<p>Enhance classroom technology availability by acquiring supplemental resources such as calculators, computers, ELMOs, LCD projectors, and other necessary technology to ensure that all classrooms meet a minimum standard of technological resources for both students and teachers. Measure the percentage of classrooms meeting the minimum standard of technological resources both before and after acquiring supplemental technology as a metric for assessing improvement.</p>			
<p>Provide student incentives for attendance and academic performance to support both students and teachers in fostering a positive learning environment. Offer busing services for incoming 9th graders to attend the Annual Freshmen Orientation Activities, aimed at familiarizing them with our campus and fostering a smooth transition into high school. Track the increase in attendance rates and academic performance among students who participate in the incentive program as a metric for assessing its effectiveness in promoting engagement and achievement.</p>			
<p>Organize professional development on cultural literacy and equity, led by our equity lead, to promote collaboration among educators. This initiative will enhance curriculum-based field trips and cultural celebrations, ensuring they reflect and honor our school's diverse culture. We will measure the frequency and attendance of these professional development sessions, as well as track the integration of culturally relevant content into the curriculum-related activities. This data will help us assess the impact of the training on educational practices.</p>			
<p>Extend the hours of our library technician to support students in accessing curricular materials and technology-based instruction. Additionally, the technician will assist with textbook and technology checkouts, check-ins, logging into Destiny, and managing discards. Monitor the efficiency of textbook and technology checkouts, check-ins, and logging into Destiny to</p>			

gauge the impact of the technician's assistance.			
Provide visual art supplies, consumable materials, and art resources for students to access the curriculum and create their work. Additionally, procure site licenses and Play Bills for the Bring It On Spring Musical to support both students and teachers involved in the production. Track the usage and consumption of visual art supplies and materials by students over a specified period to assess their engagement and utilization of resources. Additionally, monitor attendance and feedback from the Bring It On Spring Musical to evaluate the impact of provided site licenses and Play Bills.			
Offer curriculum-based field trips, approved by the site, to enrich learning experiences. Trips may include visits to plays, musicals, museums, schools, and colleges. Measure the frequency and participation rates of students and teachers in the site-approved, curriculum-based field trips.			

**Goal #2:**  
 Increase parent engagement by providing beneficial conference opportunities throughout the year.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
Provide ongoing parent education sessions throughout the year to ensure understanding of graduation requirements, credit evaluation, and post-high school options. Equip parents with tools for student success, including tutoring schedules, test preparation websites, and college information, while utilizing ParentSquare for communication. Facilitate parent involvement through volunteer opportunities and increase grade-level parent meetings and conferences, especially in the absence of a PTA or Academic			

<p>Booster. Additionally, conduct freshmen orientation programs for incoming students and their parents. With increased funding for parent engagement, offer opportunities for parents to attend conferences focused strategies to support student success. Maintain efforts to foster student involvement in Kings and Queens Circle, facilitating connections between African American students and community members. Monitor attendance and participation rates of parents in the education sessions and grade-level meetings to assess effectiveness.</p>			
--	--	--	--

**Goal #3:**

Maintain preparedness for emergency situations and basic emergency supplies in the classrooms such as emergency backpacks, update student locator lists, school maps, and updated class rosters. Decrease suspension rate for African American students. Increase overall attendance rate and school connectedness.

<p><b>Actions/ Activities (Strategies)</b></p>	<p><b>What is working and why? (Effective indicators)</b></p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p><b>What is not working and why? (Ineffective indicators)</b></p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p><b>Modification(s) based on evaluation results</b></p> <p><i>Continue or discontinue and why?</i></p>
<p>The purchase of supplemental emergency supplies is needed for our staff, including supplies for the emergency backpacks, updates to student locator lists, school maps, and updated class rosters. Additionally, we will continue to collaborate with our staff to ensure they understand the importance of securing gates and classroom doors. If there are classroom doors that need to be repaired, the teachers will report the repairs to the administrator that oversees facilities. Our site will continue to work with district staff to ensure the crash bars are routinely checked as well. PSHS will increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gentz Alliance, Kings Circle, FCA, BSU, GSA, and Peer counseling, along with daily classroom greeting. Use restorative practices, such as conflict resolution, to help decrease the suspension rates, especially for African American students. PSHS will track</p>			

the purchase and distribution of emergency supplies, measure student participation in connectedness activities, and monitor changes in suspension rates to evaluate the effectiveness of these efforts.

--

--

--

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

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

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## **Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*



*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
  - ii. increase the amount and quality of learning time, and
  - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
  - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
  - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
  - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
  - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049

---