

School Year: **2019-20**

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.

School Name	Rancho Mirage High School
Address	31001 Rattler Road Rancho Mirage, CA 92270
County-District-School (CDS) Code	054702
Principal	Teresa Haga, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	05/07/2019
Schoolsite Council (SSC) Approval Date	6/25/19
Local Board Approval Date	

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.

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School Vision and Mission

The mission of Rancho Mirage High School is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of their abilities and chosen educational and career goals. Each student will be treated as an individual, given the tools and support to be a lifelong learner, and taught to function as a member of a group and as a productive and meaningful member of society.

The vision for Rancho Mirage High School is guided by the Palm Springs Unified School District Belief Statements and includes students, parents, the community, school staff and school leadership.

Students

RMHS expects all students to work toward graduation and successfully transition to college or career. All students are welcomed into a school culture that encourages individuality and expects extra/co-curricular participation in order to foster a sense of belonging. By participating in this educational community, students acquire knowledge, skills, and attitudes that will serve them today and in the future.

Parents and Community

RMHS is a working partnership of students, parents, staff and community members who effectively communicate to meet the educational needs of its students.

School

RMHS provides students with a safe and secure learning environment characterized by responsible, respectful, and ethical behavior by the entire school community.

Staff and School Leadership

RMHS is a professional learning community that ensures that all students learn at high levels through a collaborative culture and an ambitious vision for student success.

School Profile

Rancho Mirage High School opened in September 2013 and serves students from Rancho Mirage, Palm Desert, Thousand Palms, and Cathedral City. As a result of the PSUSD open enrollment policy, students also attend from other neighboring communities. The school is situated on a 64-acre site and serves approximately 1500 students in grades nine through twelve. Approximately one hundred and twenty faculty and staff members serve an ethnically diverse student population which includes: 72% Hispanic, 17% white, 5% Filipino, 3% African-American, and 3% other.

Rancho Mirage High School, home of the Rattlers, is committed to the pursuit of academic excellence by providing diverse educational opportunities that include: career technical education, college prep, and advanced placement offerings. All students receive a strong academic curriculum with an emphasis on career and college readiness. Students may challenge a more rigorous course of study by enrolling in Honors or Advanced Placement classes. Students may also pursue their interests in the performing arts, world languages, sports, and other club programs. Finally, students may choose Culinary Arts or Automotive Technology as a Career Technical Education academy or Advancement Via Individual Determination (AVID) or Technical Theater as a CTE focused pathway.

Rancho Mirage High School Leadership Team meets monthly and reports on grade and content level collaboration work. Lead teacher collaboration involves representatives from each district high school, along with an administrative designee and a district office administrator to monitor the implementation of this work. Staff development is planned to meet the needs of English Learners and Special Education students along with data analysis and evaluation through Professional Learning Communities. Additionally, staff development is occurring for AP classes, ELD strategies, and AVID strategies which support students' language development and helps to create a college-going climate.

Rancho Mirage High School teaches standards-aligned, state-adopted curriculum through the use of curriculum guides that have been cooperatively developed by district high school teachers and PSUSD office personnel. In addition, instructional practices are guided by; KDS tests, short cycle assessments, developing regulations and procedures that are in line with the Education Code and California Department of Education guidelines.

In addition to mainstreaming special education students in CP and honors classes, 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. Identified special education services are delivered through: pull out

programs, within the regular education classes through co-teaching, and/or consultation from special education personnel. The materials utilized for the collaboration model will be purchased jointly through the special education department and site funds. RMHS also services Special Education students in the Functional Life Skills program and Adult Transition Program for those in need of intensive interventions.

Parent involvement and training is essential and student goal setting is included in the after school meetings with parents as well as through the Back to School Nights. Parents are informed, again through the district, on how they can be involved in helping to address the improvement of student academic achievement, and finally, the district also provides information to parents about how they can transfer their child to another school, should the parent feel the desire to do so.

The Single Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage High School Site Council (SSC). The RMHS Leadership Team will evaluate the effectiveness of our SPSA shortly after state and federal assessments are released and our SSC and other leadership groups have had the opportunity to review student achievement data. Monitoring comments will be added to our SPSA throughout the year. 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

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.

Rancho Mirage High School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The RMHS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students with a goal to close student group achievement gaps.

Stakeholder 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

SSC Election Dates and Results:

Parent/community member

- Parents/community members were encouraged to submit their name to the site secretary by 8/20/18. Advertising for name submissions occurred through the school website, social media, and auto dialer to parents. Two community members submitted their names. Elections were held during Back-to-School night. Cara Van Dijk was selected by majority vote for the one open position.

Teacher/certificated staff

- Certificated staff were encouraged through email to submit their names to Jorge Jimenez, SSC President. Four staff members submitted their names by the deadline of 8/31/18. Elections were held through electronic

ballot to fill the three open positions. Voting ended at 3:05 PM on 9/5/18. Bryan Downer, Robin Hinchliffe-Lopez, and Michelle Hilario were selected.

ELAC representatives

- Mr. Omier, Assistant Principal, reached out to the Spanish-speaking parents to identify those interested in participating in the school's ELAC committee and SSC. Rosa Aguilar, Ilda Veronica Arias, Ana Maria Zamora, and Johanan Michele Ochoa Valarde were selected for the ELAC committee. Mrs. Ochoa Valarde will serve as the ELAC representative on SSC and DELAC. The ELAC has agreed to serve as part of the SSC and does not hold separate meetings.

SSC Meeting Dates and Topics:

September 11, 2018 : SSC Training

October 16, 2018: Review of by-laws, data review including CAASPP and CA Dashboard, review of SPSA

November 13, 2018: Review and changes to budget approved after discussion.

February 19, 2019: LCAP presentation, stakeholder input based on school data review

March 19, 2019: meeting did not meet quorum

April 9, 2019: Discussion, input, and approval of 2019-2020 SPSA budget.

May 21, 2019: Review of school year and upcoming end-of-year events/activities

Leadership Team Meeting Dates and Topics:

8/14/18: Site expectations, Evaluation process, PLC goals, staff meeting changes

9/4/18: SEL lessons, collaboration expectations, department chair responsibilities

10/2/18: Progress Adviser tool redesign, testing dates discussion

11/15/18: Department budgets, dates of SEL lessons and testing calendar

12/4/18: Equity work with Cambio Group, end of semester items, introduction of Vocabulary.com

1/15/19: review of PLC expectations, second semester Admin class visits, testing calendars

2/5/19: SEL lesson feedback, Panorama Survey, Course selection process

3/5/19: Counseling update on groups, 19-20 schedule planning, Testing structure

4/1/19: Discipline discussion, Cambio Group update, SPSA requests

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: provide funding for all 10th and 11th grade students to participate in the PSAT, decrease funding for enrichment trips to be redistributed to targeted tutoring supports for students, and decrease funding for AVID conference attendance to increase professional development for all staff in the areas of equity and social emotional learning.

Resource Inequities

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

No resource inequities were identified through review of student data and our needs assessment. All students have access to tutoring in all subjects, each student has a Chromebook provided by the district, and all students have access to teachers who have been trained in AVID strategies which are a schoolwide focus on Writing, Inquiry, Reading, Collaboration, and Rigor (WICOR). CA Dashboard data shows a decrease in English and Math scores on the 2018 CAASPP and an increase in suspensions. The Dashboard also shows that the graduation rate remains very high and the CCI increased as a result of more students completing A-G requirements and participating in dual enrollment courses.

Needs Assessment – Review of Performance

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

One area of significant growth for RMHS is in College/Career Readiness. The class of 2018 graduated with 46.3% of students being prepared and 20.4% of students approaching prepared according to the CA Dashboard. This is a significant increase from the class of 2017 which showed 35.2% of students graduating prepared and 21.8% of students who were approaching prepared. The English Learner subgroup increased by 11.4% to 15.8% being prepared. While Hispanic students increased by 12.6% to 43.7% prepared and the Socioeconomically Disadvantaged subgroup increased by 12.6% to 45.1% prepared. This increase is supported in the SPSA through funding of AVID school-wide as well as support for the CTE academies and pathways.

Greatest Progress

While the English Learner Progress data is not yet available for two years to compare, the ELPI data for RMHS meets or exceeds the state data in each category. This includes 31.4% of students in level 4 and 34% of students in level 3. This work is supported in the SPSA through the funding of the ELD sections and bilingual paraprofessional.

While the graduation rate declined slightly, by 2% to 96.3%, it remains well above the state average of 83.5%. English Learner students had a graduation rate of 91.2%, Hispanic students were at 96.4%, and socioeconomically disadvantaged students had a 95.7% graduation rate. This is an area to celebrate as well as an area for growth. Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after school tutoring.

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

The three areas of greatest concern are: Suspension Rate, English Language Arts, and Mathematics according to the CA Dashboard.

Greatest Needs

The Suspension Rate increased by 2.9% to 8.4% which places it in the Orange performance category. The two subgroups that saw the greatest increase in suspension rates were African American students and those with disabilities. To address this area of concern, we have begun working with the Cambio group to address Equity on campus. The work began in the spring of 2019 with 3 meeting dates and is planned to continue into the 2019-2020 school year with 6 meeting dates. The work will include specific job-embedded training for the Equity Teaching Team as well as whole-staff training. Additionally, in 2019-2020, funding is allocated for staff to attend training on Social Emotional Learning (SEL) and Restorative Practices. Upon returning from the training, attendees will share strategies with the whole staff.

