School Year: **2021-22**

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	Teresa Haga, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2021-6/30/2022
Schoolsite Council (SSC) Approval Date	10/5/21
Local Board Approval Date	11/23/21

 This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

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

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

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

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

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

School Profile

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

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

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

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

In addition to mainstreaming special education students in CP and honors classes, special education instruction may also occur within a collaborative service delivery model that reflects content and performance standards and ensures access to the core curriculum for all students. Identified special education services are delivered through: pull out

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

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

The Single Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage High School Site Council (SSC). The RMHS Leadership Team will evaluate the effectiveness of our SPSA shortly after state and federal assessments are released and our SSC and other leadership groups have had the opportunity to review student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

Purpose and Description

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

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
- Alex Corio and Mehrdad Abassi will continue to serve their 2nd year term.
There was one open Parent/Community member position for this year. An announcement was created and posted on the school website and social media accounts for nominations community members to complete a Google Form survey to nominate persons for the election. The survey was also emailed to every parent whose email address was in Synergy. This resulted in seven (7) nominations with four of the nominees writing a paragraph as to why they should be elected. An electronic ballot in English and Spanish was emailed out to all RMHS families with one week to complete the voting. Salam Ramirez received the greatest number of votes.

There were 30 responses:

Annjohnnette Collins--1 vote
Gabby Serrano--6 votes
Mitzi Key--2 votes

Richard Hernandez--2 votes
*Salam Ramirez--9 votes
Sarai Jimenez--4 votes
Scott Fenton--2 votes

Teacher/certificated staff
- The following staff will continue to serve this year: Teacher: Jorge Jimenez., Other: Ron Newhouse. Nominations to fill the 3 vacant seats for classified staff occurred during the last two weeks of August with voting conducted during the first week of September. There were 58 responses and each respondent was asked to select three people.

*Marshall Mallory--35 votes
Taylor Vanden Bossche--21 votes
*Amy Sanchez--38 votes
*Wendy Bystrzycki--42 votes
Jamie McMillan--33 votes

Students
Two student members, Stephanie Romero and Brianna Reynozz-Sanchez-Barron will continue to serve their 2nd year term.
Student elections were conducted and Alyssa Clayton was selected as the third student member.

ELAC representatives
- Dr. Omier, Assistant Principal, reached out to the Spanish-speaking parents to identify those interested in participating in the school's ELAC committee and SSC. Cindy Leon Carbajal, Rosa Elia Aguilar, Sandra Martinez, Antolio Leon, Maria Mujica, and Betty Lavriega compose this year's ELAC. Mrs. Rosa Elia Aguilar will serve as the ELAC rep on SSC and the DELAC representative.

SSC Meeting Dates and Topics (all meetings via Zoom due to COVID-19):

September 9, 2020: SSC Training
October 6, 2020 Review of by-laws, data review review of SPSA
November 10, 2020: Quorum was not met so no action was taken, information regarding Attendance and monitoring of the SPSA was provided
February 9, 2021: LCAP Presentation and discussion, SPSA monitoring
March 9, 2021: Discussion of budget proposals and approval of SPSA budget for 2021-2022.
April 20, 2021: Discussion of Hybrid instruction and SPSA monitoring--cancelled
May 11, 2021: Planning for next year

Leadership Team Meeting Dates and Topics (All meetings via Zoom due to COVID-19):

August 25, 2020: Discussion of goals for the year, budget discussion, plans for Back to School Night (virtual)
September 22, 2020: Review of data (interim report), preparation for WASC visit, review of Distance Learning program
October 27, 2020: Review of Distance Learning program, Equity work, Data discussion
November 17, 2020: Equity work, Distance Learning discussions, IEP/504/SST process review
December 15, 2020: Discussion of Hybrid instruction, budget review, course registration preview
January 26, 2021: Discussion of Hybrid instruction, preparation for WASC visit, budget discussion
March 23, 2021: Hybrid Discussion, review of upcoming testing, course registration
April 27, 2021: Implementation of hybrid instruction discussion, preparation for end of the year
May 25, 2021: Planning for next year

English Learner Advisory Committee Meeting Dates and Topics:

September 8, 2020: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items.
September 29, 2020: Parent resource information, Needs Assessment completed, report on SSC items.
October 27, 2020: Review of Needs Assessment, ELPAC exam and R-FEP criteria, school information including SSC items
February 9, 2021: 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), district benchmarks, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:
- -Increase allocations for math support classes and credit recovery opportunities
- -Increase allocations for social-emotional learning training for staff
- -Addition of second bilingual paraprofessional to help support English Language Learners

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 The Dashboard also shows that the graduation rate remains very high and the CCI decreased.

Data below is from previous years due to COVID-19 and no state testing in 2020.
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 four (4) periods and one (1) class period 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. As a result of the WASC process, we plan to add an additional bilingual paraprofessional to support ELL students.

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 2021-2022 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

The graduation rate for the class of 2020 was 97% which is an increase of 3%. English Learner students had a graduation rate of 93.9% which is an increase of 5.4%, Hispanic students were at 97.6% which was an increase of 2.6%, and socioeconomically disadvantaged students had a 96.9% graduation rate which was an increase of 2.4%. Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after school tutoring.

On this year's interim assessments, 11th grade ELA students have consistently shown growth in meeting or exceeding the standard. During quarter one, an average of 46% of students met or exceeded the standard while that percentage increased to 73% on the quarter three assessment. However English learners and students with disabilities showed little growth between these two assessments.

On this year's Math interim assessments, the IM III students had 53% of students meeting or exceeding the standard by quarter three. English Leaners and students with disabilities showed minimal growth over the course of the year.

Both the growth in ELA and Math scores can be attributed, in part, to the work the departments have been conducting with Solution Tree. This has helped the departments improve their focus for lessons and share ideas for best first instruction. During Distance Learning, students have also had the opportunity to meet in small groups with their teachers in the afternoon for additional tutoring and support. This has allowed teachers to focus on students with the greatest need and encourage them to participate in the tutoring sessions that are currently part of the student's school day.

