School Year: **2020-21**

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 Rd Rancho Mirage, CA 92270
County-District-School (CDS) Code	054702
Principal	Dr. Teresa Haga
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2020-6/30/2021
Schoolsite Council (SSC) Approval Date	10/6/2020
Local Board Approval Date	November 10, 2020

X This certifies that updates to my SPSA are completed

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

Table of Contents

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)

X 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

- Mrs. Cara Van Dijk (parent) will continue to serve her 2nd year on the SSC.

There were two open Parent/Community member positions for this year. An announcement was created and posted on the school website and social media accounts for nominations for these positions to be emailed to Cecilia Valdez, RMHS Secretary, by 8/30/19. No names were submitted by this date. At Back to School Night on 9/5/19, five names were submitted as write-in candidates. After submission, one person decided to remove their name from consideration. Each person was given the opportunity to submit a brief paragraph to be placed on the nomination ballot. Only one person elected to do so. An electronic ballot in English and Spanish was emailed out to all RMHS families on 9/16/19 with voting ending at midnight on 9/22/19.

There were 41 responses:

*Alex Corio received 12 votes

Rebecca Hutson received 11 votes

Joelle Calhoun received 9 votes

*Mehrdad Abbasi received 36 votes

Teacher/certificated staff

- There were no staff positions open for this term due to positions being filled mid-cycle last year. The following staff will continue to serve this year: Teachers: Jorge Jimenez, Bryan Downer, Michelle Hilario, and Robin Hinchliffe-Lopez Other: Ron Newhouse

Students

Due to graduation and students moving, there are three student representative positions open this year. ASB helped to conduct the nomination and election process which was completed before the SSC training on 9/9/19. The following students were elected to the SSC for this year:

Nathan Sanchez: senior

Stephanie Romero: sophomore

Brianna Reynoza-Sanchez-Barron: freshman

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.

SSC Meeting Dates and Topics:

September 9, 2019 : SSC Training

October 8, 2019: Review of by-laws, data review including CAASPP and CA Dashboard, review of SPSA

November 12, 2019: Meeting did not meet quorum, informational only no agenda items were voted on.

February 11, 2020: LCAP presentation, stakeholder input based on school data review

March 10, 2020: Review of 2020-2021 budget and proposed changes to SPSA approved

April 28, 2020: cancelled due to school closure

May 12, 2020: Cancelled due to school closure

Leadership Team Meeting Dates and Topics:

8/13/19: Site expectations, Evaluation process, PLC goals, HERO lessons

9/3/19: collaboration expectations and Interim Report expectations, College Kick-off planning

10/1/19: SEL lesson dates, Interim Report, discipline

10/29/19: Department budgets,testing calendar, discipline

12/3/19: End of semester items, 2nd Interim Report

1/14/20: Second semester Admin class visits, testing calendars, department budgets

2/4/20: Panorama Survey, Course selection process, testing calendars

3/3/20: Counseling update course registration, 20-21 schedule planning, Testing structure

3/31/20: cancelled due to school closure

4/21/20: Process for Distance Learning

5/5/20: Distance Learning, beginning plans for Fall 2020

English Learner Advisory Committee Meeting Dates and Topics:

September 9, 2019: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items.

October 8, 2019: Parent resource information, Needs Assessment completed, report on SSC items.

November 12, 2019: Review of Needs Assessment, ELPAC exam and R-FEP criteria, school information including SSC items

February 11, 2020: Review of LCAP, site information including SSC items, testing and Summer School review

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: additional funding for Science and Tech Theatre supplies, purchase of EBSCO site license, funding for AP Test review sessions, substitutes for additional department collaboration, and funding for attendance at counseling, college & career, and attendance seminars. There will be a reduction in funding for AVID conference, RACE and CAFE supplies, and Summer School Enrichment staff.

Resource Inequities

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

 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 an increase in English and Math scores on the 2019 CAASPP and an increase in suspensions. The Dashboard also shows that the graduation rate remains very high and the CCI decreased partly due to low CAASPP results in 2018.

An area of inequity identified by our Needs Assessment was for our English Learner students. Only 32.9% of English Learners are making progress towards English language proficiency. Additionally, English learners declined by 36.7 points to 192 points below standard in Mathematics. While an increase of 9 points occurred in English Language Arts, the English Learner students still remain 100.8 points below standard. The graduation rate for English Learners also declined by 2.8% to 88.5% graduation rate. In Goal 1 of our 2020-2021 plan, we are addressing this inequity through two specific actions:
- ELD classroom teacher for 5 periods. One period is devoted to coaching all staff on ELD needs and supports.
- Bilingual paraprofessional to support students in class, during tutoring, and in collaboration with the ELD teacher's coaching period.

Our suspension data also shows an increase of 2.8% to an overall level of 11.2%. All student groups showed an increase in suspension rate. In Goal 1 and Goal 3 of our 2020-2021 plan, we are addressing this inequity through three specific items:
- Staff training in Social Emotional Learning through conference and workshop attendance.
- Counseling attendance at workshops and conferences.
- Administrator and Prevention Specialist participation in an Attendance Conference that addresses student engagement.

Needs Assessment – Review of Performance

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

Reflections: Success

While the overall students graduation rate declined slightly, by 1.4% to 94.9%, it remains well above the state average of 85.9%. English Learner students had a graduation rate of 88.5%, Hispanic students were at 95%, and socioeconomically disadvantaged students had a 94.5% 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.

One area of growth is in the English Language Arts scores for all students. 2019 saw an increase of 59.6 point to 12.4 points above standard. English Learners increased by 9 points but remain 100.8 points below standard. Hispanic students increased by 59.8 points to 0.6 points above standard and Socioeconomically Disadvantaged students increased by 68 points to 5.5 points above standard. White students increased by 63.7 points to 59.2 points above standard.

Another area of growth occurred in Mathematics. Overall students increased their scores by 17.5 points yet still remain 84.5 points below standard. English Learners declined by 36.7 points to 192 points below standard. Hispanic students increased by 13.5 points to 97.2 points below standard, and Socioeconomically Disadvantaged students increased by 25.5 points to 90 points below standard. White students increased by 38.7 points to 46.7 points below standard. So while overall growth is needed to reach standard, the gap is decreasing for all groups except English Learners.

Both the growth in ELA and Math scores can be attributed to a school-wide focus on instructional strategies to improve best, first instruction. Additionally, the emphasis that all teachers are teachers of English and math through cross-curricular collaboration helped students make connections between all subjects. This is a result of the continued professional development for staff and work to improve the use of PLC time.

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

Reflections: Identified Need

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 2019, all students increased performance by 59.6 points. This means that the all student group is now 12.4 above standard. The English Learner group increased by 9 points but their DF3 is 100.8 points below standard. Both the Hispanic and the Socioeconomically Disadvantaged (SED) groups saw growth of 59.8 points and 68 points respectively. The Hispanic student group is now 0.6 points above standard and the SED group is 5.5 points above standard. The White students saw growth of 63.7 points which represents 59.2 points above standard.