English Language Arts experienced a decline of 83.6 points which represents the Red performance category. English Learners, Hispanic students, and Socioeconomically Disadvantaged students all declined significantly which resulted in placement in the Red performance category. The white subgroup declined by 65.3 points which resulted in placement in the Orange performance category. A variety of changes in practice have been instituted as a result of this data. To continue to improve growth in ELA, additional support will be provided for all students through increased vocabulary skill building, writing practice, and

cross-curricular collaboration. In 2019-2020, the ELD teacher will serve as an ELD coach for one period to help support English Learners and teachers in all subjects. Teachers will continue to be trained in AVID strategies of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and will implement these strategies for all students. Additionally, the CAFE and RACE academies will offer focused tutoring sessions for their students. The English Department will continue to work with district TOSAs through coaching and continue to improve their use of PLCs.

Mathematics declined by 41.3 points which represents the Orange performance category. SED students declined 41.8 points which represents the Red performance category. English Learners, Hispanic, and White student subgroups also experienced significant declines resulting in Orange performance categories. In addition to changes in practice, several math teachers participated in coaching and collaborative training with district TOSAs and the Carnegie coach. The work with the district TOSAs will continue in 2019-2020 with a focus on improving the work done during collaboration time with the PLC. The Math Lab, after school tutoring, will continue to be funded to support students in math tutoring five days per week. Cross-curricular planning with science and enrichment opportunities for students will be funded to support students' growth in math as well as understanding of the connections between math and science.

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

While there are no performance gaps of two or more performance levels below the "all student" performance for all subgroups, there is a need for continued academic growth for all students.

In English for 2018, the overall percentage of students meeting or exceeding the standard was 35.2%, the Filipino students showed 42.9% meeting or exceeding standard which is a decline from 85.7% in 2017. The white subgroup declined from 75.9% meeting or exceeding standard in 2017 to only 54.7% in 2018. African American students meeting or exceeding the standard was 61.6% in 2017 and 44.4% in 2018. While Hispanic students showed 63.5% meeting or exceeding the standard in 2017 and only 28.4% in 2018.

In mathematics, the performance gaps are similar with 57.1% of Filipino, 48.3% white, and 23.2% Hispanic meeting or exceeding the standard in 2017. Which dropped to 28.6% Filipino, 20.3% white, and 16.6% Hispanic meeting or exceeding the standard in 2018. Only 11.1% of African American students met the standard in math with 0% exceeding the standard in 2018. English Learner students continue to show no growth in meeting or exceeding the standard for mathematics in 2018.

A continued school wide focus on reading and writing across the curriculum will support students' growth in English Language Arts. Additionally, the use of AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies will help students improve in all academic areas. New curriculum for English as well as the program/pathway for English Language Learners was introduced in the fall of 2017. Throughout this school year, we will continue to support our teachers with professional development and planning/collaboration time to allow them to fully access all of the scaffolds and extensions available with StudySync. To additionally support students' performance in ELA, the site has purchased a license to Vocabulary.com and the teachers have also been trained in the use of ListenWise.

To support improvement in mathematics, we will continue to provide professional development for all teachers related to the Carnegie mathematics curriculum. We will also offer tutoring with one location being focused solely on supporting students' math needs. Additional planning and collaboration time for all math teachers will be provided to help them create vertical and horizontal alignment to standards and address student learning needs. Cross-curricular collaboration with science and math and within CTE academies will also address the performance gaps in math.

In support of all students, we will work with Solution Tree coaches to improve the use of PLC collaboration for both English and math. All other departments will also continue to work on implementing the PLC model in their weekly collaboration.

Performance Gaps

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.5%	0.57%	10	9	9
African American	3.2%	2.9%	3.59%	50	48	57
Asian	1.3%	1.1%	1.20%	21	18	19
Filipino	4.0%	4.6%	4.53%	63	77	72
Hispanic/Latino	71.0%	71.8%	72.12%	1,111	1,193	1146
Pacific Islander	0.2%	0.2%	0.19%	3	4	3
White	18.5%	17.5%	16.36%	289	290	260
Multiple/No Response	1.2%	%	%	19		
Total Enrollment				1,566	1,661	1589

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		457	419
Grade 10		404	452
Grade 11		397	348
Grade 12		403	370
Total Enrollment		1,661	1,589

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	190	199	184	12.1%	12.0%	11.6%
Fluent English Proficient (FEP)	597	660	626	38.1%	39.7%	39.4%
Reclassified Fluent English Proficient (RFEP)	37	25	22	22.4%	13.2%	11.1%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	414	375	324	411	369	324	411	369	324	99.3	98.4	100
All Grades	414	375	324	411	369	324	411	369	324	99.3	98.4	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2570.	2618.	2533.	14	26.02	8.33	33	40.92	27.16	30	21.95	28.40	24	11.11	36.11
All Grades	N/A	N/A	N/A	14	26.02	8.33	33	40.92	27.16	30	21.95	28.40	24	11.11	36.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	35.50	17.28	51	48.51	50.00	28	15.99	32.72
All Grades	21	35.50	17.28	51	48.51	50.00	28	15.99	32.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	38.21	12.35	55	47.97	47.22	22	13.82	40.43
All Grades	23	38.21	12.35	55	47.97	47.22	22	13.82	40.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	24.66	9.57	64	64.50	61.11	19	10.84	29.32
All Grades	17	24.66	9.57	64	64.50	61.11	19	10.84	29.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	22	40.92	16.98	59	48.51	45.68	19	10.57	37.35
All Grades	22	40.92	16.98	59	48.51	45.68	19	10.57	37.35

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	414	375	324	411	371	324	411	371	324	99.3	98.9	100
All Grades	414	375	324	411	371	324	411	371	324	99.3	98.9	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2560.	2565.	2524.	8	8.89	4.94	19	20.75	12.04	30	26.68	25.62	42	43.67	57.41
All Grades	N/A	N/A	N/A	8	8.89	4.94	19	20.75	12.04	30	26.68	25.62	42	43.67	57.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	19.95	9.88	33	27.49	23.15	49	52.56	66.98
All Grades	18	19.95	9.88	33	27.49	23.15	49	52.56	66.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	10	12.40	5.86	54	46.09	44.44	36	41.51	49.69
All Grades	10	12.40	5.86	54	46.09	44.44	36	41.51	49.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	12.13	6.17	63	63.34	52.16	26	24.53	41.67
All Grades	11	12.13	6.17	63	63.34	52.16	26	24.53	41.67

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1527.8	1526.7	1528.3	42
Grade 10	1564.4	1576.3	1552.1	54
Grade 11	1564.1	1567.3	1560.4	31
Grade 12	1569.6	1575.8	1562.9	26
All Grades				153

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	15	35.71	13	30.95	*	*	42
Grade 10	21	38.89	15	27.78	*	*	*	*	54
Grade 11	14	45.16	*	*	*	*	*	*	31
Grade 12	*	*	13	50.00	*	*	*	*	26
All Grades	48	31.37	52	33.99	32	20.92	21	13.73	153

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	12	28.57	17	40.48	*	*	*	*	42
Grade 10	29	53.70	12	22.22	*	*	*	*	54
Grade 11	21	67.74	*	*	*	*	*	*	31
Grade 12	17	65.38	*	*	*	*			26
All Grades	79	51.63	43	28.10	17	11.11	14	9.15	153

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	19	45.24	16	38.10	42
Grade 10	*	*	18	33.33	13	24.07	19	35.19	54
Grade 11	*	*	*	*	*	*	12	38.71	31
Grade 12	*	*	*	*	15	57.69	*	*	26
All Grades	*	*	43	28.10	52	33.99	49	32.03	153

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	26.19	19	45.24	12	28.57	42
Grade 10	22	40.74	21	38.89	11	20.37	54
Grade 11	12	38.71	16	51.61	*	*	31
Grade 12	*	*	11	42.31	*	*	26
All Grades	55	35.95	67	43.79	31	20.26	153

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	24	57.14	14	33.33	*	*	42
Grade 10	39	72.22	*	*	*	*	54
Grade 11	27	87.10	*	*	*	*	31
Grade 12	21	80.77	*	*			26
All Grades	111	72.55	31	20.26	11	7.19	153

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	12	28.57	29	69.05	42
Grade 10	*	*	26	48.15	23	42.59	54
Grade 11	*	*	15	48.39	14	45.16	31
Grade 12	*	*	13	50.00	11	42.31	26
All Grades	*	*	66	43.14	77	50.33	153

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	32	76.19	*	*	42
Grade 10	11	20.37	36	66.67	*	*	54
Grade 11	15	48.39	13	41.94	*	*	31
Grade 12	*	*	17	65.38	*	*	26
All Grades	37	24.18	98	64.05	18	11.76	153

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,589	77.2%	11.6%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	184	11.6%
Foster Youth	2	0.1%
Homeless	91	5.7%
Socioeconomically Disadvantaged	1,227	77.2%
Students with Disabilities	94	5.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	3.6%
American Indian	9	0.6%
Asian	19	1.2%
Filipino	72	4.5%
Hispanic	1,146	72.1%
Two or More Races	23	1.4%
Pacific Islander	3	0.2%
White	260	16.4%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Mathematics