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

English Language Learners and Students with Disabilities showed minimal growth this year on the interim assessments.

The D-F rates are approximately 10% higher for quarters one, two, and three than in previous years.

Chronic absenteeism increased to 7% this year due to Distance Learning.

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 2020-2021 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 2021-2022.

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

To improve the D-F rate, additional funding is allocated for credit recovery options and teacher compensation for math support classes. We will focus on targeted students including low income, English Language Learners, and foster youth participation in these programs. We will continue to support students' ability to participate in Advance Placement exams and PSAT to encourage college and career readiness.

Chronic absenteeism will continue to be addressed through contact with families, home visits, and encouragement from teachers. We will also have two staff members attend a conference to gain additional ideas for how to improve student attendance and engagement.

At the start of the 2021-2022 school year, we hired several new staff members including in the areas of Chemistry and Journalism. In reviewing student needs for the courses based on input from the new teachers, some funding will be used to support technology needs specific to these courses in which all students participate. Additionally, a technology audit of the computer labs on campus was conducted and it has been determined that we need to re-envision the technology needs so all students have access to current hardware and software to support changes to college and career readiness.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.76%	0.59%	0.6%	12	9	9
African American	3.06%	2.75%	3.2%	48	42	48
Asian	1.02%	0.59%	0.5%	16	9	7
Filipino	4.27%	3.4%	2.7%	67	52	41
Hispanic/Latino	73.57%	76.7%	77.5%	1,155	1,172	1,176
Pacific Islander	0.19%	0.07%	0.1%	3	1	1
White	15.54%	13.87%	13.2%	244	212	201
Multiple/No Response	1.59%	2.03%	2.3%	25	31	35
			Total Enrollment	1,570	1,528	1,518

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	427	393	444
Grade 10	385	408	389
Grade 11	396	329	359
Grade 12	362	398	326
Total Enrollment	1,570	1,528	1,518

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	195	214	239	12.4%	14.0%	15.7%
Fluent English Proficient (FEP)	604	581	557	38.5%	38.0%	36.7%
Reclassified Fluent English Proficient (RFEP)	29	12	33	15.8%	6.2%	15.4%

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,528	**81.0**	**14.0**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	214	14.0
Foster Youth	1	0.1
Homeless	79	5.2
Socioeconomically Disadvantaged	1,238	81.0
Students with Disabilities	143	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	2.7
American Indian	9	0.6
Asian	9	0.6
Filipino	52	3.4
Hispanic	1,172	76.7
Two or More Races	31	2.0
Pacific Islander	1	0.1
White	212	13.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

Conclusions based on this data:
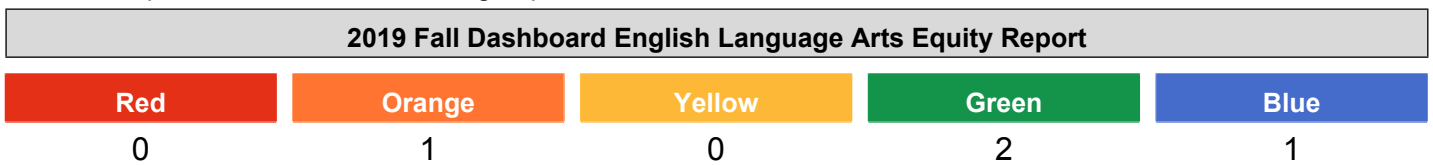
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School and Student Performance Data

Academic Performance
English Language Arts

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

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

| 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	1
361	60	

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

Conclusions based on this data:
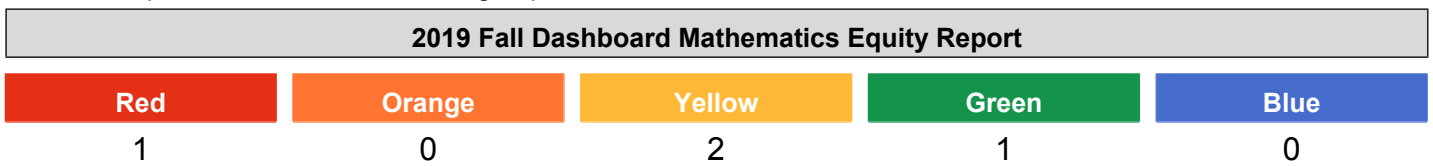
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School and Student Performance Data

Academic Performance
Mathematics

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

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

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

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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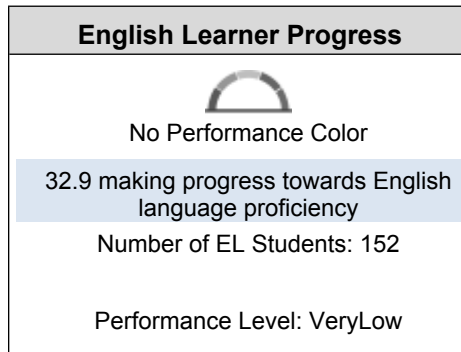
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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

Conclusions based on this data:
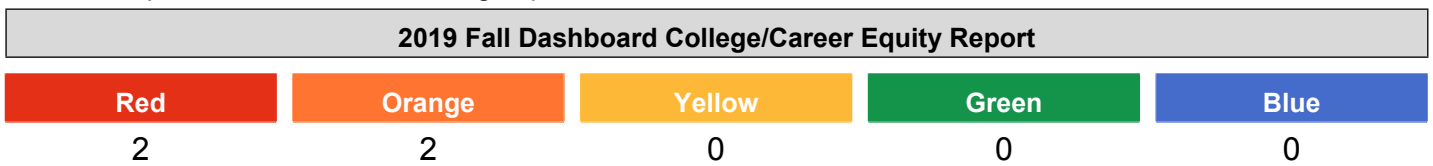
1.