In mathematics for 2019, all students increased performance by 17.5 points. This means that the all student group is now 84.5 below standard. The English Learner group declined by 36.7 points so they are now 192 points below standard. Both the Hispanic and the Socioeconomically Disadvantaged (SED) groups saw growth of 13.5 points and 25.5 points respectively. The Hispanic student group is now 97.2 points below standard and the SED group is 90 points below standard. The White students saw growth of 38.7 points which represents 46.7 points below standard.

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. 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. Throughout the 2019-2020 school year, the ELA department participated in workshops and coaching days with a trainer from

Solution Tree. The focus of these days was on curriculum alignment and instructional mapping. The site plans to continue to offer additional planning and collaboration time for ELA teachers as we address student needs in ELA. Additionally, we were able to have one period of ELD coaching by our ELD coordinator who is also the English department chair. This coaching period allowed the ELD teacher to work with staff in all subject areas and we intend to continue this practice for 2020-2021.

To support improvement in mathematics, we will continue to provide professional development for all teachers related to the Carnegie mathematics curriculum. Additionally, our math department staff participated in workshop and coaching days with a Solution Tree trainer. The focus of these days were curriculum alignment and instructional mapping. We will also offer tutoring specifically focused on supporting students' math needs. . Cross-curricular collaboration with science and math and within CTE academies will also address the performance gaps in math. We will continue to offer additional planning and collaboration time for all math teachers to help them create vertical and horizontal alignment to standards and address student learning needs

Due to COVID-19, there are several items that were previously approved that will not be available to students this year or will be provided in a modified format.
Originally, there were field trips planned for AVID college trips, all students to explore College and Careers, Ophelia Project college trips, and Science enrichment trips. Due to the pandemic, no field trips will occur this year.
In the spring, it was approved to hold Saturday SAT prep classes for students in the fall and spring. Due to students not being able to access campus at this time, the funding will be shifted to provide these opportunities virtually. While UC and Cal State schools are no longer requiring the SAT for admissions, many students still apply to out-of-state or private schools that have the SAT as a requirement. Additionally, the skills taught through these virtual prep classes can be applied to CAASPP exams as well as classroom assessments.
For this school year, the plan was to continue the needed work around equity with the support of the Cambio Group. The in-person trainings are not able to occur for this school year, so a virtual option of working with the Cambio Group, for a reduced cost, has been implemented.
Typically all 10th and 11th grade students take the PSAT in October. Due to the pandemic and not having students present on campus, the PSAT was not given to any students in the fall. However, there may be a possibility of offering the PSAT to Juniors in January, so some funding remains available to provide this test to students free-of-charge.
To better support students and teachers during the challenges of Distance Learning and the eventual move into a Hybrid model, the additional Title I funding that was provided will be used to support technology needs.
The additional funding available for Title I Part A--Parent Engagement will be used to provide educational materials and supplies to parents to increase participation in their student's education.
Due to the changes to the High School schedule (teaching a semester's worth of content in a quarter) and the challenges associated with Distance Learning, the School Site Council approved using the redistributed LCAP funds to support all students taking Advanced Placement exams this year. The funding will allow each student to be charged only $5.00 per exam to encourage increased participation in the exams.
The remaining redistributed LCAP funding will be used to provide incentives and awards for student recognition to improve school Climate and Culture during these challenging times.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.57%	0.76%	0.59%	9	12	9
African American	3.59%	3.06%	2.75%	57	48	42
Asian	1.20%	1.02%	0.59%	19	16	9
Filipino	4.53%	4.27%	3.4%	72	67	52
Hispanic/Latino	72.12%	73.57%	76.7%	1146	1,155	1,172
Pacific Islander	0.19%	0.19%	0.07%	3	3	1
White	16.36%	15.54%	13.87%	260	244	212
Multiple/No Response	%	%	2.03%			0
			Total Enrollment	1589	1,570	1,528

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	419	427	393
Grade 10	452	385	408
Grade 11	348	396	329
Grade 12	370	362	398
Total Enrollment	1,589	1,570	1,528

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	184	195	214	11.6%	12.4%	14.0%
Fluent English Proficient (FEP)	626	604	581	39.4%	38.5%	38.0%
Reclassified Fluent English Proficient (RFEP)	22	29	12	11.1%	15.8%	6.2%

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1570	**78.9**	**12.4**	**0.3**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	195	12.4
Foster Youth	4	0.3
Homeless	85	5.4
Socioeconomically Disadvantaged	1238	78.9
Students with Disabilities	129	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	3.1
American Indian	12	0.8
Asian	16	1.0
Filipino	67	4.3
Hispanic	1155	73.6
Two or More Races	25	1.6
Pacific Islander	3	0.2
White	244	15.5

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Green

Mathematics

Yellow

College/Career

Red

Academic Engagement
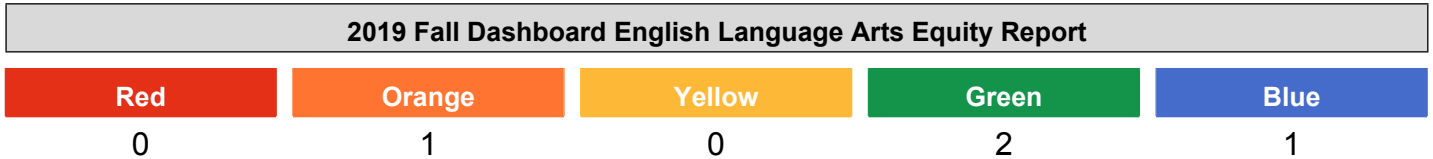
Graduation Rate

Yellow

Conditions & Climate

Suspension Rate

Red

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
12.4 points above standard	100.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++59.6 points	Increased ++9 points	
361	60	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
19.2 points below standard	5.5 points above standard	109 points below standard
Increased Significantly ++44.5 points	Increased Significantly ++68 points	Increased Significantly ++35.6 points
17	293	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	85.3 points above standard
9	3	2	Increased Significantly ++114.6 points
			22

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
0.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	59.2 points above standard
Increased Significantly ++59.8 points	6	1	Increased Significantly ++63.7 points
265			53

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

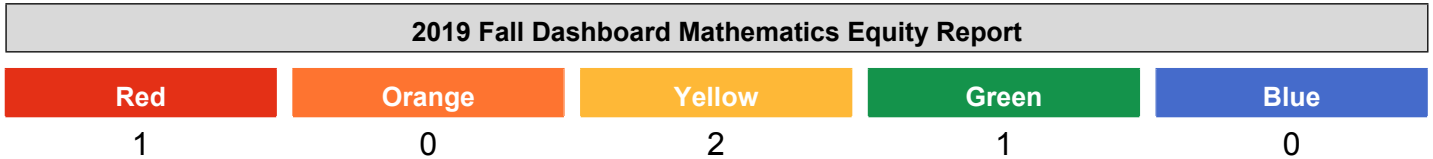| Current English Learner	Reclassified English Learners	English Only
121.7 points below standard	64.7 points below standard	29.6 points above standard
Increased Significantly ++32 points	Increased ++4.6 points	Increased Significantly ++63 points
38	22	166