Orange

English Learner Progress



No Performance Color

College/Career



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

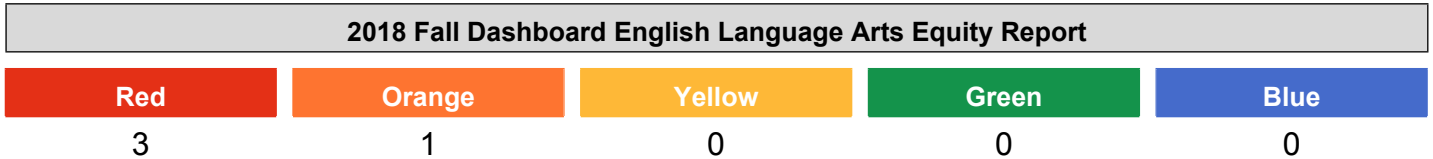
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 47.1 points below standard Declined -83.6 points 314 students	<p>English Learners</p>  Red 103.1 points below standard Declined -35 points 57 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 63.7 points below standard Declined -110.1 points 20 students	<p>Socioeconomically Disadvantaged</p>  Red 62.5 points below standard Declined -88.9 points 236 students	<p>Students with Disabilities</p>  No Performance Color 135.9 points below standard Declined -41.6 points 23 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 29.3 points below standard Declined -123.1 points 21 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 59.2 points below standard Declined -87.8 points 213 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 4.5 points below standard Declined -65.3 points 61 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
153.7 points below standard Declined -56.8 points 23 students	68.8 points below standard Declined -34.5 points 34 students	33.4 points below standard Declined -84.8 points 153 students

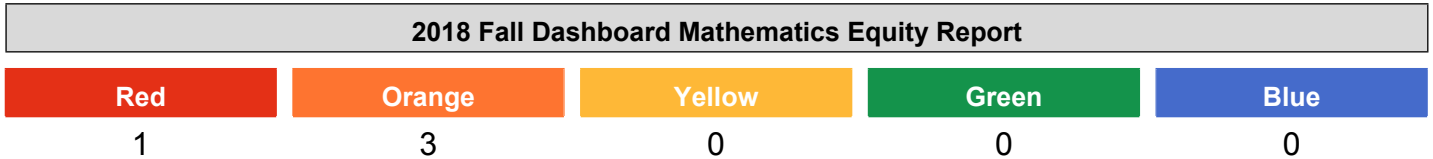
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 102 points below standard Declined -41.3 points 314 students	<p>English Learners</p>  Orange 151.2 points below standard Increased 5.5 points 57 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 113.7 points below standard Declined -28.3 points 20 students	<p>Socioeconomically Disadvantaged</p>  Red 115.5 points below standard Declined -41.8 points 236 students	<p>Students with Disabilities</p>  No Performance Color 191.5 points below standard Increased 50.5 points 23 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 68 points below standard Declined -77.7 points 21 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 110.7 points below standard Declined -37.4 points 213 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 85.4 points below standard Declined -65.2 points 61 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
182.6 points below standard Increased 8 points 23 students	130 points below standard Declined -12.7 points 34 students	91.8 points below standard Declined -42.4 points 153 students

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
153	31.4%	34%	20.9%	13.7%

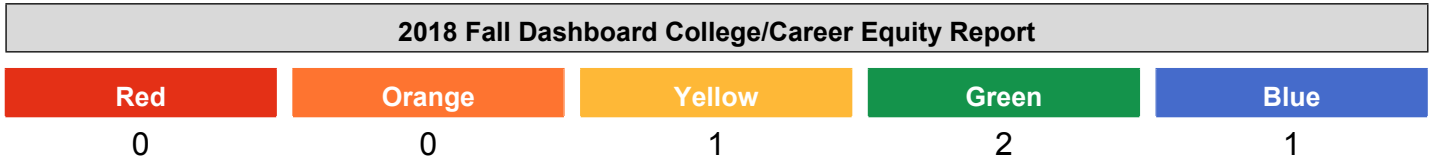
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Green 46.3% prepared Increased 11.1% 378 students	<p>English Learners</p>  Yellow 15.8% prepared Increased 11.4% 57 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 33.3% prepared Increased 3.9% 21 students	<p>Socioeconomically Disadvantaged</p>  Green 45.1% prepared Increased 12.6% 304 students	<p>Students with Disabilities</p>  No Performance Color 0% prepared Declined -9.7% 22 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.5% prepared Increased 20.3% 13 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 60% prepared Declined -13.3% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 43.7% prepared Increased 12.6% 279 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 56.1% prepared Increased 13.5% 57 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
31.9% Prepared	35.2 Prepared	46.3 Prepared
26.7% Approaching Prepared	21.8 Approaching Prepared	20.4 Approaching Prepared
41.5% Not Prepared	43 Not Prepared	33.3 Not Prepared

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

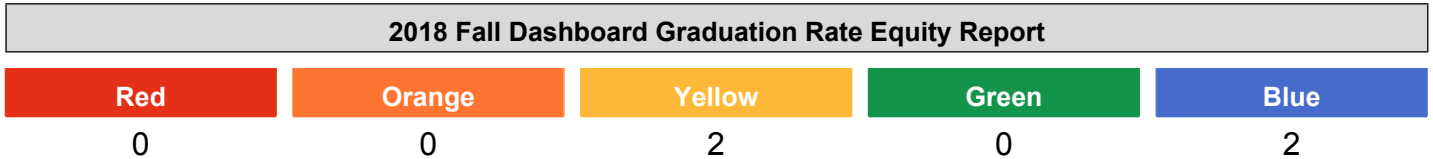
School and Student Performance Data

Academic Engagement Graduation Rate







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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 96.3% graduated Declined -2% 378 students	<p>English Learners</p>  Yellow 91.2% graduated Declined -4.4% 57 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 95.2% graduated Declined -1.8% 21 students	<p>Socioeconomically Disadvantaged</p>  Blue 95.7% graduated Declined -2.8% 304 students	<p>Students with Disabilities</p>  No Performance Color 77.3% graduated Declined -13% 22 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 92.3% graduated Declined -7.7% 13 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 100% graduated Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.4% graduated Declined -2.2% 279 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 94.7% graduated Declined -1.3% 57 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
98.3% graduated	96.3% graduated

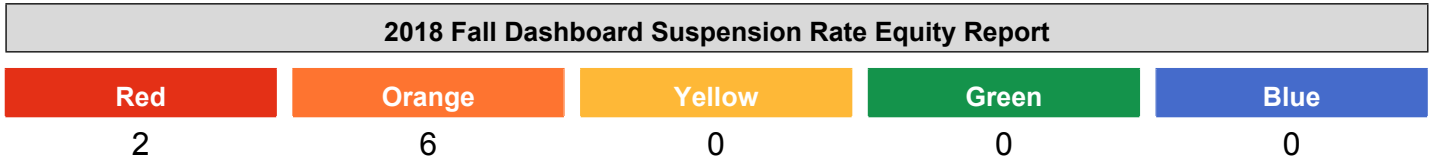
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 8.4% suspended at least once Increased 2.9% 1671 students	<p>English Learners</p>  Orange 7.8% suspended at least once Increased 1.5% 204 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  Orange 7% suspended at least once Increased 0.5% 100 students	<p>Socioeconomically Disadvantaged</p>  Orange 8.8% suspended at least once Increased 2.8% 1312 students	<p>Students with Disabilities</p>  Red 17.9% suspended at least once Increased 4.3% 112 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 13.6% suspended at least once Increased 8.2% 59 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 Orange 4.1% suspended at least once Increased 1.5% 74 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3% suspended at least once Increased 2.7% 1199 students	 No Performance Color 20.8% suspended at least once Increased 16.7% 24 students	 No Performance Color Less than 11 Students - Data 5 students	 Orange 7.5% suspended at least once Increased 0.3% 281 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.2% suspended at least once	5.5% suspended at least once	8.4% suspended at least once

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Red(-47.1) - Very Low - Decreased (- 83.6) English Learners (EL) Red(-103.1) - Very Low - Decreased (- 35) Hispanic (Hisp) Red(-59.2) - Very Low - Decreased (-87.8) Socioeconomically Disadvantaged (SED) Red(-62.5) - Very Low - Decr. Sig. (- 88.9)</p>
<p>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)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Orange(-102) - Low - Decr. Sig. (- 41.3) English Learners (EL) Orange(-151.2) - Very Low - Increase + 5.5 Hispanic (Hisp) Orange(-110.7) - Low - Decr. Sig. (- 37.4) Socioeconomically Disadvantaged (SED) Red(-115.5) - Very Low - Decr. Sig. (- 41.8)</p>

Metric/Indicator**Expected Outcomes****Actual Outcomes**

	<p>column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results: Well Developed 31.4% Moderately Developed 34% Somewhat Developed 20.9% Beginning Stage 13.7%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 11.1%</p>
<p>California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Graduation Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p>	<p>California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) Blue(96.3%) - Very High - Decreased - 2 English Learners (EL) Yellow(91.2%) - High - Decreased - 4.4 Hispanic (Hisp) Blue(96.4%) - Very High - Decreased - 2.2 African American (AA) N/A Socioeconomically Disadvantaged (SED) Blue(95.7%) - Very High - Decreased - 2.8 Students with Disabilities (SWD) N/A</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"Orange" 2016-2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for Graduation Rate will be an increase of 5.0% or more.</p> <p>CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2016-2017 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2016-2017 data.</p>	
Williams Textbook/Materials Compliance	Maintain 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 3% from 2016-2017 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2016-2017 levels.	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 171 (47%) English Learners (EL) 11 (21.2%) Hispanic (Hisp) 113 (42.0%) African American (AA) N/A Socioeconomically Disadvantaged (SED) 43.3%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Increase to or maintain CTE program completion rate at 95.0% or higher for 2017-2018.	Career Technical Education (CTE) Program Completion Rate 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)	Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2018 percentage by 2%. Increase African American student group results by 5% from 2017 levels.	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) 55.0% English Learners (EL) 66.7% Hispanic (Hisp) 53.1% African American (AA) 60.0% Socioeconomically Disadvantaged (SED) 54.2%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	New Indicator - Baseline Results	College and Career Indicator (CCI) (Color (%)- Status - Level - Change) All Students (ALL) Green (46.3%)- Medium - Incr. Sig. +11.1 English Learners (EL) Yellow(15.8%) - Low - Incr. Sig. + 11.4