School and Student Performance Data

Academic Performance
College/Career

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

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

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**
2	2	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	Orange	No Performance Color
32.5	14	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -13.8	Maintained -1.8	1
348	50	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
29.3	28.4	17.2
Declined -4.1	Declined Significantly -16.7	Increased Significantly +17.2
41	303	29

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
21.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.8
Declined Significantly -17	2	4	Declined Significantly -28.2
14			22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
28.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	49.2
Declined Significantly -15.5	4	2	Declined -6.9
237			63

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**
Prepared	46.3 **Prepared**	32.5 **Prepared**
Approaching Prepared	20.4 **Approaching Prepared**	23 **Approaching Prepared**
Not Prepared	33.3 **Not Prepared**	44.5 **Not Prepared**

Conclusions based on this data:
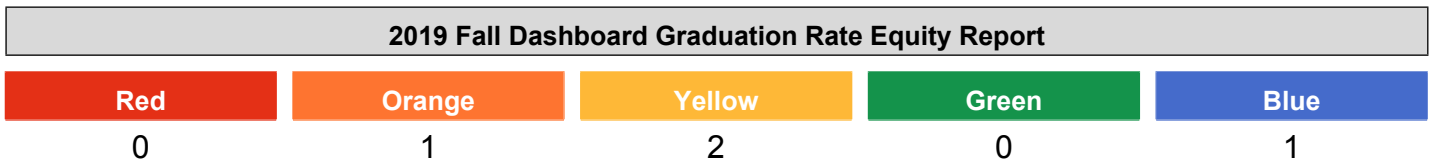
1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

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	1
354	52	

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	2	4	Maintained 0
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	4	2	Declined -1.1
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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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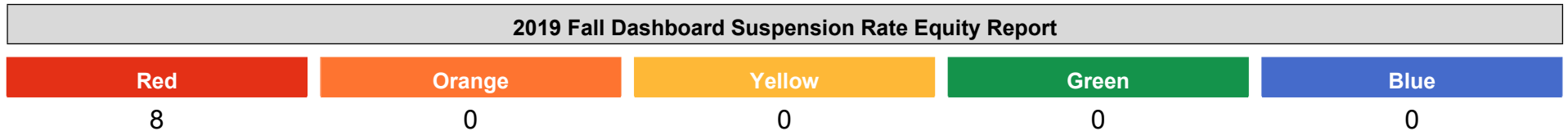
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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 Displayed for Privacy
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
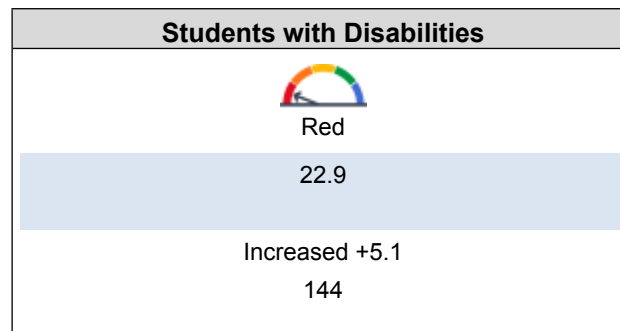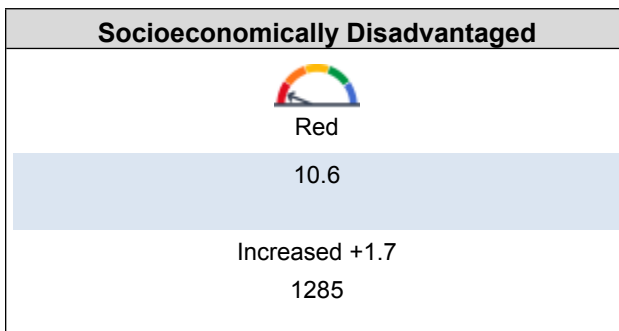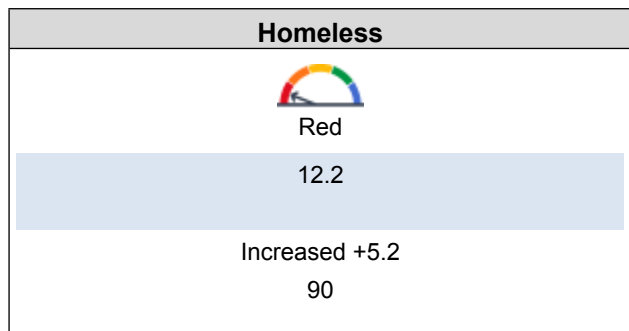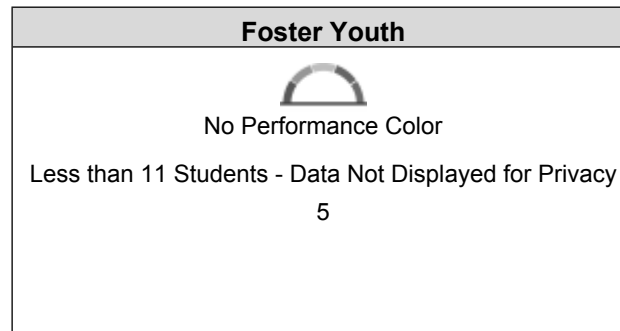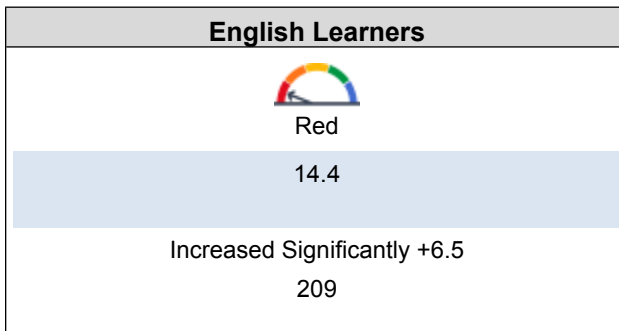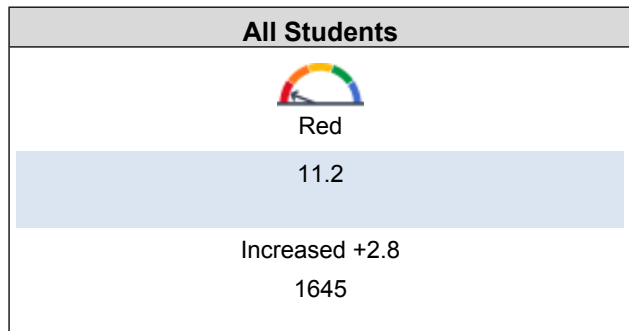
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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 Not Displayed for Privacy 3	10.3
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

