

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Rancho Mirage High School
<b>Address</b>	31001 Rattler Rd Rancho Mirage, CA 92270
<b>County-District-School (CDS) Code</b>	054702
<b>Principal</b>	Teresa Haga, Ed.D.
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2022-6/30/2023
<b>Schoolsite Council (SSC) Approval Date</b>	2/8/2022
<b>Local Board Approval Date</b>	6/28/2022

This certifies that updates to my SPSA are completed

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	4
School Profile.....	4
Purpose and Description.....	5
Stakeholder Involvement .....	5
Resource Inequities .....	7
Needs Assessment – Review of Performance.....	8
Reflections: Success .....	8
Reflections: Identified Need .....	8
School and Student Performance Data .....	10
Student Enrollment.....	10
Student Population.....	12
Overall Performance .....	14
Academic Performance .....	15
Conditions & Climate.....	24
Annual Review and Update .....	27
Goal 1 – Increased Academic Achievement .....	27
Goal 2 – Parent Engagement.....	41
Goal 3 – Safe and Healthy Learning Environment.....	44
Goals, Strategies, & Proposed Expenditures.....	49
Goal 1.....	49
Goal 2.....	64
Goal 3.....	67
Centralized Services for Planned Improvements in Student Performance.....	73
Budget Summary and Consolidation .....	76
Budget Summary .....	76
Allocations by Funding Source.....	76
Other Federal, State, and Local Funds .....	76
Expenditures by Funding Source .....	78
Expenditures by Budget Reference .....	79
Expenditures by Budget Reference and Funding Source .....	80
School Site Council Membership .....	81
Recommendations and Assurances .....	82
Title I and LCFF Funded Program Evaluation .....	83
Instructions.....	88

Instructions: Linked Table of Contents.....88  
Purpose and Description.....88  
Stakeholder Involvement.....89  
Resource Inequities .....89  
Goals, Strategies, Expenditures, & Annual Review .....89  
Annual Review .....91  
Budget Summary .....91  
Appendix A: Plan Requirements .....93  
Appendix B:.....95  
Appendix C: Select State and Federal Programs .....97

# 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 1400 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; STAR 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 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 School Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage High School Site Council (SSC). The RMHS Leadership Team will evaluate the effectiveness of our SPSA shortly after state and federal assessments are released and our SSC and other leadership groups have had the opportunity to review student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

## Purpose and Description

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

Schoolwide Program

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

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

## Stakeholder Involvement

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

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

SSC Election Dates and Results:

Parent/community member

- Mrs. Salam Ramirez (parent) will continue to serve her 2nd year on the SSC.

There were two open parent/community member positions for this year. On August 30, 2021, a nomination form was emailed to all parents of RMHS students as well as posted on the school website.

The following nominations were received:

Stephen Nelson

Caryn Gates

Freda Towner

Gabriela Serrano

Lilibeth Hernandez

Margaret Gutierrez

On September 2, 2021, a ballot listing the above names as well as a line for write-in candidates was distributed through email as well as posted on the school website. Voting closed on September 2, 2021.

The results were as follows:  
30 total ballots were turned in  
Stephen Nelson--10 votes  
Caryn Gates--14 votes\*  
Freda Towner--2 votes  
Gabriela Serrano--19 votes\*  
Lilibeth Hernandez--5 votes  
Margaret Gutierrez--11 votes

On September 7, 2021, Gabriela Serrano and Caryn Gates were invited to join the RMHS School Site Council.

#### Teacher/certificated staff

The following staff will continue to serve this year:

Teachers: Wendy Bystrzycki and Marshall Mallory

There were two open Teacher positions and one open Other Staff position.

On Monday, 8/30/2021, a nomination Google Form was emailed to all staff stating the open positions, the expectations of the position, and requesting nominations.

Two Teacher nominations were received: Jorge Jimenez and Sarah Robles

Two Other Staff nominations were received: Nile Spiegel and Ron Newhouse

On Thursday, 9/2/21, a ballot listing the above names as well as a line for a write-in candidate was distributed to all RMHS staff using Google Forms. The voting closed at the end of the school day on 9/3/21.