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Hispanic (Hisp) Green(43.7%) - Medium - Incr. Sig. +12.6 African American (AA) N/A Socioeconomically Disadvantaged (SED) Green(45.1%) - Medium - Incr. Sig. +12.6

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.	Seventeen teachers and one counselor attended the AVID Summer Institute. They participated in a variety of sessions on various AVID strategies including: mathematics, reading, technology, preparing for college, Tutorology, science, and Student Success. These teachers represented all departments and shared their learning with their departments throughout the year.	Vertical articulation / alignment days with middle school teachers; CCSS PD (RCOE ERWC, Math); Team Teaching (SpEd Dr. Villa); , AVID, CABE, NSTA, CSU and UC Counselor, AP and Honors, etc. 5000-5999: Services And Other Operating Expenditures Title I 20,000.00	Vertical articulation / alignment days with middle school teachers; CCSS PD (RCOE ERWC, Math); Team Teaching (SpEd Dr. Villa); , AVID, CABE, NSTA, CSU and UC Counselor, AP and Honors, etc. 5000-5999: Services And Other Operating Expenditures Title I 17,852.68
		Project Prototype at RCOE; District provided Summer Institute for CCSS and Digital Storytelling; AP training through HR.	Project Prototype at RCOE; District provided Summer Institute for CCSS and Digital Storytelling; AP training through HR.
		Carnegie professional development Opportunities.	Carnegie professional development Opportunities.
		QTEL, Thinking Maps, Integrated/Designated EL, Linked Learning Conferences to support certificated staff.	QTEL, Thinking Maps, Integrated/Designated EL, Linked Learning Conferences to support certificated staff.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		CTE/Linked Learning Collaborative planning and professional development days	CTE/Linked Learning Collaborative planning and professional development days
		Release days for Advanced placement teachers to observe expert staff.	Release days for Advanced placement teachers to observe expert staff.
Extra Duty Pay for Teachers	<p>Integrated Math I Support class is planned to be offered for up to 60 students during Quarter 4. We were not able to offer the class during Quarter 2 due to lack teacher availability.</p> <p>Tutoring is available 5 days per week for math after school. Tutoring for ELA, Science, and Social Studies is available 4 days per week after school.</p> <p>AVID staff supported student learning through Saturday tutoring opportunities. AVID elective teachers met outside of regular school hours to plan and review AVID pathway and program needs.</p> <p>Credit Recovery classes have been offered after school all four quarters of the year. Approximately 30 students each quarter have been able to repeat a course they had previously failed a course or received a D.</p>	<p>Schedule and conduct after school Mathematics support course for struggling Integrated Math students during 2nd and 4th quarter. 1000-1999: Certificated Personnel Salaries Title I 15,000</p>	<p>Schedule and conduct after school Mathematics support course for struggling Integrated Math students during 2nd and 4th quarter. 1000-1999: Certificated Personnel Salaries Title I 8280.93</p>
		<p>Schedule and conduct before and after school tutoring, math lab tutoring, lunch tutoring and teacher prep period tutoring (including online program tutoring). This task supports attainment of all district goals; subjects to be tutored are ELA, Math, Science, SS, and ELL. 1000-1999: Certificated Personnel Salaries Title I 18,000.00</p>	<p>Schedule and conduct before and after school tutoring, math lab tutoring, lunch tutoring and teacher prep period tutoring (including online program tutoring). This task supports attainment of all district goals; subjects to be tutored are ELA, Math, Science, SS, and ELL. 1000-1999: Certificated Personnel Salaries Title I 9000.00</p>
		<p>Summer Academy for EL students to academically prepare orient and prepare them for the new school year. 0</p>	<p>Summer Academy for EL students to academically prepare orient and prepare them for the new school year.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Newcomer summer bridge program and growth mindset academy. 0	Newcomer summer bridge program and growth mindset academy.
		Support for assessments for EL students 0	Support for assessments for EL students
		AVID staff extra duty to improve academic success and college and career readiness/planning. 1000-1999: Certificated Personnel Salaries Title I 1,000.00	AVID staff extra duty to improve academic success and college and career readiness/planning. 1000-1999: Certificated Personnel Salaries Title I 960
		Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 15,000.00	Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 12280.93
Summer School Pay for Teachers	<p>During July 2018, one section of Integrated Math II Honors was offered with 20 students participating for 3 weeks. During July 2018, one section of Art I was offered with 25 students participating for 3 weeks.</p> <p>For June 2019, one section of Art I will be offered for enrichment and 30 students are currently scheduled to enroll. The Integrated Math II Honors course will not be offered in June 2019 due to a lack of teachers available to teach the course.</p>	Schedule and conduct summer school advancement math course in Integrated Mathematics II Honors and Art I. 1000-1999: Certificated Personnel Salaries Title I 10,000.00	Schedule and conduct summer school advancement math course in Integrated Mathematics II Honors and Art I. 1000-1999: Certificated Personnel Salaries Title I 5000
		ELA and Mathematics course offerings during summer school. These are additional opportunities for students to improve graduation rate and A-G completion. 1000-1999: Certificated Personnel Salaries Title I	ELA and Mathematics course offerings during summer school. These are additional opportunities for students to improve graduation rate and A-G completion. 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>During July 2018, one section of English I and one section of Integrated Math I were offered as credit recovery options for students. This allowed the school to offer an additional section of each of these classes during the summer which assisted an additional 56 students to improve their progress toward graduation and improvement of their A-G eligibility.</p> <p>For June 2019, there is a plan to offer one section of English I and one section of Integrated Math I.</p>	20,000.00	15000
Advanced Mathematics Learning Opportunities	Fifty students participated in hands-on learning activities during the Physics Day field trip. The students conducted experiments directly related to the content studied throughout the course.	White Water Learning, Physics Day, and Chemistry Professional Lab experiences that promote application of higher level mathematics standards. This includes registration, transportation, and substitute coverage. 5000-5999: Services And Other Operating Expenditures Title I 15,000.00	White Water Learning, Physics Day, and Chemistry Professional Lab experiences that promote application of higher level mathematics standards. This includes registration, transportation, and substitute coverage. 5000-5999: Services And Other Operating Expenditures Title I 1898.00
Support for Teaching Staff	ELA, Math, Science and Social Studies TOSAs worked throughout the year with each department reviewing curriculum, assisting with planning, and coaching teachers. In ELA, three teachers also worked with the ELA TOSA and Catlin Tucker to enhance their implementation of station rotation. These teachers	<p>Mathematics coach assigned to work with Math teachers to improve instructional practice.</p> <p>Consulting teachers to work with new teaching staff to clear their teaching credentials</p>	<p>Mathematics coach assigned to work with Math teachers to improve instructional practice.</p> <p>Consulting teachers to work with new teaching staff to clear their teaching credentials</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>frequently utilize this teaching strategy in their classroom. In the Math department, three teachers have gone through the Coaching Cycle based on the work by Jim Knight with the math TOSA. Each teacher focused on a different instructional goal and has made progress toward their goal.</p> <p>The school calendar allows for two hours of collaboration time each week. This time is divided by whole staff, individual department, and cross-curricular collaboration. Collaboration time focuses on data-driven decision making.</p>	<p>Science TOSAs to support implementation of NGSS.</p> <p>ELA and Math TOSAs to support CCSS and curriculum implementation</p> <p>Providing collaboration time on a weekly basis as built into the work schedule.</p> <p>Increase to schoolwide staffing ratio to support reduced class sizes.</p> <p>Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students</p>	<p>Science TOSAs to support implementation of NGSS.</p> <p>ELA and Math TOSAs to support CCSS and curriculum implementation</p> <p>Providing collaboration time on a weekly basis as built into the work schedule.</p> <p>Increase to schoolwide staffing ratio to support reduced class sizes.</p> <p>Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students</p>
5 teaching sections (1.0 FTE)	Five sections of ELD classes were offered with the teaching assignment split between two teachers. Small class sizes allowed the teachers to address the individual learning needs of the students. During the second semester, one class was closed due to lack of enrollment and the	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. 1000-1999: Certificated Personnel Salaries	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>teacher was reassigned to co-teach in a general education English class with several LTEL student. The ELPAC was recently completed by all students and a review of data will be conducted once the results are available.</p>	<p>LCFF 111,343</p>	<p>LCFF 113,158.55</p>
<p>Classified salary and benefits</p>	<p>One bilingual paraprofessional worked with the ELD teachers and general education teachers to assist ELL students in all subject areas. The bilingual paraprofessional also assisted with ELPAC testing.</p>	<p>Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 46,000</p>	<p>Bilingual paraprofessional staff (salary & benefits) to support the success of ELL students, increase reclassification rate, and decrease LTEL population. 2000-2999: Classified Personnel Salaries LCFF 14,423.97</p>
	<p>A bilingual office specialist supported ELL students and families during parent information meetings regarding college/career readiness as well as during School Site Council meetings.</p>	<p>Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 0</p>	<p>Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 0</p>
	<p>The Prevention Specialist works to support students and families in the areas of behavior, academics, and attendance. She regularly meets with students to follow up on their progress and help them set goals. She is currently working with approximately 50 students.</p>	<p>Classified extra duty to assist ELL students and families. 2000-2999: Classified Personnel Salaries Title I 500.00</p>	<p>Classified extra duty to assist ELL students and families. 2000-2999: Classified Personnel Salaries Title I 210.34</p>
	<p>The Library Tech position has been vacant off and on throughout the school year. All of the additional hours to support students have not been utilized this year due to the vacancy.</p>	<p>Prevention Specialist to work with essential students promote attendance and success in school.</p>	<p>Prevention Specialist to work with essential students promote attendance and success in school.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs). 2000-2999: Classified Personnel Salaries Title I 3,000.00	Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs). 2000-2999: Classified Personnel Salaries Title I 1219.22