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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))	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>Increase 3 points</td><td>++3 points</td></tr><tr><td>EL</td><td>Yellow</td><td>Increase 6 points</td><td>++6 points</td></tr><tr><td>Hisp</td><td>Green</td><td>Increase 3 points</td><td>++3 points</td></tr><tr><td>AA</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td>SED</td><td>Green</td><td>increase 3 points</td><td>++3 points</td></tr><tr><td>SWD</td><td>N/A</td><td>increase 6 points</td><td>++6 points</td></tr></table>	Due to the COVID-19 Pandemic no state assessments were administered and a fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
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)	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>Increase 3 points</td><td>++3 points</td></tr><tr><td>EL</td><td>Orange</td><td>Increase 6 points</td><td>++6 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>Increase 3 points</td><td>++3 points</td></tr><tr><td>AA</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td>SED</td><td>Orange</td><td>Increase 3 points</td><td>++3 points</td></tr><tr><td>SWD</td><td>N/A</td><td>Increase 6 points</td><td>++6 points</td></tr></table>	Due to the COVID-19 Pandemic no state assessments were administered and a fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
California Science Test - Percent of Students Who Meet or Exceed Standard	California Science Test - Percent of Students Who Meet or Exceed Standard High School -16%	Due to the COVID-19 Pandemic no state assessments were administered and a fully updated 2020 CA Dashboard was not

Metric/Indicator	Expected Outcomes	Actual Outcomes
High School		released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 35%	Due to the COVID-19 Pandemic no state assessments were administered and a fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -18%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -15.4%

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

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%

Actual Outcomes:
California School Dashboard - Graduation Rate Indicator
All Students (ALL) -97%
English Learners (EL) - 93.9%
Hispanic (Hisp) -97.6%
African American (AA) -*
Socioeconomically Disadvantaged (SED) -96.9%
Students with Disabilities (SWD) -90.6%

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

St. Group	Color	DFS/Percentage	Change
All	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%

Actual Outcomes:
College and Career Indicator (CCI)
All Students (ALL) -47.7%
English Learners (EL) -20.3%
Hispanic (Hisp) -45.5%
African American (AA) -*
Socioeconomically Disadvantaged (SED) -45.4%
Students with Disabilities (SWD) –14.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
UC and/or CSU Entrance Requirement Completion Rate	UC and/or CSU Entrance Requirement Completion Rate	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 49.2%

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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%	English Learners (EL) - 20% Hispanic (Hisp) - 45.6% African American (AA) -* Socioeconomically Disadvantaged (SED) -46.6%
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 - 10	Career Technical Education (CTE) Program Completion Rate - Reports completion of all CTE program required coursework with a C+ or better grade in each course--51 students
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) - 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%	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) -65.4% English Learners (EL) -66.7% Hispanic (Hisp) -68.1% African American (AA) -50% Socioeconomically Disadvantaged (SED) -No data
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.	Due to COVID-19 teachers did not attend in-person conferences and many were canceled.	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	COVID-19 Prevented attendance at trainings. 5000-5999: Services And Other Operating Expenditures LCFF 0
		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 were virtual so subs were not needed. 5000-5999: Services And Other Operating Expenditures LCFF 0
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.	During quarters 3 and 4, the after school IM I math support class was offered to 20 students. All students' grades in their IM I class improved as a result of participation in this class. Two teachers alternated days throughout the school year to support a total of 120 students in completing credit recovery courses using the Edgenuity platform. Approximately 90% of students in the class each quarter successfully completed at least one course with a grade of C or higher.	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	Due to the change in schedule as a result of Distance Learning, the IM I Math Support Class was offered during Q3 and Q4 to 25 students each quarter. 1000-1999: Certificated Personnel Salaries Title I 5,000
		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	Due to the change in schedule to accommodate Distance Learning, tutoring time was built into the afternoon for all students and teachers. Therefore; teachers did not provide additional tutoring outside the school day.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		8,000	1000-1999: Certificated Personnel Salaries Title I 0
		AVID staff extra duty to improve academic success and college and career readiness/planning. 1000-1999: Certificated Personnel Salaries Title I 1,000	COVID-19 prevented typical extra duty activities. 1000-1999: Certificated Personnel Salaries Title I 0
		Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 15,000	Two teachers alternated days throughout the school year to support a total of 120 students in completing credit recovery courses using the Edgenuity platform. Approximately 90% of students in the class each quarter successfully completed at least one course with a grade of C or higher. 1000-1999: Certificated Personnel Salaries Title I 2306.35
		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	The CAFE academy did not plan and conduct any tutoring this year. As a result, this item will not be funded for the 2021-2022 school year. 1000-1999: Certificated Personnel Salaries LCFF 0
		After school and Saturday tutoring for students participating in the RACE academy. Subjects	The RACE academy did not plan and conduct any tutoring this year. As a result, this item will not