The results were as follows:

52 responses were received

Sarah Robles (Teacher)--38 votes

Jorge Jimenez (Teacher)--40 votes

Bruce Rhodewalt (Teacher)--1 write in vote

Ron Newhouse (Other Staff)--24 votes

Nile Spiegel (Other Staff)--10 votes

Teresa Ramirez (Other staff)--1 write in vote

#### Students

Due to graduation and one student rep unable to continue for a second term, there are three student representative positions open this year. ASB helped to conduct the nomination and election process which was completed on September 8, 2021. The following students were elected:

Quetzalli Romero--Freshman

Adrianna Osuna--Junior

Christopher Caro--Junior

#### 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, Maria Sanchez, Judith Pantoja, Mrs. Herrera Villalba 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 16, 2021: SSC Training

October 5, 2021 Review of by-laws, data review review of SPSA

November 9, 2021: Information regarding Attendance and monitoring of the SPSA was provided

February 8, 2022: LCAP Presentation and discussion, SPSA monitoring

March 8, 2022: Discussion of budget proposals and approval of SPSA budget for 2022-2023

May 10, 2022: Planning for next year

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

August 24, 2021: Discussion of goals for the year, budget discussion, plans for Back to School Night

September 21, 2021: Review of data, COVID protocol updates, College-Kickoff Day discussion

October 19, 2021: site technology review, UDL discussion, Q1 data review

November 16, 2021: site policy review, crisis response protocol and safety review,  
January 18, 2022: Course selection process, ELPAC testing, CAASPP discussion, Panorama Survey  
February 14, 2022: Bell schedule discussion, Van Driver certification, Budget proposals for SSC  
March 15, 2022: Review of upcoming testing, course registration, updated COVID discussion  
April 26, 2022: Preparation for end of the year  
May 24, 2022: Planning for next year

#### English Learner Advisory Committee Meeting Dates and Topics:

September 21, 2021: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items.

November 9, 2021: Parent resource information for SEL, ELPAC discussion, report on SSC items.

February 8, 2022: Review of Needs Assessment, ELPAC exam and R-FEP criteria, school information including SSC items

May 10, 2022: 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 personnel and credit recovery opportunities
- -Increase allocations for social-emotional learning training for staff
- -Addition of parent communication program

## 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 is not available for 2021 for ELA or Math. The Dashboard 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 being listed on the Dashboard for 2021. 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 2022-2023 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.

STAR testing data for Winter 2021-2022 is as follows:

Mathematics: 60.3% Growth Percentile, 38.2% Math Proficiency Rate (District Benchmark), 18.2% Proficiency Rate (State Benchmark)

Reading: 62.9% Growth Percentile, 23.8% Reading Proficiency Rate (District Benchmark), 29.2% Proficiency Rate (State Benchmark)

Our suspension data shows a current rate for the 2021-2022 school year of 9.0% and an expulsion rate of 0.1%.

In Goal 1, Goal 2, and Goal 3 of our 2022-2023 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.
- Addition of Math Intervention teacher for Integrated Math II



- Talking Points software to improve parent 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.

The graduation rate for the class of 2021 was 93.9%. English Learner students had a graduation rate of 78.0% Hispanic students were at 92.5%, and socioeconomically disadvantaged students had a 93.5% graduation rate. Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after school tutoring. While these numbers are slightly lower (~2%) than in previous years, the rates remain high for a class of students who were in Distance Learning for the majority of their senior year. These rates are also higher than the district's graduation rate of 87.3% and the state's graduation rate of 86.8%.

On this year's STAR assessments, 11th grade ELA students have consistently shown growth in meeting or exceeding the standard. The current Winter 2021-2022 exams show that 65.7% of students are showing growth from the Fall 2021-2022 exam. According to these results 32.3% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP. This can be attributed to the collaboration among the ELA department members utilizing the data from the first STAR exam and their work with Solution Tree.

On this year's STAR assessments, 11th grade Math students have consistently shown growth in meeting or exceeding the standard. The current Winter 2021-2022 exams show that 64.8% of students are showing growth from the Fall 2021-2022 exam. According to these results 22.2% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP. Additionally, the number of semester one failures for Integrated Math I decreased from 183 in 2020 to 77 in 2022 due in part to the IM I support teachers.