Enrichment Opportunities	<p>While staff were aware of the availability of funding for college and career exploration trips, few were able to take advantage of this opportunity.</p> <p>The Ophelia Project works with 25 sophomore, junior and senior girls. This year they participated in a field trip to College of the Desert and CSUSB Palm Desert campus.</p> <p>Materials and supplies for AP Biology, AP Chemistry, AP Physics, AP Environmental Science, and Anatomy & Physiology were purchased. These lab materials provided additional hands-on, real-world learning opportunities for students. By making these classes more engaging, students continue to enroll in higher level science courses beyond the graduation requirements.</p> <p>Students from across the district participate in the after school Musical Theatre University program. This year there were four fully-staged musicals performed by this group which includes students and Broadway actors.</p>	<p>As an enhanced instructional practice, students will be exposed to college and career opportunities beyond high school. Students will visit local colleges (COD, CSUSB, UCR) and industry locations (HYATT, RITZ, etc.) to learn more about post-high school opportunities. 5000-5999: Services And Other Operating Expenditures Title I 25,000.00</p> <p>Ophelia Project travel to local college and community connections 5000-5999: Services And Other Operating Expenditures Title I 1,000.00</p> <p>Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures Title I 2,500.00</p> <p>Increase arts program participation through the district sponsoring of Musical Theatre University.</p>	<p>As an enhanced instructional practice, students will be exposed to college and career opportunities beyond high school. Students will visit local colleges (COD, CSUSB, UCR) and industry locations (HYATT, RITZ, etc.) to learn more about post-high school opportunities. 5000-5999: Services And Other Operating Expenditures Title I 8559.60</p> <p>Ophelia Project travel to local college and community connections. 5000-5999: Services And Other Operating Expenditures Title I 1000</p> <p>Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures Title I 2474.29</p> <p>Increase arts program participation through the district sponsoring of Musical Theatre University.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>In collaboration with the District's Arts Coordinator, students and teachers have been able to participate in a variety of arts experiences including attending performances at the McCallum Theater and viewing the Desert X exhibits.</p> <p>Equipment and supplies were purchased to support the CTE classrooms for both the CAFE and RACE academies. This allowed students to participate in activities using industry-standard equipment. The training gained in the CTE classroom prepare students to participate in internships with local businesses.</p> <p>While teachers were aware of the opportunity for students to participate in the advanced placement review sessions, the teachers were not able to participate. Students did not participate in the UCR review sessions this year. This is the third year we have attempted to send students to the program and each year the number of students decreases.</p> <p>Four teachers (two ELA and two math) teachers provided three days of SAT prep classes for students. The prep sessions were based on student data from the PSAT. One 3-Saturday session was offered to seniors before the December exam and one</p>	<p>Master classes for teachers and Creative Teaching Series for students to increase opportunities in a variety of arts experiences.</p> <p>Materials and supplies to support the CAFE academy 4000-4999: Books And Supplies Title I 10,000.00</p> <p>Materials and supplies to support the RACE academy 4000-4999: Books And Supplies Title I 10,000.00</p> <p>Enrichment and review sessions held at UCR in preparation for advanced placement exams. This includes transportation to UCR. 5000-5999: Services And Other Operating Expenditures Title I 3,000.00</p> <p>SAT Prep classes offered by site staff. Planning and instructional time. 1000-1999: Certificated Personnel Salaries Title I 10,000.00</p> <p>Technical Theater CTE pathway materials and supplies to support the program.</p>	<p>Master classes for teachers and Creative Teaching Series for students to increase opportunities in a variety of arts experiences.</p> <p>Materials and supplies to support the CAFE academy 4000-4999: Books And Supplies Title I 3453.08</p> <p>Materials and supplies to support the RACE academy 4000-4999: Books And Supplies Title I 7226.55</p> <p>Enrichment and review sessions held at UCR in preparation for advanced placement exams. This includes transportation to UCR. 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>SAT Prep classes offered by site staff. Planning and instructional time. 1000-1999: Certificated Personnel Salaries Title I 2920.10</p> <p>Technical Theater CTE pathway materials and supplies to support the program.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>3-Saturday session was offered to the juniors before the March SAT. Between 40 and 60 students participated in each of the 3-day sessions.</p> <p>The Technical Theater CTE pathway purchased supplies to enhance learning opportunities for students. The materials allowed students to work with industry-standard equipment to prepare them for internship opportunities with local business partners.</p>	<p>4000-4999: Books And Supplies Title I 1,500.00</p>	<p>4000-4999: Books And Supplies Title I 1004.22</p>
<p>AVID Schoolwide</p>	<p>Fifteen teachers and one counselor attended the AVID Summer Institute. All teachers who attended are not members of the AVID team, but the goal is to have AVID strategies used school wide. Therefore, teachers from all departments were represented at the conference. Throughout the school year, WICOR strategies are evident in these classrooms as well as used during department collaboration and staff meetings.</p> <p>The AVID elective teachers regularly utilize the AVID Weekly to help students focus on academic and career goals. Additional supplies purchased assisted students with Organization which is one of the WICOR strategies to improve academic success. This year over 300 students are part of</p>	<p>AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 25,000.00</p> <p>Materials and supplies to promote student success in the AVID program. This may include AVID weekly subscription, binders, agendas, and various office supplies</p> <p>4000-4999: Books And Supplies</p>	<p>AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 20,196.49</p> <p>Materials and supplies to promote student success in the AVID program. This may include AVID weekly subscription, binders, agendas, and various office supplies</p> <p>4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>the AVID program in grades 9 through 12.</p> <p>Two students who are RMHS graduates and attending CSUSB provide academic support to all AVID students during tutorials on Tuesdays and Thursdays throughout the school year. Both tutors have not been available for the entire year due to their school schedules.</p>	<p>Title I 1,500.00</p> <p>AVID Tutors 5000-5999: Services And Other Operating Expenditures Title I 9,500.00</p> <p>AVID Enrichment through learning trips and college visits 5000-5999: Services And Other Operating Expenditures Title I 8,000.00</p>	<p>Title I 286.30</p> <p>AVID Tutors 5000-5999: Services And Other Operating Expenditures Title I 9000</p> <p>AVID Enrichment through learning trips and college visits 5000-5999: Services And Other Operating Expenditures Title I 8000</p>
<p>Student Services and Credit Recovery Support</p>	<p>Edgenuity licenses were purchased to support students in repeating failed courses or retaking a class to improve their grade for A-G. Students participated in a class either during 6th period as part of the school day, or after school during 7th period.</p> <p>The Transcript Evaluation Service was provided by the district for the beginning of the school year. Counselors used this information to help guide student course selection.</p> <p>Student handbooks were not purchased this year as they were not utilized in the previous year.</p>	<p>Online software licenses through the Edgenuity program to improve completion of graduation requirement and ultimately to improve the school graduation rate. 5000-5999: Services And Other Operating Expenditures Title I 11,000.00</p> <p>Transcript evaluation services for CSU and A-G course completion to evaluate student academic programs.</p> <p>Student handbooks for planning and organization support.</p>	<p>Online software licenses through the Edgenuity program to improve completion of graduation requirement and ultimately to improve the school graduation rate. 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>Transcript evaluation services for CSU and A-G course completion to evaluate student academic programs.</p> <p>Student handbooks for planning and organization support.</p>
<p>Instructional Technology</p>	<p>Technology purchases included projectors and bulbs, document cameras, printers, headphones, and calculators to assist students and teachers</p>	<p>Provide additional supplemental instructional materials to include but not limited to the DBQ project for Social Studies. Provide technology to increase</p>	<p>Provide additional supplemental instructional materials to include but not limited to the DBQ project for Social Studies. Provide technology to increase</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>with classroom instruction.</p> <p>The license for the online journalism publication allowed students to produce and internal newspaper. The goal is to expand this project in the future to be available outside of the school.</p> <p>The Vocabulary.com site access became available in January. Since the staff training, teachers from all departments have utilized this tool to assist students with obtaining additional academic vocabulary.</p>	<p>conceptual understanding. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies Title I 17,036</p> <p>GoGuardian Software</p> <p>Wireless Hot spots</p> <p>Licenses for online journalism publication 5000-5999: Services And Other Operating Expenditures Title I 600.00</p> <p>Site license for Vocabulary.com 5000-5999: Services And Other Operating Expenditures Title I 6,500</p>	<p>conceptual understanding. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies Title I 17,966.80</p> <p>GoGuardian Software</p> <p>Wireless Hot spots</p> <p>Licenses for online journalism publication 5000-5999: Services And Other Operating Expenditures Title I 421.34</p> <p>Site license for Vocabulary.com 5000-5999: Services And Other Operating Expenditures Title I 7090.00</p>
Equity and Access	The Administrative team met with the Cambio Group in February to conduct an Equity walk on campus and plan the work for the Equity Teaching Team. In April, the consultants met with the Equity Teaching Team to begin to identify areas of need and next steps. The Equity Teaching Team will be meeting with the consultants again in May.	Consulting firm to work with all staff to ensure equity and access to rigorous courses, instruction, and programs for all students. 5800: Professional/Consulting Services And Operating Expenditures Title I 30,000	Consulting firm to work with all staff to ensure equity and access to rigorous courses, instruction, and programs for all students. 5800: Professional/Consulting Services And Operating Expenditures Title I 12,214.00

Analysis

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

Many of the strategies described for Goal 1 were implemented throughout the school year. Some strategies have resulted in a school-wide impact on student learning, such as teachers attending the AVID Summer Institute which resulted in more teachers using a variety of reading and writing instructional strategies. While others have had a more localized impact on a specific department or group of students as evidenced by the increase in the CCI due to more students completing a CTE pathway. The focus on improving academics for all students through additional support is evident in tutoring for math, tutoring in the AVID classes, and the work of the ELD teachers and bilingual paraprofessional. Additionally, over 100 students took advantage of the opportunity to recover credits or improve a grade for A-G eligibility by participating in a class offered through the online platform, Edgenuity.