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		include ELA, Math, Science, and Social Studies. 1000-1999: Certificated Personnel Salaries LCFF 2,000	be funded for the 2021-2022 school year. 1000-1999: Certificated Personnel Salaries LCFF 0
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.	Summer School for 2020-2021 will occur June 7-18. If teachers are available, one ELA and one Math teacher will be hired to provide additional credit recovery options for students.	Schedule and conduct summer school advancement math course in Integrated Mathematics II Honors and Art I. 1000-1999: Certificated Personnel Salaries LCFF 0	Due to COVID-19, these courses were not offered as Summer School was virtual and on a condensed timeline. 1000-1999: Certificated Personnel Salaries LCFF 0
		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	Summer School for 2020-2021 will occur June 7-18. If teachers are available, one ELA and one Math teacher will be hired to provide additional credit recovery options for students. 1000-1999: Certificated Personnel Salaries LCFF 10,000
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.	All in-person field trips were canceled due to COVID-19.	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	All field trips were canceled due to COVID-19. The funds were redistributed to support students ability to participate in AP exams. 5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		0	
Support for Teaching Staff	The district supported the Solution Tree coaching for ELA and Math. This have been a very effective PD for these departments.	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.	One teacher served as the ELD coordinator for the site providing a 5 minute "Teach with Intention" PD at every staff meeting and follow up training for staff. Additionally, she supported ELL students by teaching several sections of ELD courses.	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 115,000	One teacher served as the ELD coordinator for the site providing a 5 minute "Teach with Intention" PD at every staff meeting and follow up training for staff. Additionally, she supported ELL students by teaching several sections of ELD courses. 1000-1999: Certificated Personnel Salaries Title I 113,688.59
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 supported students in general education classes and ELD courses throughout the school year.	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 48,500	One bilingual paraprofessional supported students in general education classes and ELD courses throughout the school year. 2000-2999: Classified Personnel Salaries Title I 47,612.03
		Additional hours for Library Technician to provide support and services for students throughout the year. 2000-2999: Classified Personnel Salaries Title I	Library Technician supported staff and students during various textbook and materials distributions and collections throughout the school year. 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4,000	Title I 179.93
		Classified extra duty to assist ELL students and families. 2000-2999: Classified Personnel Salaries Title I 500	While classified staff supported ELL students and families throughout the school year, it was often conducted during the school day. Therefore no extra duty was utilized at this time. 2000-2999: Classified Personnel Salaries Title I 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.	Horizon Education software licenses were purchased for use with 66 AVID 11th graders and 60 non-AVID 11th graders. The non-AVID students participated in the prep classes on Saturdays. Due to COVID-19, this year's AP exam window is May through June. The final invoice for the exams will be received after the exam conclusions on June 9th. There are approximately 300 students taking 566 exams this year. Materials and supplies were purchased to enhance problem based learning for upper level science students. This included chemicals and dissection specimens. Materials and supplies were purchased to enhance learning	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. 5000-5999: Services And Other Operating Expenditures Title I 14,000	Horizon Education software licenses were purchased for use with 66 AVID 11th graders and 60 non-AVID 11th graders. The non-AVID students participated in the prep classes on Saturdays. 5000-5999: Services And Other Operating Expenditures Title I 13,990.00
		AP exam fees for all exams so each student will pay only $5.00 per exam regardless of eligibility for free/reduced lunch program. 5000-5999: Services And Other Operating Expenditures LCFF 50,940	Due to COVID-19, this year's AP exam window is May through June. The final invoice for the exams will be received after the exam conclusions on June 9th. There are approximately 300 students taking 566 exams this year. 5000-5999: Services And Other Operating Expenditures LCFF 34,483

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	opportunities for CAFE academy students. Materials and supplies were purchased to enhance learning opportunities for RACE academy students. Three teachers provided virtual SAT prep classes virtually to 60 students on Saturdays using a purchased software program. Materials and supplies were purchased to enhance learning opportunities for Tech Theater pathway students. Due to COVID-19, not all 10th and 11th grade students were able to participate in the PSAT administration. However, 24 juniors were able to participate while following all health and safety guidelines. Teachers will each have 8 hours of paid time to support their students virtually with preparation for the exams this year. This preparation continues through June.	Enhancing opportunities for upper level science students to participate in problem based learning through laboratory work. 5000-5999: Services And Other Operating Expenditures LCFF 7,000	Materials and supplies were purchased to enhance problem based learning for upper level science students. This included chemicals and dissection specimens. 5000-5999: Services And Other Operating Expenditures LCFF 6406.03
		Materials and supplies to support the CAFE academy. 4000-4999: Books And Supplies LCFF 5,000	Materials and supplies were purchased to enhance learning opportunities for CAFE academy students. 4000-4999: Books And Supplies LCFF 2084.69
		Materials and supplies to support the RACE academy. 4000-4999: Books And Supplies LCFF 5,000	Materials and supplies were purchased to enhance learning opportunities for RACE academy students. 4000-4999: Books And Supplies LCFF 6571.04
		SAT prep classes offered by site staff to include planning and instructional time. 1000-1999: Certificated Personnel Salaries Title I 2,000	Three teachers provided virtual SAT prep classes virtually to 60 students on Saturdays using a purchased software program. 1000-1999: Certificated Personnel Salaries Title I 2,000
		Technical Theater CTE pathway materials and supplies to support the program. 4000-4999: Books And Supplies LCFF	Materials and supplies were purchased to enhance learning opportunities for Tech Theater pathway students.. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3,000	LCFF 2143.86
		Registration fee for all 10th and 11th grade students to participate in the PSAT. 5000-5999: Services And Other Operating Expenditures LCFF 5,8000	Due to COVID-19, not all 10th and 11th grade students were able to participate in the PSAT administration. However, 24 juniors were able to participate while following all health and safety guidelines. 5000-5999: Services And Other Operating Expenditures LCFF 360
		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 7,000	Teachers will each have 8 hours of paid time to support their students virtually with preparation for the exams this year. This preparation continues through June. 1000-1999: Certificated Personnel Salaries Title I 7,000
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	Two teachers attended AVID seminars at the beginning of the year to support the AVID elective class.