### Reflections: Success

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

English Language Learners are showing less growth from the Fall STAR exam to the Winter STAR exam in Math with only 53.2% showing growth. For Reading, the growth score is only 55.3%

Students with Disabilities are showing less growth from the Fall STAR exam to the Winter STAR exam in Math with only 52.7% showing growth. For Reading, the growth score is only 60.0%

The percentage of course failures for Quarter 3 of the 2021-2022 school year is 42.2% which is 9.1% higher than for this same quarter in 2020-2021.

Chronic absenteeism increased to 38.7% from 18.1% in the previous year. This may be due in part to the COVID protocols of unvaccinated students being required to quarantine for 10 days due to exposures during the first semester of this school year.

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. 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 2021/2022 school year, the ELA department participated in workshops and coaching days with a trainer from Solution Tree.

### Reflections: Identified Need



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. This coaching period allowed the ELD teacher to work with staff in all subject areas and we intend to continue this practice for 2022-2023.

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. For the 2021-2022 school year, the district provided an additional math teacher to provide support for all Integrated Math I classes. As a result of the successful pass rate due, in part, to the added support, we will be adding an additional Math teacher to support the IM II students in 2022-2023. The district has also decided to move away from the coaching with Solution Tree for Math and to provide continued support to our teachers through the Irvine Math Project.

Chronic absenteeism will continue to be addressed through contact with families, home visits, and encouragement from teachers. We will also have two staff members who attended a conference to gain additional ideas for how to improve student attendance and engagement. For the 2022-2023 school year, we will add the Talking Points software program to increase communication between school and home.

A technology audit of the computer labs on campus was conducted by the district ETIS department and it has been determined that we need to update our current iMac computer labs. Instead of just replacing the iMacs, we plan to re-envision the technology on campus 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 Enrollment Enrollment By Grade Level

Student 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
<b>Total Enrollment</b>	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

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1518	93.8	15.7	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	239	15.7
Foster Youth	3	0.2
Homeless	4	0.3
Socioeconomically Disadvantaged	1424	93.8
Students with Disabilities	167	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	3.2
American Indian or Alaska Native	9	0.6
Asian	7	0.5
Filipino	41	2.7
Hispanic	1176	77.5
Two or More Races	35	2.3
Native Hawaiian or Pacific Islander	1	0.1
White	201	13.2

### Conclusions based on this data:

1.








# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="295 751 371 779">Green</p>	<p data-bbox="706 667 915 699"><b>Graduation Rate</b></p>  <p data-bbox="771 751 854 779">Yellow</p>	<p data-bbox="1177 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1263 751 1313 779">Red</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="295 951 371 978">Yellow</p>		
<p data-bbox="240 1066 427 1098"><b>College/Career</b></p>  <p data-bbox="305 1150 362 1178">Red</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

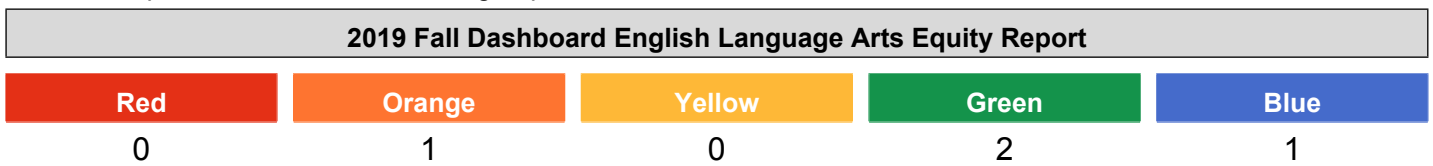
## Academic Performance English Language Arts

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:



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>12.4 points above standard</p> <p>Increased Significantly ++50.6 points 361</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>100.8 points below standard</p> <p>Increased ++9 points</p> <p>60</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>19.2 points below standard</p> <p>Increased Significantly ++44.5 points 17</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>5.5 points above standard</p> <p>Increased Significantly ++68 points 293</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>109 points below standard</p> <p>Increased Significantly ++25.6 points 24</p>



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 85.3 points above standard Increased Significantly ++114.6 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6 points above standard Increased Significantly ++50.8 points 265	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 59.2 points above standard Increased Significantly ++63.7 points 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 Increased Significantly ++32 points 38	64.7 points below standard Increased ++4.6 points 22	29.6 points above standard Increased Significantly ++63 points 166