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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
84.5 points below standard	192 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.5 points	Declined Significantly -36.7 points	1
361	60	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
120.3 points below standard	90 points below standard	245 points below standard
Declined -6.6 points	Increased Significantly ++25.5 points	Declined Significantly -47.5 points
17	293	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.5 points above standard
9	3	2	Increased Significantly ++68.4 points
			22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
97.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	46.7 points below standard
Increased ++13.5 points	6	1	Increased Significantly ++38.7 points
265			53

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
200.6 points below standard	177.2 points below standard	68.8 points below standard
Declined Significantly -18 points	Declined Significantly -47 points	Increased Significantly ++23 points
38	22	166

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
32.9 making progress towards English language proficiency
Number of EL Students: 152
Performance Level: VeryLow
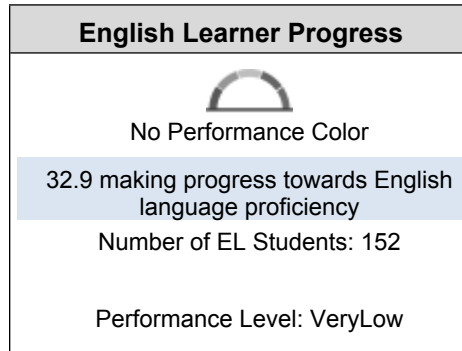
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.8	34.2	4.6	28.2

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:

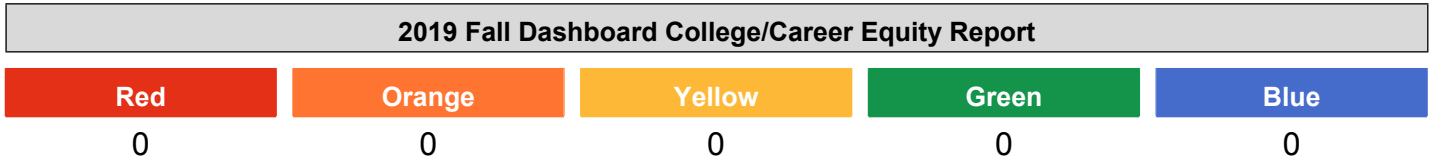| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
32.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -13.8	0 Students	0 Students
348		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
46.3 **Prepared**	46.3 **Prepared**	32.5 **Prepared**
20.4 **Approaching Prepared**	20.4 **Approaching Prepared**	23 **Approaching Prepared**
33.3 **Not Prepared**	33.3 **Not Prepared**	44.5 **Not Prepared**

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	1
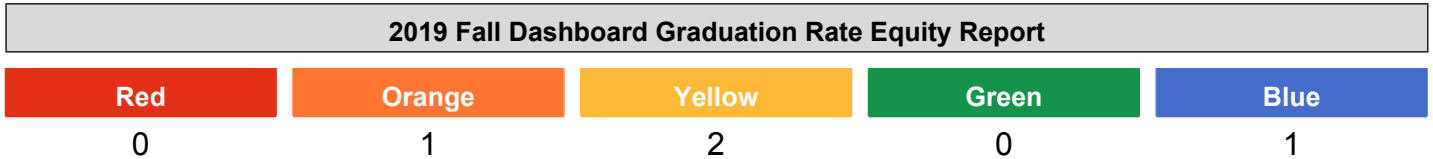
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
94.9	88.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -2.8	
354	52	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
87.8	94.5	66.7
Declined -7.7	Declined -1.2	Declined -12.5
41	309	30

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
93.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	100
Increased +1			Maintained 0
	2	4	
15			22

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Yellow
95	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93.9
Declined -1.4			Declined -1.1
	4	2	
240			65

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.3	94.9

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
8	0	0	0	0
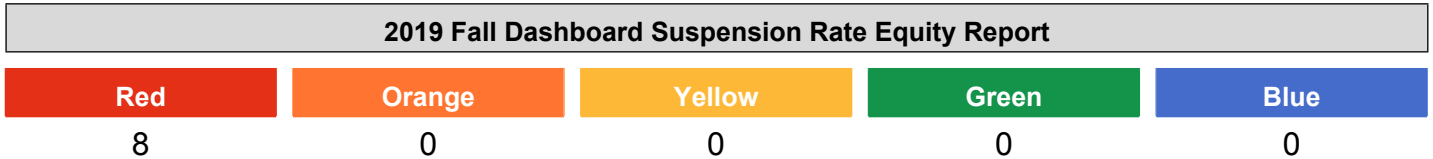
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
11.2	14.4	Less than 11 Students - Data Not
Increased +2.8	Increased Significantly +6.5	5
1645	209	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
12.2	10.6	22.9
Increased +5.2	Increased +1.7	Increased +5.1
90	1285	144

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	Red
14.8	58.3	6.7	10.1
Increased +1.3	12	Increased +6.7	Increased +6.1
54		15	69

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Red
10.9	13.3	Less than 11 Students - Data	10.3
		3	
Increased +2.7	Declined -7.5		Increased +2.8
1210	30		252

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.4	11.2

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1 – Increased Academic Achievement

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
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) 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	*see table below*
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) 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	*see table below*

Actual Outcomes (ELA):

St. Group	Color	DFS/Percentage	Change
All	Green	12.4 points above standard	Increased Significantly ++59.6 points
EL	Orange	100.8 points below standard	Increased ++9 points
Hisp	Green	0.6 points above standard	Increased Significantly ++59.8 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Green	5.5 points above standard	Increased Significantly ++68 points
SWD	No Performance Color	109 points below standard	Increased Significantly ++35.6 points

Actual Outcomes (Mathematics):

St. Group	Color	DFS/Percentage	Change
All	Yellow	84.5 points below standard	Increased Significantly ++17.5 points
EL	Red	192 points below standard	Declined Significantly - 36.7 points
Hisp	Yellow	97.2 points below standard	Increased ++13.5 points
AA	No Performance Color		Less than 11 Students - Data Not

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<table><tr><td></td><td></td><td></td><td>Displayed for Privacy</td></tr><tr><td>SED</td><td>Yellow</td><td>90 points below standard</td><td>Increased Significantly ++25.5 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>245 points below standard</td><td>Declined Significantly - 47.5 points</td></tr></table>

	Color	DFS/Percentage	Change
SED	Yellow	90 points below standard	Increased Significantly ++25.5 points
SWD	No Performance Color	245 points below standard	Declined Significantly - 47.5 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) 13% -- increased by 2%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 32.9%, very low
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate exceed previous rate by 4%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate--15.8%
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 -- 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%	(see table below)
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) -45.2% English Learners (EL) -20.5% Hispanic (Hisp) -41.8% African American (AA) -38.5% Socioeconomically Disadvantaged (SED) -42.0% Students with Disabilities (SWD) -5.3%

Graduation Rate Indicator actual outcomes table:

St. Group	Color	DFS/Percentage	Change
All	Yellow	94.9	Declined -1.4
EL	Orange	88.5	Declined -2.8
Hisp	Blue	95	Declined -1.4
AA	No Performance Color	93.3	Increased +1
SED	Yellow	94.5	Declined -1.2
SWD	No Performance Color	66.7	Declined -12.5

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of 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%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 54.5% English Learners (EL) - 33.3% Hispanic (Hisp) - 53.8%% African American (AA) - 66.7%% Socioeconomically Disadvantaged (SED) - 51.6%

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

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Red	32.5	Declined Significantly - 13.8
EL	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
Hisp	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SWD	No Performance Color		Less than 11 Students - Data Not

Metric/Indicator	Expected Outcomes	Actual Outcomes			
					Displayed for Privacy
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance - 100%			

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.	Staff participated in professional development conferences including: UCI Esports Conference 2019, Security Leadership conference, AP Training, Staff participated in attending LGBTQ conference and Mental Health conference.	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. 5000-5999: Services And Other Operating Expenditures LCFF 10,000.00	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. 5000-5999: Services And Other Operating Expenditures LCFF 2362.6
		Conferences and substitutes for staff to attend training on SEL and Restorative Practices 5000-5999: Services And Other Operating Expenditures LCFF 10,000.00	Conferences and substitutes for staff to attend training on SEL and Restorative Practices 5000-5999: Services And Other Operating Expenditures LCFF 1,765
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.	Integrated Math I Support class was not offered during Q2 due to low enrollment/interest. The class did not occur during Q4 due to the school closure as a result of COVID-19 Tutoring is available 5 days per week for math after school. On average 10-20 students take	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	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 300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	advantage of the peer-tutoring and teacher-led intervention. AVID elective teachers planned and reviewed AVID student and program needs during school hours so extra duty was not utilized. 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. The CAFE and RACE teams had a plan for once a week after school tutoring for students, however it was utilized minimally this school year. Having identified challenges to the process, the teams are better prepared to offer tutoring in the fall of 2020.	Schedule and conduct before and after school tutoring, math lab tutoring and teacher prep period tutoring (including online program tutoring). Tutoring for all subjects. 1000-1999: Certificated Personnel Salaries Title I 8,000	Schedule and conduct before and after school tutoring, math lab tutoring and teacher prep period tutoring (including online program tutoring). Tutoring for all subjects. 1000-1999: Certificated Personnel Salaries Title I 4,265
		AVID staff extra duty to improve academic success and college and career readiness/planning. 1000-1999: Certificated Personnel Salaries Title I 1,000	AVID staff extra duty to improve academic success and college and career readiness/planning. 0001-0999: Unrestricted: Locally Defined Title I 0.0
		Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 15,000	Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 0.0
		After school and Saturday tutoring for students participating in the CAFE academy. Subjects include ELA, Math, Science, and Social Studies. 1000-1999: Certificated Personnel Salaries LCFF 2,000	After school and Saturday tutoring for students participating in the CAFE academy. Subjects include ELA, Math, Science, and Social Studies. 1000-1999: Certificated Personnel Salaries LCFF 250
		After school and Saturday tutoring for students participating in the RACE academy. Subjects include ELA, Math, Science, and Social Studies.	After school and Saturday tutoring for students participating in the RACE academy. Subjects include ELA, Math, Science, and Social Studies.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF 2,000	1000-1999: Certificated Personnel Salaries LCFF 250
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.	During July 2019, one section of Art I was offered for enrichment with 25 students participating for 3 weeks. Additional sections of ELA and Math for credit recovery were not offered in July 2019 due to low enrollment. Summer School for June 2020 is still being determined due to COVID-19	Schedule and conduct summer school advancement math course in Integrated Mathematics II Honors and Art I. 1000-1999: Certificated Personnel Salaries LCFF 20,000.00	Schedule and conduct summer school advancement math course in Art I. 1000-1999: Certificated Personnel Salaries LCFF 6,654.51
		ELA and Mathematics course offerings during summer school as an additional opportunity to improve graduation rate and A-G completion. 1000-1999: Certificated Personnel Salaries LCFF 10,000	ELA and Mathematics course offerings during summer school as an additional opportunity to improve graduation rate and A-G completion. 1000-1999: Certificated Personnel Salaries LCFF 0.0
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.	The Physics Day field trip was cancelled due to COVID-19. Forty students attended a trip to White Water Learning and shared their experiences through class presentations.	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. 5000-5999: Services And Other Operating Expenditures LCFF 10,000.00	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. 5000-5999: Services And Other Operating Expenditures LCFF 923.62

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support for Teaching Staff	This year, the Mathematics and ELA departments participated in Solution Tree PLC workshop and coaching days. Each department met to create standards alignment guides and create instructional planning maps. 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.	Solution Tree PLC coaching for ELA and Math.	Solution Tree PLC coaching for ELA and Math.
5 teaching sections (1.0 FTE) to support English Language learners through ELD instruction and ELD coaching for all teachers.	Four sections of ELD courses are offered to students whose ELPAC score are level 1 or level 2. The teacher's remaining period is used as an ELD coaching period. During this time the ELD instructor plans staff professional development and supports teachers in their classrooms with ELD instructional strategies.	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 Title I 108,058	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 Title I 108,058
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.	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. The district-paid Prevention Specialist works to support students and families in the areas of behavior, academics, and	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 Title I 46,000	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 Title I 46,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	attendance. He regularly meets with students to follow up on their progress and help them set goals. He is currently working with approximately 100 students. The Library Technician provides additional support and service to students during frequently busy times such as the start and end of every semester when materials checkout is increased.	Additional hours for Library Technician to provide support and services for students throughout the year. 2000-2999: Classified Personnel Salaries Title I 4,000	Additional hours for Library Technician to provide support and services for students throughout the year. 2000-2999: Classified Personnel Salaries Title I 566.47
		Classified extra duty to assist ELL students and families. 2000-2999: Classified Personnel Salaries Title I 500	Classified extra duty to assist ELL students and families. 2000-2999: Classified Personnel Salaries Title I 0.0
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. Support for AP teachers to conduct review sessions may improve student achievement on the exams.	While staff were aware of the availability of funding for college and career exploration trips, few were able to take advantage of this opportunity. One trip, to a UCLA football game that included a campus tour was provided to students who had improved their attendance. The Ophelia Project was unable to conduct the college field trip this year. 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	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 LCFF 10,000.00	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 LCFF 1200
		Ophelia project field trips to local colleges. 5000-5999: Services And Other Operating Expenditures Title I 1,000	Ophelia project field trips to local colleges. 5000-5999: Services And Other Operating Expenditures Title I 0.0
		Enhancing opportunities for upper level science students to	Enhancing opportunities for upper level science students to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	enroll in higher level science courses beyond the graduation requirements.

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.

Equipment and supplies were purchased to support the CTE classrooms for both the CAFE and RACE academies through the use of CTEIG funding so site funding was used minimally. 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.