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

The Math Support Class was not offered during quarter two due to a lack of teachers available to teach the class. Summer School is limited this year due to limited availability of teachers. Due to a variety of factors, not all of the planned enrichment trips for math and science were completed this year. A review of the sign-in sheets for the after school tutoring show that it is not being utilized by students with the exception of those who attend the Math Lab. It was also seen that teachers and students did not have sufficient interest in participating in the UCR AP Readiness courses. The funding for the bilingual paraprofessional was moved to Title I funding this year. The library technician position remained vacant for several months therefore additional hours were not utilized. The CAFE and RACE academies participated in a district grant offering which allowed them to purchase fewer items from the school's budget. The SAT prep classes were supported by school site teachers as opposed to hiring an outside company. The licenses for the online credit recovery program, Edgenuity, for this year were purchased from funds from 2017-2018 so we were not billed this year.

Remaining funds from all of these areas are being used to support attendance at this year's AVID Summer Institute which will occur at the end of June or were used to purchase instructional technology including: projectors, projector bulbs, printers, document cameras, and other classroom technology needs.

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.

In planning for 2019-2020, the funding for tutoring will be reduced, the funding for the UCR AP Readiness sessions will be removed, and the amount of funding for enrichment field trips will be reduced. Data showed that these areas are not effective uses of funding, therefore the money for these programs will be put towards other supports for students to promote academic achievement including paying for all 10th and 11th grade students to take the PSAT. The results of which can be utilized in core academic areas to better prepare students for the SAT and state SBAC testing.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate.	Student Attendance Rates All Students (ALL) 95%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) 15.4% English Learner (EL) 13.2% Hispanic (Hisp) 14.2% African American (AA) 27.1% Socioeconomically Disadvantaged (SED)16.6% Students with Disabilities (SWD)24.5%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2016-2017. Decrease EL and SWD subgroup rates by 2% from 2016-2017 data.	High School 4-Year Dropout Rate All Students (ALL) 2.1% English Learner (EL) 3.5% Hispanic (Hisp) 2.5% African American (AA) 0.0% Socioeconomically Disadvantaged (SED) 2.6% Students with Disabilities (SWD) 9.1%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 91% Hispanic (Hisp) 92%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Center Support	Classified office staff completed extra duty throughout the school	Classified Bilingual support staff available in	Classified Bilingual support staff available in

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>year to translate for parent meetings, counseling presentations, and School Site Council meetings. Classified office staff also supported native Spanish-speaking parents through translation of written materials, autodialer messages, and phone conversation translations.</p>	<p>the Parent center to assist with Parent Vue and other research tools as well as provide immediate translation between teachers and parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 400.00</p>	<p>the Parent center to assist with Parent Vue and other research tools as well as provide immediate translation between teachers and parents. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 204</p>
<p>Parent Outreach Support</p>	<p>The counseling department conducted multiple outreach opportunities to parents and students throughout the year. In the fall, counselors worked to support seniors with their college application and FAFSA completion. In the springs, counselors are supporting students through small-group meetings with freshmen and their parents to review 4-year plans.</p> <p>Three parents and three staff members will be attending the regional CABE conference in May. Upon return, they will share what they have learned at a School Site Council meeting and with the school staff.</p> <p>Two parents from RMHS participate in the regular DELAC meetings. They report out the information from these meetings at the School Site Council meetings.</p> <p>Peachjar is used to send electronic flyers home to parents regarding district information. As a school site, we seldom use Peachjar as we have an</p>	<p>Parent connection activities and workshops will be implemented (FAFSA, Awards night, college fair, and other outreach opportunities).</p> <p>Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. None Specified Title I Part A: Parent Involvement 5,404.00</p> <p>DELAC, AAPAC, Project 2 Inspire, Dad's Academy, PRICE Parenting Classes all parent outreach groups.</p> <p>Peachjar program for communicating with families through email flyer service.</p> <p>District Parent Coordinator</p>	<p>Parent connection activities and workshops will be implemented (FAFSA, Awards night, college fair, and other outreach opportunities).</p> <p>Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. None Specified Title I Part A: Parent Involvement 1225</p> <p>DELAC, AAPAC, Project 2 Inspire, Dad's Academy, PRICE Parenting Classes all parent outreach groups.</p> <p>Peachjar program for communicating with families through email flyer service.</p> <p>District Parent Coordinator</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>active website and social media presence.</p> <p>The Family Engagement Coordinator has offered a variety of opportunities for parents and families to become active participants in the school community.</p>		

Analysis

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

The counseling department's schedule of workshops, trainings, and small group meetings have been effective in providing parents and students with information and support in navigating various aspects of high school and post-secondary options. These meetings have resulted in students creating 4-year plans, completing college applications, and the FAFSA.

The translation support from the bilingual office staff have helped parents have greater access to information and increased their ability to participate in various programs and workshops.

Each year, the parents and staff who attend the CAFE conference bring back several helpful strategies and suggestions for increasing access to programs and services for parents and students. This year's attendees shared several strategies for increasing parent engagement with the School Site Council.

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

Three staff members and four parents participated in this year's CAFE conference in Riverside. Registration for each participant was \$175, transportation fees were covered by the school's gas card. Therefore attendance at the conference was not as expensive as predicted. The unused funds were not redesignated for this 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.

There are no planned changes to the funding for these areas. However, there are plans to improve parent involvement through the creation of a parent committee with representatives from each stakeholder group that will meet at least once a quarter with administration. Chronic absenteeism will continue to be addressed through the use of the Attend 2 Attendance letters and meetings with parents, administration, and the Prevention Specialist. Additional actions to address school climate are noted in Goal 3 which should have a positive impact on chronic absenteeism rates.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Expansion of the PLUS Program to include Link Crew activities
- Expectation of student involvement in extra-curricular activities

Replacement of Paraprofessional ISSS with Paraprofessional Behavior to encourage Restorative Justice practices to promote positive changes in student behavior.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Orange (8.4%) - High - Increased (2.9%) English Learner (EL) Orange (7.8%) High - Increased (1.5%) Hispanic (Hisp) Orange (8.3%) High - Increased (2.7%) African American (AA) Red (13.6%) - Very High - Increased (8.2%) Socioeconomically Disadvantaged (SED) Orange (8.8%) - High - Increased (2.8%) Students with Disabilities (SWD) Red (17.9%) - Very High - Increased (4.3%)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% HIsP: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	Expulsion Rates All Students (ALL) 0.18% English Learner (EL) Hispanic (Hisp) 0.17%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Connectedness All students: EL: AA: Hispanic:	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All students: 50% EL: 52% AA: 42% Hispanic: 49%
Panorama Survey - School Safety All students: EL: AA: Hispanic:	.Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 65% EL: 65% AA: 61% Hispanic: 66%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results 100% compliance

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Climate Programs	Curricular materials, training, and support for the addition of Link Crew to the PLUS program. PLUS students were assigned a group of 10 to 12 freshmen which they checked in with throughout the year to help students connect to school.	The PLUS and ASB programs provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. 0000: Unrestricted LCFF 1,200.00	The PLUS and ASB programs provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. 0000: Unrestricted LCFF 408.11
Campus Safety	Student IDs, lanyards, and covers were purchased using ASB funds for this year. All students and staff are expected to wear their ID on the lanyard at all times while on campus. The Raptor program was supported through district funding this year. All visitors to campus are logged into the system when they enter through the front office. A visitor	Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. The Raptor program is a visitor management software used to check the background clearance for adults on campus.	Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. The Raptor program is a visitor management software used to check the background clearance for adults on campus.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	badge is printed and worn by the guest while on campus.		
Social Services	Two mental health interns and one mental health therapist serviced the students on various days throughout the week. Students needing this support are referred by the counseling department to the mental health services office at the district.	Mental health services, homeless and foster youth programs offered through community and district staff.	Mental health services, homeless and foster youth programs offered through community and district staff.
	A new prevention specialist was hired a few months into the school year. She has worked closely with administration, counselors, students, and families to assist with attendance, grades, and discipline concerns.	Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.	Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.
	The Center provided a 1-day training through 9th grade English classes on Bullying Prevention.	Bullying prevention program through The Center.	Bullying prevention program through The Center.

Analysis

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

The additional of Link Crew to the PLUS program is a positive change for this year. Freshmen students have shown a greater connection to school through participation in clubs, extra curricular activities, and spirit events. The plan is to expand this program in the fall and start right at the beginning with a Freshman Orientation. The mental health services provided by the district are greatly appreciated and a definite need for our students. The counseling department and Prevention Specialist have assisted teachers with classroom instruction related to drug use/prevention and suicide prevention. The Center has changed the Bullying Presentation to now include student presenters from our site. This has helped to improve the presentations and provide our campus with ambassadors to this program.