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

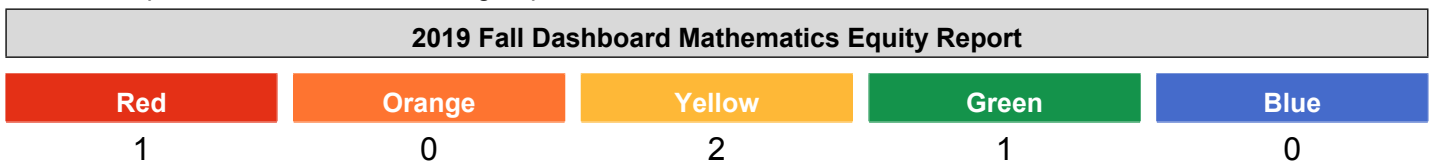
## Academic Performance Mathematics

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>84.5 points below standard</p> <p>Increased Significantly ++17.5 points 361</p>	<p><b>English Learners</b></p> <p>Red</p> <p>192 points below standard</p> <p>Declined Significantly -36.7 points</p> <p>60</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>120.3 points below standard</p> <p>Declined -6.6 points</p> <p>17</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>90 points below standard</p> <p>Increased Significantly ++25.5 points 293</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>245 points below standard</p> <p>Declined Significantly -47.5 points</p> <p>24</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0.5 points above standard Increased Significantly ++69.4 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 97.2 points below standard Increased ++13.5 points 265	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 46.7 points below standard Increased Significantly ++29.7 points 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 Declined Significantly -18 points 38	177.2 points below standard Declined Significantly -47 points 22	68.8 points below standard Increased Significantly ++22 points 166

**Conclusions based on this data:**

1.

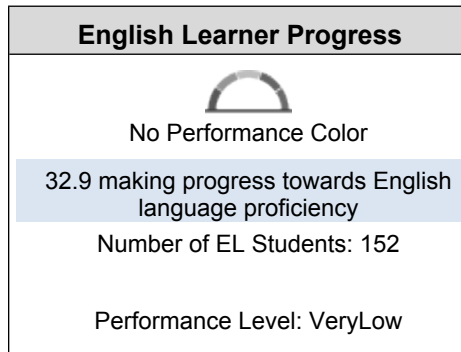
# School and Student Performance Data

## 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



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

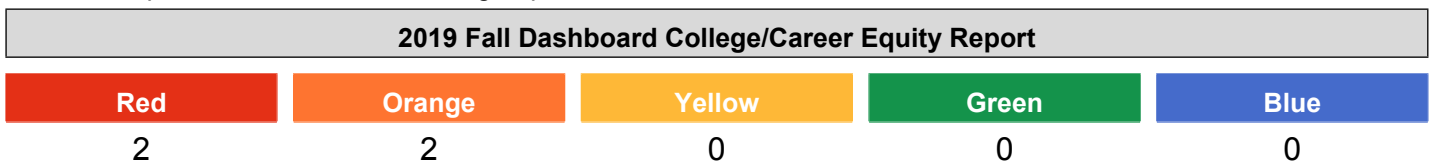
## Academic Performance College/Career

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> Red 32.5 Declined Significantly -13.8 348	<p><b>English Learners</b></p> Orange 14 Maintained -1.8 50	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 29.3 Declined -4.1 41	<p><b>Socioeconomically Disadvantaged</b></p> Red 28.4 Declined Significantly -16.7 303	<p><b>Students with Disabilities</b></p> No Performance Color 17.2 Increased Significantly +17.2 29

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

African American	American Indian	Asian	Filipino
 No Performance Color 21.4 Declined Significantly -17 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 31.8 Declined Significantly -28.2 22
Hispanic	Two or More Races	Pacific Islander	White
 Red 28.3 Declined Significantly -15.5 237	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 49.2 Declined -6.9 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
<b>Prepared</b>	46.3 <b>Prepared</b>	32.5 <b>Prepared</b>
<b>Approaching Prepared</b>	20.4 <b>Approaching Prepared</b>	23 <b>Approaching Prepared</b>
<b>Not Prepared</b>	33.3 <b>Not Prepared</b>	44.5 <b>Not Prepared</b>