Four teachers will be attending a virtual AVID Summer Institute in June.

Materials and supplies including AVID Weekly subscription, binders, agendas, and various office supplies were purchased to support students. | 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. | Two teachers attended AVID seminars at the beginning of the year to support the AVID elective class.

Four teachers will be attending a virtual AVID Summer Institute in June.

5000-5999: Services And Other Operating Expenditures Title I 375 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		5000-5999: Services And Other Operating Expenditures Title I 10,000.00	
		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 including AVID Weekly subscription, binders, agendas, and various office supplies were purchased to support students. 4000-4999: Books And Supplies LCFF 1,247.05
		AVID enrichment through student learning trips and college visits. 5000-5999: Services And Other Operating Expenditures Title I 0	Due to COVID-19 all field trips were cancelled. 5000-5999: Services And Other Operating Expenditures Title I 0
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 software licenses were used by over 200 students to recover credits or improve grades to a C or high to improve A-G eligibility. A separate invoice was not received by the site.	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	Edgenuity software licenses were used by over 200 students to recover credits or improve grades to a C or high to improve A-G eligibility. A separate invoice was not received by the site. 5000-5999: Services And Other Operating Expenditures Title I 0
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	Materials and supplies to support Distance Learning and Hybrid instruction were purchased including webcams, document cameras, and Chromebooks.	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Additional materials and online	Materials and supplies to support Distance Learning and Hybrid instruction were purchased including webcams, document cameras, and Chromebooks.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Licenses for online journalism publication was purchased to create the school "newspaper." Site license for EBSCO research database was purchased to support student research in all subject areas.	service access that supports the success of students both at home and school. 4000-4999: Books And Supplies Title I 35,538	4000-4999: Books And Supplies Title I 28,389.00
		Licenses for online journalism publication. 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Licenses for online journalism publication was purchased to create the school "newspaper." 5000-5999: Services And Other Operating Expenditures LCFF 450.00
		Site license for Vocabulary.com 5000-5999: Services And Other Operating Expenditures LCFF 0	Program was not renewed. 5000-5999: Services And Other Operating Expenditures LCFF 0
		Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures Title I 5,000	Site license for EBSCO research database was purchased to support student research in all subject areas. 5000-5999: Services And Other Operating Expenditures Title I 4294.00
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.	The Cambio Group worked with staff virtually this year to provide 4 professional development webinars as well as access to an online Community of Practice website. All certificated staff were expected to participate while classified office staff and security were encouraged to participate.	Consulting firm to work with all staff to ensure equity and access to rigorous courses, instruction, and programs for all students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 8,000	The Cambio Group worked with staff virtually this year to provide 4 professional development webinars as well as access to an online Community of Practice website. All certificated staff were expected to participate while classified office staff and security were encouraged to participate.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			5800: Professional/Consulting Services And Operating Expenditures LCFF 8,000.00

Analysis

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

Support for students in Math and English remain a focus. This year's IM I Math support class has been successful in helping students improve their grades from semester one.
Additionally, the Edgenuity credit recovery options have been successful for about 90% of the students.
While students have not been on campus for the majority of the year, teachers are planning ahead for their return so materials and supplies were purchased to enhance student engagement. Technology resources purchased were put to good use by staff and students during Distance Learning and will continue to be utilized upon return to campus.
The AVID program continues to provide strategies and supports for all students since non-AVID teachers have the opportunity to receive the training.
Additionally, the SAT prep classes were offered to both junior AVID students through their elective class and non-AVID juniors through Saturday sessions.

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

Conference attendance and teacher collaboration was limited this year due to COVID restrictions. Therefore, funding was not needed to send staff to conferences. Many conferences were virtual and/or outside of the school day.
The Distance Learning schedule provided opportunities for all students to receive tutoring from their teachers within the school day so additional tutoring was not offered. The CAFE and RACE teams have not offered additional tutoring for two years in a row so these items will not continue to be funded next year. The Math Lab was not offered this year due to COVID, however, this tutoring is typically well-attended so it will continue to be funded next year.
All field trips were cancelled due to COVID-19 as students attended virtual field trips. Next year, there is hope that in-person field trips will continue so we will continue to fund these enrichment opportunities.

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.

This year, the school participated in the Mid-Cycle WASC review. As a result of this process, it has been determined that there is an increased need for bilingual support in classes. Therefore, we will be hiring a second bilingual paraprofessional. We are also adjusting the funding source to pay for both bilingual paraprofessionals and our ELD coordinator/teacher out of Title I and LCAP. This will allow greater flexibility when supporting students.
We will also be increasing the funding for math support and credit recovery as this year has lead to a greater number of students receiving D and F grades due, in part, to Distance Learning. These programs and services will be expanded as well as modified to best serve the needs of students.
Next year, there will be an increased focus on supporting students with social-emotional learning to help them advance from the impact of the pandemic. The staff will receive training to support students as well as participate in schoolwide SEL activities. Additionally, increased mental health services will be provided by a separate grant to support students who have experienced. trauma.
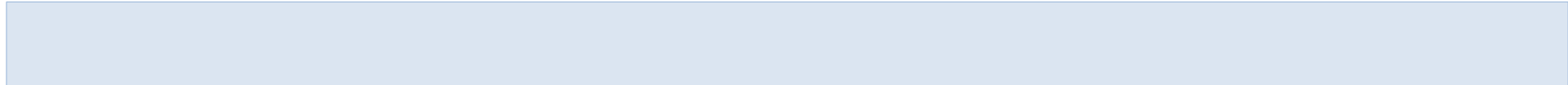
Annual Review and Update

SPSA Year Reviewed: 2020-21

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
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 400	Parent Participation in Stakeholder Input Processes - 50
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% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL)--88% Hispanic (Hisp)--93% African American (AA)--71%
Climate of Support for Academic Learning via Panorama Family Climate Survey • All Students (ALL) • Hispanic (Hisp) • African American (AA)	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	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL)--89% Hispanic (Hisp)--96% African American (AA)--80%
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 -increase by 4%	Due to the COVID-19 Pandemic In-person school/parent events were not scheduled.