Six teachers (three ELA and three 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 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. | participate in problem based learning through laboratory work.
5000-5999: Services And Other Operating Expenditures
LCFF
3,000 | participate in problem based learning through laboratory work.
5000-5999: Services And Other Operating Expenditures
LCFF
4,414.92 |
| | | Materials and supplies to support the CAFE academy.
4000-4999: Books And Supplies
LCFF
8,000 | Materials and supplies to support the CAFE academy.
4000-4999: Books And Supplies
LCFF
0.0 |
| | | Materials and supplies to support the RACE academy.
4000-4999: Books And Supplies
LCFF
8,000 | Materials and supplies to support the RACE academy.
4000-4999: Books And Supplies
LCFF
0.0 |
| | | SAT prep classes offered by site staff to include planning and instructional time.
1000-1999: Certificated Personnel Salaries
Title I
6,000 | SAT prep classes offered by site staff to include planning and instructional time.
1000-1999: Certificated Personnel Salaries
Title I
4,644 |
| | | Technical Theater CTE pathway materials and supplies to support the program.
4000-4999: Books And Supplies
LCFF
3,000 | Technical Theater CTE pathway materials and supplies to support the program.
4000-4999: Books And Supplies
LCFF
1,424.17 |
| | | Registration fee for all 10th and 11th grade students to participate in the PSAT.
5000-5999: Services And Other Operating Expenditures
LCFF
11,426 | Registration fee for all 10th and 11th grade students to participate in the PSAT.
5000-5999: Services And Other Operating Expenditures
LCFF
3,585 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	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. This year, the district paid for all sophomores to take the PSAT, therefore, site funding was needed only to support juniors. All 10th and 11th grade students participated in the PSAT. After receiving the results, counselors worked with students to understand their scores and provided resources for practice including use of Khan Academy. AP preparation began in late February/early May. Due to the school closure on May 13th, many of the planned review sessions did not occur.	Extra duty pay for teachers at the district hourly rate to conduct AP mock exams and review sessions in preparation for the May exams. 1000-1999: Certificated Personnel Salaries Title I 4,500	Extra duty pay for teachers at the district hourly rate to conduct AP mock exams and review sessions in preparation for the May exams. 1000-1999: Certificated Personnel Salaries Title I 1,350
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	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	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	well as used during department collaboration and staff meetings. 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 the AVID program in grades 9 through 12. One student who is an RMHS graduate and is attending CSUSB provided academic support to AVID students during tutorials on Tuesdays and Thursdays throughout the school year.The tutor had limited availability this year due to their school schedules.	college and career readiness/planning. 5000-5999: Services And Other Operating Expenditures Title I 20,000.00	college and career readiness/planning. 5000-5999: Services And Other Operating Expenditures Title I 19,769.00
		Materials and supplies to promote student success in the AVID program. This may include AVID Weekly subscription, binders, agendas, and various office supplies. 4000-4999: Books And Supplies LCFF 1,500	Materials and supplies to promote student success in the AVID program. This may include AVID Weekly subscription, binders, agendas, and various office supplies. 4000-4999: Books And Supplies LCFF 1,494.47
		AVID enrichment through student learning trips and college visits. 5000-5999: Services And Other Operating Expenditures Title I 8,000	AVID enrichment through student learning trips and college visits. 5000-5999: Services And Other Operating Expenditures Title I 7,034.69
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.	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.	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 15,000.00	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 15,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Technology including site licenses for Vocabulary.com, an online journalism publication, and EBSCO for academic research. All of these products can help improve reading, writing, and research 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.	Technology purchases included projectors and bulbs, document cameras, printers, headphones, and calculators to assist students and teachers with classroom instruction. Funding that was not utilized in other areas was transferred to provide additional technology resources for students. 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. 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. A site license for EBSCO was purchased to aid in research in all subject areas. This database provides students with access to peer-reviewed journals so they may conduct primary source research to enhance instruction.	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. 4000-4999: Books And Supplies Title I 7313.00 Licenses for online journalism publication. 5000-5999: Services And Other Operating Expenditures LCFF 1,000 Site license for Vocabulary.com 5000-5999: Services And Other Operating Expenditures LCFF 7,000 Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures Title I 4,500	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. 4000-4999: Books And Supplies Title I 37,436.63 Licenses for online journalism publication. 5000-5999: Services And Other Operating Expenditures LCFF 437 Site license for Vocabulary.com 5000-5999: Services And Other Operating Expenditures LCFF 4,917 Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures Title I 4,554.63
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	The Equity Teaching Team conducted three full-day training sessions with The Cambio Group. Additionally, the Equity Teaching Team worked collaboratively with The Cambio Group to present to	Consulting firm to work with all staff to ensure equity and access to rigorous courses, instruction, and programs for all students.	Consulting firm to work with all staff to ensure equity and access to rigorous courses, instruction, and programs for all students.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	the whole staff on two occasions. The final two interactions with the Cambio Group will occur virtually in May.	5800: Professional/Consulting Services And Operating Expenditures LCFF 29,670	5800: Professional/Consulting Services And Operating Expenditures LCFF 26,145

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 describe for Goal 1 were implemented throughout the school year. Some strategies that resulted in school-wide impact on student learning such as the implementation of strategies gained through teacher attendance at conferences and training. The ability for our ELD teacher to have a coaching period this year not only improved student's connectedness to school, but also helped to have a positive impact on ELD instruction in all subjects. Credit recovery classes offered through the use of Edgenuity allowed over 100 students to regain credits toward graduation and/or improve their A-G eligibility.

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 successful this year due to low enrollment during quarter 2 and the school closure during quarter 4. While this program will be funded again next year, the process for selecting and retaining students will be revised.
Some of the planned enrichment trips for science and college tours were cancelled due to COVID-19.
The CAFE and RACE teams were able to obtain funding for materials and supplies through a CTE Incentive Grant. Therefore, they did not utilize the site funding that was available to them. Additionally, these teams did not utilize all of the funding provided for tutoring of their students. The process for offering tutoring is being revised for next year.
Funds that were not utilized in these areas were transferred to purchase instructional technology including: projectors, projector bulbs, document cameras, and other instructional 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.