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

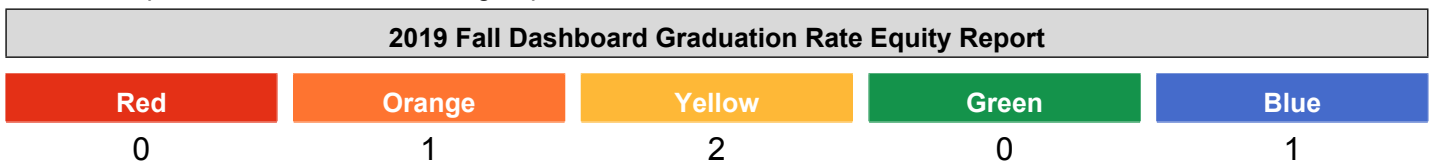
## Academic Engagement Graduation Rate

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:



This section provides number of student groups in each color.











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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 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	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 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 93.3 Increased +1 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 100 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95 Declined -1.4 240	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 93.9 Declined -1.1 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

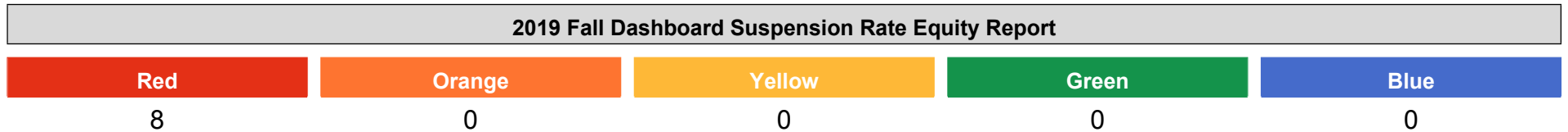
## Conditions & Climate Suspension Rate

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:

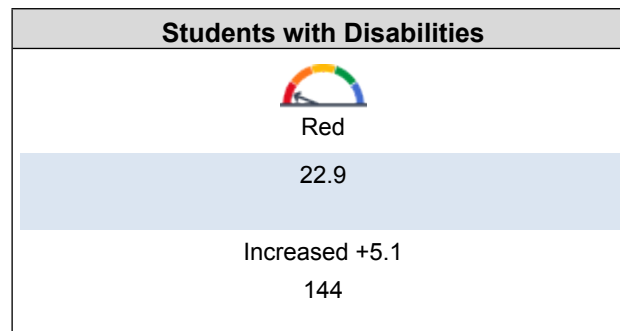
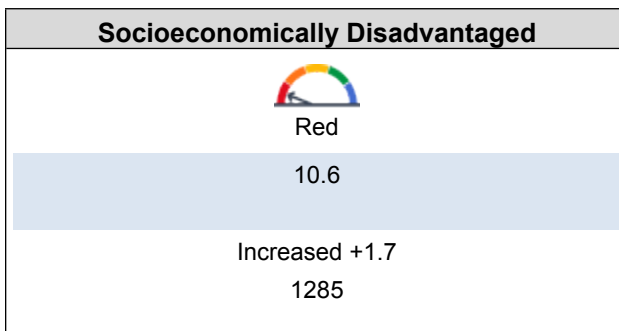
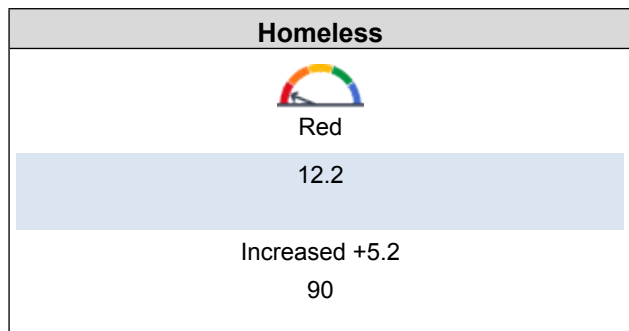
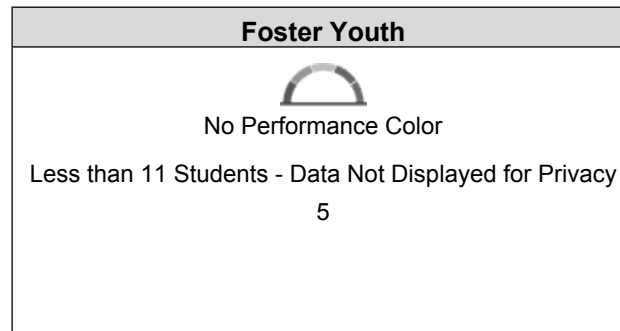
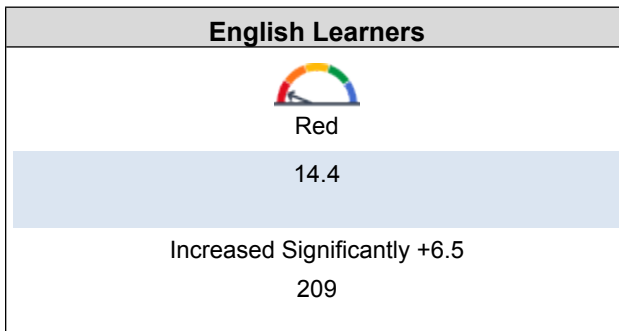
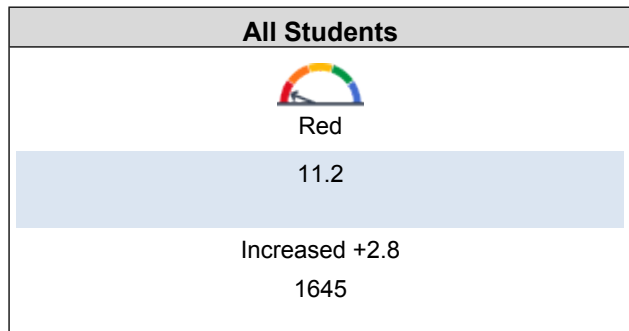