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.	The majority of parent meetings occurred during the school day. Therefore, bilingual office staff assisted with translations during their regular work hours and extra duty was not needed.	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	The majority of parent meetings occurred during the school day. Therefore, bilingual office staff assisted with translations during their regular work hours and extra duty was not needed. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 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.	We were unable to have any parents participate in this year's virtual event. The timing of the CABE virtual conference prevented parents and staff from attending this year's sessions.	Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. None Specified Title I Part A: Parent Involvement 4,622	We were unable to have any parents participate in this year's virtual event. The timing of the CABE virtual conference prevented parents and staff from attending this year's sessions. None Specified Title I Part A: Parent Involvement 0
Improve electronic outreach to parents through website development, creation of informational videos, and/or increase in social media presence.	The school focused on improving communication with families throughout the school year including updates to the website and use of video to share information. However, none of these projects required funding.	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 videos for parents. Additionally, the funding will be used to improve calendars and positive informational social media interactions with parents. None Specified	The school focused on improving communication with families throughout the school year including updates to the website and use of video to share information. However, none of these projects required funding. None Specified Title I Part A: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Parent Involvement 1,047	

Analysis

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

Communication with parents was improved this year through the use of virtual options including videos and zoom meetings. These were accomplished without the use of additional funding. On average, 3 parents/community members attended SSC meetings. ELAC meeting participation averaged 8 parents. General information meetings for parents regarding Back to School Night or Graduation planning averaged 60 parents.

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

We were unable to "send" any parents or staff to the virtual CABE conference this year due to the timing of the conference. Instead, various guest speakers were invited to present at ELAC meetings including staff from the Family Engagement Center and the school's Counselor on Special Assignment and ELD Coordinator. While this conference was not attended this school year, we plan to send staff and parents to the in-person conference next year.

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

We plan to increase parent information materials in print form to support parent education. The overall goal is to continue to increase parent communication. Videos and virtual meetings will continue to be created next year to provide more parents with an opportunity to participate. In-person meetings will occur and print items to assist parents and students with navigating high school and post-secondary opportunities will remain the focus.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - increase by 2%	Student Attendance Rates All Students (ALL)--94%
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) 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%	A fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
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) - 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%	High School 4-Year Dropout Rate All Students (ALL)--1.3% English Learner (EL)--4.7% Hispanic (Hisp)--1.4% African American (AA)* Socioeconomically Disadvantaged (SED)--1.4%

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)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>10%</td><td>decrease 0.5%</td></tr><tr><td>EL</td><td>Orange</td><td>13%</td><td>decrease 1%</td></tr><tr><td>Hisp</td><td>Orange</td><td>10%</td><td>decrease 0.5%</td></tr><tr><td>AA</td><td>Orange</td><td>14%</td><td>decrease 0.5%</td></tr><tr><td>SED</td><td>Orange</td><td>10%</td><td>decrease 0.5%</td></tr><tr><td>SWD</td><td>Orange</td><td>20%</td><td>decrease 0.5%</td></tr></table>	A fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	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%	A fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	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 Connectedness All Students (ALL)--88% Hispanic (Hisp)--93% African American (AA)--71%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	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	Panorama Survey - School Safety All Students (ALL)-65% English Learner (EL)-69% Hispanic (Hisp)--66% African American (AA)--68% SWD:--68%

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	The PLUS program purchased supplies to support a welcoming climate and improved communication with students. Materials are used with the LINK Crew to assist freshmen with orientation to the school. Materials and supplies were purchased to help increase student communication regarding virtual events and activities sponsored this year by ASB including technology to increase visibility and awareness of school events. Student incentives including t-shirts were purchased to help students feel a connection to the 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 purchased supplies to support a welcoming climate and improved communication with students. Materials are used with the LINK Crew to assist freshmen with orientation to the school. 0000: Unrestricted LCFF 747.32
		ASB program to provide activities for students to increase sense of belonging and improve school climate. 0000: Unrestricted LCFF 1,500.00	Materials and supplies were purchased to help increase student communication regarding virtual events and activities sponsored this year by ASB including technology to increase visibility and awareness of school events. 0000: Unrestricted LCFF 630.40
		Incentives and awards for student recognition. 0000: Unrestricted LCFF 3,088	Student incentives including t-shirts were purchased to help students feel a connection to the school. 0000: Unrestricted

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			LCFF 1,135.00
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.	Student IDs and lanyards were purchased for students. "SBAC Scholar" lanyards were not purchased as there was no SBAC exam in 2020.	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 8,000.00	Student IDs and lanyards were purchased for students. "SBAC Scholar" lanyards were not purchased as there was no SBAC exam in 2020. 4000-4999: Books And Supplies LCFF 8256.12
Social Services	Counseling conferences were held virtually this year so registration fees and mileage were not required. All counselors were able to attend the virtual sessions for UC and Cal State updates.	One administrator and Prevention Specialist to participate in Attendance Seminar. 5000-5999: Services And Other Operating Expenditures LCFF 500	Due to COVID-19 restrictions, this conference was not held. 5000-5999: Services And Other Operating Expenditures LCFF 0
		Registration and mileage for the Counseling Department to attend workshops related to college and career. 5000-5999: Services And Other Operating Expenditures LCFF 1,500	Counseling conferences were held virtually this year so registration fees and mileage were not required. All counselors were able to attend the virtual sessions for UC and Cal State updates. 5000-5999: Services And Other Operating Expenditures LCFF 0

Analysis

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

Materials and supplies that were purchased to help students connect to the school were successfully received by students. This included the purchase of technology so we will be able to advertise school events/activities better next year. We plan to continue working to improve school climate and connectedness through a variety of programs. The Link Crew hosted a Freshman orientation the week before freshmen arrived on campus for Hybrid learning to assist students in locating classrooms and learning more about the campus.