After review of teacher and student usage of Vocabulary.com, it has been determined that this expense will not be renewed for the 2020-2021 school year. There will also be a decrease to funding materials and supplies for CAFE and RACE which will be transferred to an increase in materials and supplies funding for science. Since the majority of teachers have attended the AVID summer institutes, there will be a decrease in funding for next year to provide opportunities in other areas. Tech Theater funding will also be increased along with the allocation for AP prep sessions provided by teacher. Funding will also be shifted to provide additional collaboration time for ELA, math, and science departments to improve student achievement.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2 – Parent Engagement

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)	Student Attendance Rates All Students (ALL) maintain 95% or higher rate	Student Attendance Rates All Students (ALL) 94.7%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) 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%	Chronic Absenteeism Rates All Students (ALL) 14.2% English Learner (EL) 16.3% Hispanic (Hisp) 13.6% African American (AA) 24.5% Socioeconomically Disadvantaged (SED) 14.6% Students with Disabilities (SWD) 32.6%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities(SWD)	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% Students with Disabilities (SWD) decrease by 3%	High School 4-Year Dropout Rate All Students (ALL)_ 1.1% English Learner (EL) - 0.0% Hispanic (Hisp) - 0.8% African American (AA) - 7.1% Socioeconomically Disadvantaged (SED) - 1.0% Students with Disabilities(SWD) - 10.3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) increase by 4% Hispanic (Hisp) increase by 4%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 93% African American (AA) - N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classified bilingual staff to support parents with access to ParentVue and participation in meetings and trainings.	Classified office staff completed extra duty throughout the school 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.	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. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 500.00	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. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0.0
Parent Outreach Support through increasing the number of parents who attend the CABE 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.	Unable to attend the CABE conference this year due to COVID-19 Two parents from RMHS participate in the regular DELAC meetings. They report out the information from these meetings at the School Site Council meetings.	Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. None Specified Title I Part A: Parent Involvement 4,618	Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. None Specified Title I Part A: Parent Involvement 0.0
Improve electronic outreach to parents through website development, creation of informational videos, and/or increase in social media presence.	School website and social media presence were managed by administration. We did not utilize additional staff support to provide information to parents.	Parents have requested additional information regarding school activities, calendars, and parent education. The funding will be used to pay certificated and classified staff to improve the parent information section of the school website and to create promotional and informational	Parents have requested additional information regarding school activities, calendars, and parent education. The funding will be used to pay certificated and classified staff to improve the parent information section of the school website and to create promotional and informational

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		videos for parents. Additionally, the funding will be used to improve calendars and positive informational social media interactions with parents. None Specified Title I Part A: Parent Involvement 527.00	videos for parents. Additionally, the funding will be used to improve calendars and positive informational social media interactions with parents. None Specified Title I Part A: Parent Involvement 0.0

Analysis

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

The strategies proposed in the SPSA for 2019-2020 for Goal 2 were not implemented in the manner originally proposed. Some of this is due to the school closure due to COVID-19, but mainly it is due to the school reaching out to improve communication with parents in different manners.

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 proposed implementation strategies for this year were not effectively used. In part, due to the school closure, but also due to a difference in proposed strategies and those that were actually used to improve parental involvement and communication.

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.

Due to a decrease in funding for this goal, the electronic parent outreach will be conducted without use of the Title I Part A funds.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3 – Safe and Healthy Learning Environment

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

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)	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%	(see table below)

St. Group	Color	DFS/Percentage	Change
All	Red	11.2	Increased +2.8
EL	Red	14.4	Increased Significantly +6.5
Hisp	Red	10.9	Increased +2.7
AA	Red	14.8	Increased +1.3
SED	Red	10.6	Increased +1.7
SWD	Red	22.9	Increased +5.1

Metric/Indicator	Expected Outcomes	Actual Outcomes
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) remain under 0.5% English Learner (EL) remain under 0.5% Hispanic (Hisp) remain under 0.5% African American (AA) remain under 0.5%	Expulsion Rates All Students (ALL) - 0.55% English Learner (EL) - 0.48% Hispanic (Hisp) - .050% African American (AA) - 0.0%
Panorama Survey - School Connectedness All Students (ALL)	Panorama Survey - School Connectedness All students: increase by 4% EL: increase by 4%	Panorama Survey - School Connectedness All Students (ALL) - 91% English Learner (EL) - 94%

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	Hisp: increase by 4% AA: increase by 6%	Hispanic (Hisp) - 93% African American (AA) - N/A
Panorama Survey - School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: increase by 4% EL: increase by 4% Hisp: increase by 4% AA: increase by 4%	Panorama Survey - School Safety All Students (ALL) 90% English Learner (EL) 96% Hispanic (Hisp) 93% African American (AA) N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results -100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	PLUS students conducted a Freshman Orientation before the start of school. They were assigned a group of 10 to 12 freshmen which the checked in with throughout the year to help students connect to school.	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. 0000: Unrestricted LCFF 1,500.00	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. 0000: Unrestricted LCFF 0.0
		ASB program to provide activities for students to increase sense of belonging and improve school climate. 0000: Unrestricted	ASB program to provide activities for students to increase sense of belonging and improve school climate. 0000: Unrestricted LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1,500.00	0.0
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.	Lanyards to hold student IDs were purchased for all students. Additionally special lanyards to recognize 190 SBAC Scholars were purchased to highlight those students who had met or exceeded the standard on the CAASPP exam their junior year. All students and staff are expected to wear their ID on the lanyard at all times while on campus.	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. 4000-4999: Books And Supplies LCFF 6,000.00	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. 4000-4999: Books And Supplies LCFF 5,528.05
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. A new prevention specialist was hired at the beginning of the school year. He has worked closely with administration, counselors, students, and families to assist with attendance, grades, and discipline concerns.	Mental health services, homeless and foster youth programs offered through community and district staff. 0.0	Mental health services, homeless and foster youth programs offered through community and district staff. 0.0
		Student Assistance Programs, Insight, SARB, Community Liaisons, and Prevention Specialists to support student needs. 0.0	Student Assistance Programs, Insight, SARB, Community Liaisons, and Prevention Specialists to support student needs. 0.0

Analysis

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

The PLUS program continued to serve as the Link Crew for this year's freshmen. It was off to a successful start based on multiple interactions between Link Crew students and Freshmen. However, it faded by the end of first semester as Freshmen minimally responded to outreach from Link Crew members. The Prevention Specialist has made great connections with students this year and has helped students improve in attendance and behavior. This is evidenced by a reduction in suspension for fighting and drugs between Semester One and Quarter Three. Attendance rates remained above 95%. All A2A letters and conferences are clearly documented in the system and in Synergy. Many students participate in mental health services offered by the district as well as the counseling groups that are offered by the school counselors as evidenced by the group rosters.

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

This year ASB and PLUS received funding from other sources so they did not utilize the funding proposed in the SPSA. The activities that were implemented by ASB and PLUS to improve campus climate were supported through fund raising efforts.

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.

Funding will remain the same for next year.

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 59.6 points and in Math, the distance from 3 increased by 17.5 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 all increased significantly in ELA. English Learners remain very low while Hispanic students' performance is in the medium category . While English Learners declined significantly in Math, and remain very low. Hispanic and SED student increased in Math and have moved to the low category.
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. The overall rate of students meeting or exceeding the standard on the High School Science exam was 14.8%. This indicates a need for greater focus on science instruction and alignment of curriculum to NGSS.
5. The CCI declined significantly and there is a need to increase the pass rate for the Advanced Placement exams which is currently at 54.5% for all students.
6. There is a need to improve the A-G eligibility rate of 45.2% to ensure that more students have the opportunity to enroll in a 4-year college/university upon completion of high school.