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

The difference in funding for ASB and PLUS activities is the result of a late start to the Link Crew connections to students. Additionally, since this was the first year of the program, there were challenges to implementation which have been identified and corrected for next year. The unused balance was transferred to instructional technology supplies.

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.

Since there was a decrease by 13% of students feeling connected to the school, the 2019-2020 SPSA will include additional funding to support PLUS, ASB, and Link Crew activities. During Freshmen Orientation, there will be a separate presentation for parents to introduce them to the opportunities and expectations at RMHS. The goal of these programs is to improve student and parent engagement in school.

The lanyards will also be purchased using LCAP funds for next year to promote student achievement as some lanyards will identify our "SBAC Scholars", those students who meet or exceed standard on at least one exam as a junior this year. This recognition may serve to inspire the next group of juniors to improve academically. Purchasing lanyards for all students will allow for easy access to the information on the ID card including suicide prevention hotline numbers as required by law.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

LCAP Goal

All students will graduate high school prepared with with the academic and technical skills necessary for college and career readiness.

Identified Need

1. Overall, in ELA the distance from 3 decreased by 83.6 points and in Math, the distance from 3 decreased by 41.3 points. This indicates a need to improve first instruction and to provide students with supports through targeted interventions.
2. English Learners, Hispanic students, and SED scores decreased significantly in ELA and remain Very Low. While English Learners increased the distance from 3 in Math, they remain very low. Hispanic and SED student decreased significantly and remain very low in Math.
3. Additional support is needed for students to maintain progress toward graduation and English Learner Progress towards reclassification through strategies for best first instruction and targeted interventions.
4. While the CCI improved, there is a need to increase the pass rate for the Advanced Placement exams which is currently at 55% for all students.
5. There is a need to improve the A-G eligibility rate of 47% to ensure that more students have the opportunity to enroll in a 4-year college/university upon completion of high school.

Expected Annual Measurable Outcomes

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)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Red (-47.1)- Very Low - Decreased (- 83.6) English Learners (EL) Red(-103.1) - Very Low - Decreased (- 35) Hispanic (Hisp) Red(-59.2) - Very Low - Decreased (-87.8) Socioeconomically Disadvantaged (SED) Red (-62.5)- Very Low - Decr. Sig. (- 88.9)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Orange -- Low -- Increase +15 points English Learners (EL) Orange -- Low -- Increase +15 points Hispanic (Hisp) Orange -- Low -- Increase +15 points Socioeconomically Disadvantaged (SED) Orange -- Low -- Increase +15 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change)

Metric/Indicator	Baseline	Expected Outcome
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All Students (ALL) Orange(-102) - Low - Decr. Sig. (- 41.3) English Learners (EL) Orange(-151.2) - Very Low - Increase + 5.5 Hispanic (Hisp) Orange(-110.7) - Low - Decr. Sig. (- 37.4) Socioeconomically Disadvantaged (SED) Red(-115.5) - Very Low - Decr. Sig. (- 41.8)	All Students (ALL) Yellow -- Medium - -Increase by 15 points English Learners (EL) Yellow -- Medium --Increase by 15 points Hispanic (Hisp) Yellow -- Medium -- Increase by 15 points Socioeconomically Disadvantaged (SED) Orange -- Low -- Increase +15 points
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) 11.1%	California School Dashboard - English Learner Progress Indicator (ELPI) 13% -- increased by 2%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate exceed previous rate by 4%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) Blue(96.3%) - Very High - Decreased - 2 English Learners (EL) Yellow(91.2%) - High - Decreased - 4.4 Hispanic (Hisp) Blue(96.4%) - Very High - Decreased - 2.2 Socioeconomically Disadvantaged (SED) Blue(95.7%) - Very High - Decreased - 2.8	California School Dashboard - Graduation Rate Indicator (Color(%) - Status - Level - Change) All Students (ALL) Blue -- Very High - - increase of 1% English Learners (EL) Green -- High - -increase of 2% Hispanic (Hisp) Blue -- Very High -- increase of 1% Socioeconomically Disadvantaged (SED) Blue -- Very High --increase of 1%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% Compliance	Williams Textbook/Materials Compliance maintain 100% compliance
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) 171 (47%) English Learners (EL) 11 (21.2%) Hispanic (Hisp) 113 (42.0%) Socioeconomically Disadvantaged (SED) 43.3%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) increase of 3% English Learners (EL) increase of 6% Hispanic (Hisp) increase of 6% Socioeconomically Disadvantaged (SED) increase of 6%
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 Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course
Advanced Placement (AP) Test Results	Advanced Placement (AP) Test Results	Advanced Placement (AP) Test Results

Metric/Indicator	Baseline	Expected Outcome
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)	Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 55.0% English Learners (EL) 66.7% Hispanic (Hisp) 53.1% African American (AA) 60.0% Socioeconomically Disadvantaged (SED) 54.2%	Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) increase of 4% English Learners (EL) increase of 4% Hispanic (Hisp) increase of 4% African American (AA) increase of 4% Socioeconomically Disadvantaged (SED) increase of 4%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	College and Career Indicator (CCI) (Color (%)- Status - Level - Change) All Students (ALL) Green (46.3%)- Medium - Incr. Sig. +11.1 English Learners (EL) Yellow(15.8%) - Low - Incr. Sig. + 11.4 Hispanic (Hisp) Green(43.7%) - Medium - Incr. Sig. +12.6 Socioeconomically Disadvantaged (SED) Green(45.1%) - Medium - Incr. Sig. +12.6	College and Career Indicator (CCI) (Color(%)) - Status - Level - Change) All Students (ALL) Blue -- High -- increase of 2% English Learners (EL) Green -- Medium --increase of 4% Hispanic (Hisp) Blue -- High -- increase of 2% Socioeconomically Disadvantaged (SED) Green -- High -- increase of 2%

Planned Strategies/Activities

Strategy/Activity 1

Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-
6/30/2020

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

10,000.00

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description	Vertical articulation / alignment days with middle school teachers; CCSS PD (RCOE ERWC, Math); Team Teaching (SpEd Dr. Villa); NSTA, CSU and UC Counselor, AP and Honors, etc.
Amount	10,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and substitutes for staff to attend training on SEL and Restorative Practices.

Strategy/Activity 2

Extra Duty Pay for Teachers to support tutoring for students in the core subject areas. This will include daily after school tutoring and Saturday tutoring workshops.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Schedule and conduct after school Mathematics support course for struggling Integrated Math students during 2nd and 4th quarter.
Amount	8,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Schedule and conduct before and after school tutoring, math lab tutoring, lunch tutoring and teacher prep period tutoring (including online program tutoring). This task supports attainment of all district goals; subjects to be tutored are ELA, Math, Science, SS, and ELL.
Amount	1,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	AVID staff extra duty to improve academic success and college and career readiness/planning.
Amount	15,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for certificated staff to facilitate the credit recovery opportunity.
Amount	2,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school and Saturday tutoring for students participating in the CAFE academy. Subjects for tutoring will be ELA, Math, Science, and Social Studies.
Amount	2,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school and Saturday tutoring for students participating in the RACE academy. Subjects for tutoring will be ELA, Math, Science, and Social Studies.

Strategy/Activity 3

Summer School Pay for Teachers to include additional sections of ELA and mathematics for credit recovery and A-G completion. Additionally, summer school enrichment courses will be offered in Art I to help meet A-G requirements and Integrated Math III Honors to encourage students to advance in mathematics allowing them to access AP mathematics courses sooner in high school.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Schedule and conduct summer school advancement math course in Integrated Mathematics II Honors and Art I.
Amount	10,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELA and Mathematics course offerings during summer school. These are additional opportunities for students to improve graduation rate and A-G completion.

Strategy/Activity 4

Advanced Mathematics and Science Learning Opportunities to demonstrate real-world applications of math and science principles. Additionally, these learning opportunities will help students make the connections between mathematics and science.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math Field Day, White Water Learning, Physics Day, and Chemistry Professional Lab experiences that promote application of higher level mathematics standards. This includes registration, transportation, and substitute coverage.

Strategy/Activity 5

Support for Teaching Staff

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Ed Svcs

Proposed Expenditures for this Strategy/Activity

Description	Mathematics coach assigned to work with Math teachers to improve instructional practice.
Description	Consulting teachers to work with new teaching staff to clear their teaching credentials
Description	Science TOSAs to support implementation of NGSS.
Description	ELA and Math TOSAs to support CCSS and curriculum implementation
Description	Providing collaboration time on a weekly basis as built into the work schedule.
Description	Increase to schoolwide staffing ratio to support reduced class sizes.
Description	Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students

Strategy/Activity 6

5 teaching sections (1.0 FTE) to support English Language learners through ELD instruction and ELD coaching for all teachers.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Administrators, Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	108,058
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs.

Strategy/Activity 7

Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes. Additional extra duty hours for bilingual paraprofessionals will help support communication with ELL families.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	46,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	500.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty to assist ELL students and families.
Amount	4,000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs).

Strategy/Activity 8

Enrichment Opportunities to increase college and career exploration. Materials and supplies for the CTE pathways, CTE academy, and science departments will provide students with additional hands-on, real-world learning opportunities. By providing all 10th and 11th grade students with access to the PSAT, the score reports can assist with AP course planning and provide students with information on areas for growth in preparation for the SAT. The PSAT score reports are also used during the SAT prep classes to individualize the instruction for students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	As an enhanced instructional practice, students will be exposed to college and career opportunities beyond high school. Students will visit local colleges (COD, CSUSB, UCR) and industry locations (HYATT, RITZ, etc.) to learn more about post-high school opportunities.
Amount	1,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Ophelia Project travel to local college and community connections
Amount	3,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work.
Amount	8,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the CAFE academy
Amount	8,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the RACE academy
Amount	6,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SAT Prep classes offered by site staff. Planning and instructional time.
Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Technical Theater CTE pathway materials and supplies to support the program.
Amount	11,426
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration fee for all 10th and 11th grade students to participate in the PSAT.