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

Due to COVID-19 conferences attendance was limited or virtual. Counselors were able to participate in virtual workshops for UC and Cal State to help support students' application to and enrollment in college.

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.

We plan to fund these items at the same rate for 2021-2022 as we anticipate the ability for staff to attend conferences. Additionally, there will be continued funding to increase student engagement and connectedness to school.

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

Identified Need

1. 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.

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	12.4 points above standard	Increased Significantly	All	Green	Increase 3 points	++3 points

Metric/Indicator	Baseline				Expected Outcome			

Metric/Indicator

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

Baseline

			++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

Expected Outcome

EL	Yellow	Increase 6 points	++6 points
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)

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

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)

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

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

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 Displayed for Privacy

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%

Metric/Indicator	Baseline	Expected Outcome
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

7/1/2021-
6/30/2022

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitutes for ELA, Math, and Science departments to participate in collaboration.
Amount	7,000

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and substitutes for staff to attend training on SEL and Restorative Practices.

Strategy/Activity 2

Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2021 -
6/30/2022

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25,000
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 and Math Lab tutoring for all students.
Amount	20,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for certificated staff to facilitate the credit recovery opportunity.

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

7/1/2021 -
6/30/2022

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
Source	Title I
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. College exploration field trips for students in Ophelia Project and those not in AVID.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2021 -
6/30/2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	Title I
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. College exploration trips for Ophelia project students as well as those not enrolled in AVID.

Strategy/Activity 5

Support for Teaching Staff

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2021 -
6/30/2022

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

4 teaching sections (0.8 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

7/1/2021 -
6/30/2022

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	96,000

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.
Amount	24,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD coordinator period for certificated teacher to provide English Learner support to students and staff.

Strategy/Activity 7

Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2021 -
6/30/2022

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	40,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Amount	40,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

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).

Amount	10,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Amount	10,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Strategy/Activity 8

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 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 and support for students to participate in AP exams may improve student achievement on the exams.

Students to be Served by this Strategy/Activity

	X	All

Timeline

7/1/2021 -
6/30/2022

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	36,500
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	5,000.00
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	5,439
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the CAFE academy
Amount	5,439
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the RACE academy
Amount	3,440
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technical Theater CTE pathway materials and supplies to support the program.
Amount	6,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration fee for all 11th grade students to participate in the PSAT.
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.

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

7/1/2021 -
6/30/2022

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 may be conducted virtually as needed.

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	8,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	AVID Enrichment through learning trips and college visits.

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2021 -
6/30/2022

Person(s) Responsible

Administrators, Teachers, and
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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

7/1/2021 -

6/30/2022

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	9,777
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Additional materials and online service access that supports the success of students both at home and school.

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

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

Amount	600
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of iPad, teleprompter, and ancillary equipment to improve student ability tp produce weekly newscast.

Amount	1,200

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of three class sets (120) scientific calculators to be used in the Chemistry courses.
Amount	55,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology purchase to include 30 iMac computers to replace obsolete computers used in the Media Center, Journalism classes, and Yearbook classes.

Strategy/Activity 12

Social-emotional Learning support for students and staff.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2021- 6/30/2022

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference registration fees and substitute teacher salaries so staff may attend trainings to support student Social-Emotional Learning. Funds may also be used for materials to support these programs.

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 develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

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) • Hispanic (Hisp)	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
• 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   All

Timeline

7/1/2021-
6/30/2022

Person(s) Responsible

Bilingual classified
staff

Proposed Expenditures for this Strategy/Activity

Amount	2,599
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

7/1/2021 -
6/30/2022

Person(s) Responsible

Counselor and College/career specialist

Proposed Expenditures for this Strategy/Activity

Amount	3,665
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
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 School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

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.

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

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%

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) 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%	Chronic Absenteeism Rates 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)

Baseline:

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

Expected Outcome:

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

X	All

Timeline

7/1/2021 -

6/30/2022

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	3,000
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

7/1/2021 -
6/30/202

Person(s) Responsible

Administrators,
Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
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

7/1/2021 -
6/30/2022

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	$380,841
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$534,159.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	374,577	0.00
Title I Part A: Parent Involvement	6,264	0.00
LCFF	153,318	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	$374,577.00
Title I Part A: Parent Involvement	$6,264.00

Subtotal of additional federal funds included for this school: $380,841.00

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	$153,318.00

Subtotal of state or local funds included for this school: $153,318.00

Total of federal, state, and/or local funds for this school: $534,159.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	153,318.00
Title I	374,577.00
Title I Part A: Parent Involvement	6,264.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	6,000.00
1000-1999: Certificated Personnel Salaries	187,000.00
2000-2999: Classified Personnel Salaries	104,000.00
4000-4999: Books And Supplies	92,994.00
5000-5999: Services And Other Operating Expenditures	144,165.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0000: Unrestricted	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF	31,000.00
2000-2999: Classified Personnel Salaries	LCFF	20,000.00
4000-4999: Books And Supplies	LCFF	23,818.00
5000-5999: Services And Other Operating Expenditures	LCFF	72,500.00
1000-1999: Certificated Personnel Salaries	Title I	156,000.00
2000-2999: Classified Personnel Salaries	Title I	84,000.00
4000-4999: Books And Supplies	Title I	66,577.00
5000-5999: Services And Other Operating Expenditures	Title I	68,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,599.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,665.00

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	
Caryn Gates				X	
Teresa Haga	X				
Christopher Caro					X
Gabriela Serrano				X	
Sarah Robles		X			
Quetzalli Romero					X
Adrianna Osuna					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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/5/21.

Attested:

Signature	
	Principal, Teresa Haga, Ed.D. on 10/5/2021
	SSC Chairperson, Jorge Jimenez (co-chair) on 10/5/2021