Measuring and Reporting Results

Metric/Indicator		Baseline					Expected Outcome			

Metric/Indicator
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Green	12.4 points above standard	Increased Significantly ++59.6 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Green	Increase 3 points	++3 points
EL	Yellow	Increase 6 points	++6 points

Metric/Indicator	Baseline				Expected Outcome			

Metric/Indicator: Socioeconomically Disadvantaged (SED) / Students with Disabilities (SWD)

EL	Orange	100.8 points below standard	Increased ++9 points
Hisp	Green	0.6 points above standard	Increased Significantly ++59.8 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Green	5.5 points above standard	Increased Significantly ++68 points
SWD	No Performance Color	109 points below standard	Increased Significantly ++35.6 points

Expected Outcome:

Hisp	Green	Increase 3 points	++3 points
AA	N/A	N/A	N/A
SED	Green	increase 3 points	++3 points
SWD	N/A	increase 6 points	++6 points

Metric/Indicator: 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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Yellow	84.5 points below standard	Increased Significantly ++17.5 points
EL	Red	192 points below standard	Declined Significantly -36.7 points
Hisp	Yellow	97.2 points below standard	Increased ++13.5 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Yellow	90 points below standard	Increased Significantly ++25.5 points
SWD	No Performance Color	245 points below standard	Declined Significantly -47.5 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	Increase 3 points	++3 points
EL	Orange	Increase 6 points	++6 points
Hisp	Yellow	Increase 3 points	++3 points
AA	N/A	N/A	N/A
SED	Orange	Increase 3 points	++3 points
SWD	N/A	Increase 6 points	++6 points

Metric/Indicator: California Science Test - Percent of Students Who Meet or Exceed Standard / High School

Baseline: California Science Test - Percent of Students Who Meet or Exceed Standard / High School - 14.28%

Expected Outcome: California Science Test - Percent of Students Who Meet or Exceed Standard / High School -16%

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 32.9%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 35%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 15.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -18%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Yellow	94.9	Declined - 1.4
EL	Orange	88.5	Declined - 2.8
Hisp	Blue	95	Declined - 1.4
AA	No Performance Color	93.3	Increased +1
SED	Yellow	94.5	Declined - 1.2
SWD	No Performance Color	66.7	Declined - 12.5

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	96%	increase 1%
EL	Yellow	90%	increase 2%
Hisp	Blue	96%	increase 1%
AA		95%	increase 1%
SED	Green	96%	increase 1%
SWD		70%	increase 4%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	32.5	Declined Significantly -13.8
EL	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
Hisp	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Orange	35%	increase 2%
EL	Yellow	16%	increase 2%
Hisp	Orange	30%	increase 2%
AA		23%	increase 2%
SED	Orange	30%	increase 2%
SWD		19%	increase 2%

Metric/Indicator	Baseline	Expected Outcome
			Less than 11 Students - Data Not Displayed for Privacy		

<table>
<tr><td>SED</td><td>No Performance Color</td><td></td><td>Less than 11 Students - Data Not Displayed for Privacy</td></tr>
<tr><td>SWD</td><td>No Performance Color</td><td></td><td>Less than 11 Students - Data Not Displayed for Privacy</td></tr>
</table>

Metric/Indicator	Baseline	Expected Outcome
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 45.2% English Learners (EL) - 20.5% Hispanic (Hisp) -41.8% African American (AA) - 38.5% Socioeconomically Disadvantaged (SED) - 42.0% Students with Disabilities (SWD) - 5.3%	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% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - 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 - 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 -10
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 54.5% English Learners (EL) - 33.3% Hispanic (Hisp) - 53.8%% African American (AA) - 66.7%% Socioeconomically Disadvantaged (SED) - 51.6%-	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - incerase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% Compliance	Williams Textbook/Materials Compliance maintain 100% compliance

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

X   All

Timeline

7/1/2020-
6/30/2021

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.
Amount	10,000

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitutes for ELA, Math, and Science departments to participate in a collaboration day.

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

X	All

Timeline

7/1/2020 -
6/30/2021

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.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

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

X   All

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

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. All field trips are being cancelled this academic year due to COVID-19.

Strategy/Activity 5

Support for Teaching Staff

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Ed Svcs

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Mathematics coach assigned to work with Math teachers to improve instructional practice.

Amount	0.0
Description	Consulting teachers to work with new teaching staff to clear their teaching credentials

Amount	0.0
Description	Science TOSAs to support implementation of NGSS.

Amount	0.0
Description	ELA and Math TOSAs to support CCSS and curriculum implementation

Amount	0.0
Description	Providing collaboration time on a weekly basis as built into the work schedule.

Amount	0.0
Description	Increase to schoolwide staffing ratio to support reduced class sizes.

Amount	0.0
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

X	English Learner

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	115,000
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

X   English Learner

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	48,500
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. Support for AP teachers to conduct review sessions may improve student achievement on the exams.
Revisions are listed below.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,940.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AP exam fees for all exams so each student will pay only $5.00 per exam regardless of eligibility for free/reduced lunch program.
Amount	0
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Ophelia Project travel to local college and community connections All field trips are being cancelled this year due to COVID-19.
Amount	7,000.00
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	5,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the CAFE academy
Amount	5,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the RACE academy
Amount	2,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SAT Prep classes offered by site staff. Planning and instructional time. Revised amount of funding to support students completing SAT Prep classes virtually.
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	5,800.00
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. Revised amount of funding to support 11th grade students with participating in the January PSAT if students are able to be on campus at that time.

Amount	7,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers at the district hourly rate to conduct AP mock exams and review sessions in preparation for the May exams.

Amount	14,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase of licenses for virtual SAT preparation classes through Horizon Education. Students participating in the classes will be 10th and 11th grade AVID students as well as non-AVID students on a registration basis.

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

X   All

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

AVID Teachers, Administrators, and
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
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. Conferences and trainings will be conducted virtually until further notice.

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	5,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID Tutors

Amount	0
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID Enrichment through learning trips and college visits.

All field trips are cancelled this academic year due to COVID-19.

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

X   All

Timeline

7/1/2020 -
6/30/2021

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 an online journalism publication, and EBSCO for academic research. All of these products can help improve reading, writing, and research abilities for all students. Additional instructional technology will be purchased to support all students' access to the curriculum.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2020 -

6/30/2021

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	35,538.00
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. Additional Title I funding was incorporated into this section to provide more access for students during Distance Learning and eventually Hybrid learning.

Amount	1,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses for online journalism publication

Amount	5,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site license for EBSCO research database.

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

X	All

Timeline

7/1/2020- 6/30/2021

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
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. Revision of costs due to virtual consultation.

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for staff participation in consulting work to ensure equity and access to rigorous courses, instruction, and programs for all students. Substitute costs are not needed due to the virtual nature of the consulting work.

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

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.
The number of parents participating in Parent meetings remains low and is a continued area of focus for improvement.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 195	Parent Participation in Stakeholder Input Processes -400
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 93% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 93%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A

Metric/Indicator	**Baseline**	**Expected Outcome**
• Hispanic (Hisp) • African American (AA)	African American (AA) - N/A	
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 25	Number of Parent Attendees attending 1 or more site/parent center sponsored events -increase by 4%

Planned Strategies/Activities

Strategy/Activity 1

Purchase of materials and supplies to increase parent education and engagement in school activities.