Strategy/Activity 9

AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). By sending teachers from across all subject areas to the annual Summer Institute, more staff will be trained and able to implement these strategies that are proven to increase college eligibility and attendance. Support for the AVID program through materials, supplies, paid tutors, and field trips will further increase the college awareness and admission for the students in this program. The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

AVID Teachers, Administrators, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning.
Amount	1,500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to promote student success in the AVID program. This may include AVID weekly subscription, binders, agendas, and various office supplies
Amount	10,000.00
Source	Title I

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID Tutors
Amount	8,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID Enrichment through learning trips and college visits

Strategy/Activity 10

Student Services and Credit Recovery Support through the purchase of online software licenses for Edgenuity. This allows students to retake a course to either pass the class needed for high school graduation or to retake a course to improve a D so the student may become A-G eligible. The software licenses purchased are for credit recovery in English, Math, and Social Studies.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online software licenses through the Edgenuity program to improve completion of graduation requirement and ultimately to improve the school graduation rate.

Strategy/Activity 11

Instructional Technology including site licenses for Vocabulary.com and an online journalism publication. Both of these products can help improve reading and writing abilities for all students. The Vocabulary.com website can be used by all teachers in all subjects to improve student retention and understanding of academic vocabulary. Additional instructional technology will be purchased to support all students' access to the curriculum.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5,116.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Additional materials and online service access that supports the success of students both at home and school.
Amount	1,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses for online journalism publication
Amount	7,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site license for Vocabulary.com

Strategy/Activity 12

Equity and Access: to improve student equity and access to all aspects of the school, a team of seven teachers and one administrator will work with the Cambio group over the course of six days. This work will focus on improved equity within the classroom and will also include two days of whole-staff training to support these efforts.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019- 6/30/2020

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	29,670
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consulting firm to work with all staff to ensure equity and access to rigorous courses, instruction, and programs for all students.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

1. While overall attendance remains over 95%, chronic absenteeism data shows that there is a need to improve student attendance, especially among the African American student group.
2. The overall high school 4-year dropout rate remains low, but there is always a goal to ensure that all students graduate on time.
3. School connectedness and family engagement continue to be areas that need to be improved. By improving family engagement, attendance rates may improve and chronic absenteeism rates may decline.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 95%	Student Attendance Rates All Students (ALL) maintain 95% or higher rate
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) 15.4% English Learner (EL) 13.2% Hispanic (Hisp) 14.2% African American (AA) 27.1% Socioeconomically Disadvantaged (SED) 16.6% Students with Disabilities (SWD) 24.5%	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) decrease by 4% English Learner (EL) Hispanic (Hisp) decrease by 4% African American (AA) decrease by 6% Socioeconomically Disadvantaged (SED) decrease by 4% Students with Disabilities (SWD) decrease by 6%
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) 2.1% English Learner (EL) 3.5% Hispanic (Hisp) 2.5% African American (AA) 0.0% Socioeconomically Disadvantaged (SED) 2.6%	High School 4-Year Dropout Rate All Students (ALL) decrease by 1% English Learner (EL) decrease by 2% Hispanic (Hisp) decrease by 1% African American (AA) maintain 0% Socioeconomically Disadvantaged (SED) decrease by 1%

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD) 9.1%	Students with Disabilities (SWD) decrease by 3%
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) 91% Hispanic (Hisp) 92%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) increase by 4% Hispanic (Hisp) increase by 4%

Planned Strategies/Activities

Strategy/Activity 1

Classified bilingual staff to support parents with access to ParentVue and participation in meetings and trainings.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Bilingual classified
staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Bilingual support staff available in the Parent center to assist with Parent Vue and other research tools as well as provide immediate translation between teachers and parents.

Strategy/Activity 2

Parent Outreach Support through increasing the number of parents who attend the CAFE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2019 -

6/30/2020

Person(s) Responsible

Counselor and College/career specialis

Proposed Expenditures for this Strategy/Activity

Amount	4,618
Source	Title I Part A: Parent Involvement
Budget Reference	None Specified
Description	Increase parent involvement to the CAFE conference to help recognize factors that contribute to ELL success.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

Suspension data shows that there is a need to handle student discipline differently. In addition to working on Social Emotional Learning and Restorative Practices, RMHS will work to improve positive connections to school for students. The Panorama survey data also shows that not all students feel safe on campus or connected to the school. Therefore, there is a need to improve school climate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Orange (8.4%) - High - Increased (2.9%) English Learner (EL) Orange (7.8%) High - Increased (1.5%) Hispanic (Hisp) Orange (8.3%) High - Increased (2.7%) African American (AA) Red (13.6%) - Very High - Increased (8.2%) Socioeconomically Disadvantaged (SED) Orange (8.8%) - High - Increased (2.8%) Students with Disabilities (SWD) Red (17.9%) - Very High - Increased (4.3%)	Suspension Rates: (Status(%) - Level - Color - Change) All Students (ALL) Yellow -- Medium --decrease by 0.3% English Learner (EL) Yellow -- Medium -- decrease by 0.3% Hispanic (Hisp) Yellow -- Medium -- decrease by 0.3% African American (AA) Orange -- High --decrease by 0.5% Socioeconomically Disadvantaged (SED) Yellow -- Medium -- decrease by 0.3% Students with Disabilities (SWD) Orange -- High --decrease by 0.5%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Expulsion Rates All Students (ALL) 0.18% English Learner (EL) Hispanic (Hisp) 0.17% African American (AA) 0.0%	Expulsion Rates All Students (ALL) remain under 0.5% English Learner (EL) remain under 0.5% Hispanic (Hisp) remain under 0.5%

Metric/Indicator	Baseline	Expected Outcome
Students with Disabilities (SWD)		African American (AA) remain under 0.5%
Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:	Panorama Survey - School Connectedness Baseline Data: All students: 50% EL: 52% AA: 42% Hisp: 49%	Panorama Survey - School Connectedness All students: increase by 4% EL: increase by 4% AA: increase by 6% Hisp: increase by 4%
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey - School Safety Baseline Data: All students: 65% EL: 65% AA: 61% Hisp: 66%	Panorama Survey - School Safety All students: increase by 4% EL: increase by 4% AA: increase by 4% Hisp: increase by 4%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Administrators,
counselors, and
activities director

Proposed Expenditures for this Strategy/Activity

Amount

1,500.00

Source

LCFF

Budget Reference	0000: Unrestricted
Description	The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs.
Amount	1,500.00
Source	LCFF
Budget Reference	0000: Unrestricted
Description	The ASB program to provide students with the opportunity to connect to the school environment through activities and events. Materials and resources are used to support these programs.

Strategy/Activity 2

Campus Safety will be enhanced through the purchase and use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Administrators,
Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam.

Strategy/Activity 3

Social Services

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 -
6/30/2020

Person(s) Responsible

Ed Svcs

Proposed Expenditures for this Strategy/Activity

Description

Mental health services, homeless and foster youth programs offered through community and district staff.

Description

Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.

Description

Bullying prevention program through The Center.

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	\$267,793
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$423,388.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	262,674	0.00
Title I Part A: Parent Involvement	5,118	0.00
LCFF	155,596	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	\$262,674.00
Title I Part A: Parent Involvement	\$5,118.00

Subtotal of additional federal funds included for this school: \$267,792.00

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	\$155,596.00

Subtotal of state or local funds included for this school: \$155,596.00

Total of federal, state, and/or local funds for this school: \$423,388.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	155,596.00
Title I	262,674.00
Title I Part A: Parent Involvement	5,118.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	187,058.00
2000-2999: Classified Personnel Salaries	51,000.00
4000-4999: Books And Supplies	31,616.00
5000-5999: Services And Other Operating Expenditures	116,426.00
5800: Professional/Consulting Services And Operating Expenditures	29,670.00
None Specified	4,618.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	34,000.00
4000-4999: Books And Supplies	LCFF	26,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	62,426.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	29,670.00
1000-1999: Certificated Personnel Salaries	Title I	153,058.00
2000-2999: Classified Personnel Salaries	Title I	50,500.00
4000-4999: Books And Supplies	Title I	5,116.00
5000-5999: Services And Other Operating Expenditures	Title I	54,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
None Specified	Title I Part A: Parent Involvement	4,618.00

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jorge Jiménez		X			
Cara Van Dijk				X	
Johana Ochoa				X	
Teresa Haga	X				
Angelica Garcia					X
Larry Bennett				X	
Bryan Downer		X			
Tanner Moy					X
Arianna Cavoretto					X
Michelle Hilario		X			
Ron Newhouse			X		
Robin Hinchliffe-Lopez		X			
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 6/25/19.

Attested:



Principal, Teresa Haga, Ed.D. on 5/7/19



SSC Chairperson, Robin Hinchliffe-Lopez on 05/07/2019

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 64001 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 65001, 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.

[Stakeholder 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.

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.

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.

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.

Stakeholder 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 as 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 64001(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 Stakeholder 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.

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 (Stakeholder 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 (Stakeholder 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 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

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, 2019).

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 64001(a), both as amended by AB 716, effective January 1, 2019.

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/>

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