Students to be Served by this Strategy/Activity

X English Learner

X All

Timeline

7/1/2020-
6/30/2021

Person(s) Responsible

Bilingual classified
staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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. Translation support is being provided through use of current office staff.
Amount	1,047
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Purchase and production of educational materials for parents. Topics may include: Graduation Requirements, A-G completion, Seal of Biliteracy, ELPAC exams and Reclassification of English Learner students.

Strategy/Activity 2

Parent Outreach Support through increasing the number of parents who attend the CABE 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

X   English Learner

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Counselor and College/career specialist

Proposed Expenditures for this Strategy/Activity

Amount	4,622
Source	Title I Part A: Parent Involvement
Budget Reference	None Specified
Description	Increase parent involvement to the CABE 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

1. While overall attendance dropped slightly to 94.7%, 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. 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 expulsion data remains low but should continue to be addressed.
4. 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.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.7%	Student Attendance Rates All Students (ALL) - increase by 2%
Chronic Absenteeism Rates	Chronic Absenteeism Rates	Chronic Absenteeism Rates

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All Students (ALL) 14.2% English Learner (EL) 16.3% Hispanic (Hisp) 13.6% African American (AA) 24.5% Socioeconomically Disadvantaged (SED) 14.6% Students with Disabilities (SWD) 32.6%	All Students (ALL) decrease by 4% English Learner (EL) decrease by 4% 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) -1.1% English Learner (EL) - 0.0% Hispanic (Hisp) -0.8% African American (AA) -7.1% Socioeconomically Disadvantaged (SED) - 1.0%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) -maintain 0.0% Hispanic (Hisp) - decrease by 0.4% African American (AA) - decrease by 3% Socioeconomically Disadvantaged (SED) - decrease by 0.5%

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

St. Group	Color	DFS/Percentage	Change
All	Red	11.2	Increased +2.8
EL	Red	14.4	Increased Significantly +6.5
Hisp	Red	10.9	Increased +2.7
AA	Red	14.8	Increased +1.3
SED	Red	10.6	Increased +1.7
SWD	Red	22.9	Increased +5.1

St. Group	Color	DFS/Percentage	Change
All	Orange	10%	decrease 0.5%
EL	Orange	13%	decrease 1%
Hisp	Orange	10%	decrease 0.5%
AA	Orange	14%	decrease 0.5%
SED	Orange	10%	decrease 0.5%
SWD	Orange	20%	decrease 0.5%

| Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Expulsion Rates All Students (ALL) -0.55% English Learner (EL) - 0.48% Hispanic (Hisp) -0.50% African American (AA) - 0.0% | Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5% |

Metric/Indicator	**Baseline**	**Expected Outcome**
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) -91% English Learner (EL) -94% Hispanic (Hisp) -93% African American (AA) - N/A	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) -90% English Learner (EL) -96% Hispanic (Hisp) -93% African American (AA) - N/A	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 2% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
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

<u>X</u>   All

Timeline

7/1/2020 -
6/30/2021

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.
Amount	3,088.00
Source	LCFF
Budget Reference	0000: Unrestricted
Description	Incentives and awards for student recognition.

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

X   All

Timeline

| 7/1/2020 -
6/30/2021	

Person(s) Responsible

Administrators,
Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
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

X   All

Timeline

7/1/2020 -
6/30/2021

Person(s) Responsible

Ed Svcs, Site Administration, Counselors, and staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Mental health services, homeless and foster youth programs offered through community and district staff.
Amount	0.0

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

Amount   0.0

Description   Bullying prevention program through The Center.

Amount   500.00

Source   LCFF

Budget Reference   5000-5999: Services And Other Operating Expenditures

Description   One administrator and Prevention Specialist to participate in Attendance Seminar.

Amount   1,500

Source   LCFF

Budget Reference   5000-5999: Services And Other Operating Expenditures

Description   Registration and mileage for Counseling Department to attend workshops related to college and career.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Secondary Literacy Coach	July 1, 2020 - June 30, 2021	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,474	Title I
Technology TOSAs	July 1, 2020 - June 30, 2021	Support the integration of technology into instruction for both staff and students	11,611	Title II
NGSS TOSA	July 1, 2020 - June 30, 2021	Onsite PD and support with evidence-based practices to build best first instruction	6,247	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2020 - June 30, 2021	Tutoring and extended school year opportunities	41,394	Title I
Linked Learning TOSA	July 1, 2020 - June 30, 2021	TOSA to support CTE instruction	32,322	Title I
History/Social Science TOSA	July 1, 2020 - June 30, 2021	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	16,908	Title IV
Solution Tree PLC PD	July 1, 2020 - June 30, 2021	Consultants and substitutes to support PLC development in Math and ELA	117,475	Title I
Secondary Math Coach	July 1, 2020 - June 30, 2021	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,992	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$299,207
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$453,535.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	293,538	0.00
Title I Part A: Parent Involvement	5,669	0.00
LCFF	154,328	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	$293,538.00
Title I Part A: Parent Involvement	$5,669.00

Subtotal of additional federal funds included for this school: $299,207.00

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 ($)
	$0.00
LCFF	$154,328.00

Subtotal of state or local funds included for this school: $154,328.00

Total of federal, state, and/or local funds for this school: $453,535.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	154,328.00
Title I	293,538.00
Title I Part A: Parent Involvement	5,669.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	6,088.00
1000-1999: Certificated Personnel Salaries	177,000.00
2000-2999: Classified Personnel Salaries	53,000.00
4000-4999: Books And Supplies	59,085.00
5000-5999: Services And Other Operating Expenditures	145,740.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00
None Specified	4,622.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0000: Unrestricted	LCFF	6,088.00
1000-1999: Certificated Personnel Salaries	LCFF	21,000.00
4000-4999: Books And Supplies	LCFF	22,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	96,740.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	156,000.00
2000-2999: Classified Personnel Salaries	Title I	53,000.00
4000-4999: Books And Supplies	Title I	35,538.00
5000-5999: Services And Other Operating Expenditures	Title I	49,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	0.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,047.00
None Specified	Title I Part A: Parent Involvement	4,622.00

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			
Salam K. Ramirez				X	
Alex Corio				X	
Teresa Haga	X				
Alyssa Clayton					X
Mehrdad Abbasi				X	
Amy Romanek		X			
Stephanie Romero					X
Brianna Reynoza-Sanchez-Barron					X
Wendy Bystrzycki		X			
Ron Newhouse			X		
Marshall Mallory		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:
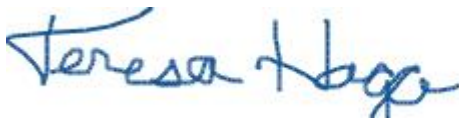
Signature	Committee or Advisory Group Name

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 10/6/2020.

Attested:

Principal, Dr. Teresa Haga on 10/6/2020

SSC Chairperson, Jorge Jimenez & Salam Ramirez (co-chairs) on 10/6/2020