This section provides number of student groups in each color.











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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



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

African American	American Indian	Asian	Filipino
 Red 14.8 Increased +1.3 54	 No Performance Color 58.3 12	 No Performance Color 6.7 Increased +6.7 15	 Red 10.1 Increased +6.1 69
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.9 Increased +2.7 1210	 No Performance Color 13.3 Declined -7.5 30	 No Performance Color Less than 11 Students - Data Not 3	 Red 10.3 Increased +2.8 252

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: 2021-22

### 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)	St. Group	Color	DFS/Percentage	Change	California School Dashboard was not updated in Fall of 2021 due to the pandemic, data included here is from the 2018-1029 school year.  STAR testing data for Reading Proficiency Rate (State Benchmark) is as follows for all grade levels using the Winter 2021-2022 Data: All Students (ALL) 29.2% English Learners (EL) 2.1% Hispanic (Hisp) 24.9% African American (AA)--39.1% Students with Disabilities (SWD) 6.4%
	All	Green	Increase 3 points	++3 points	
	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	
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard was not updated in Fall of 2021 due to the pandemic, data included here is from the 2018-1029 school year.  STAR testing data for Math Proficiency Rate (State Benchmark) is as follows for all grade levels using the Winter 2021-2022 Data: All Students (ALL) 18.2% English Learners (EL) 2.1% Hispanic (Hisp) 15.3% African American (AA)--11.1% Students with Disabilities (SWD) 3%
	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	Expected Outcomes	Actual Outcomes																												
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School -16%	California School Dashboard was not updated for Science in Fall of 2021 due to the pandemic.																												
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 35%	ELPI was not updated for 2020-2021. ELPAC results are as follows: Level 1: 31.19% Level 2: 44.04% Level 3: 22.94% Level 4: 1.83%																												
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: 34.2%																												
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>96%</td> <td>increase 1%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>90%</td> <td>increase 2%</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>96%</td> <td>increase 1%</td> </tr> <tr> <td>AA</td> <td></td> <td>95%</td> <td>increase 1%</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>96%</td> <td>increase 1%</td> </tr> <tr> <td>SWD</td> <td></td> <td>70%</td> <td>increase 4%</td> </tr> </tbody> </table>	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%	California School Dashboard - Graduation Rate Indicator All Students (ALL) 93.9%--decrease of 2.0% English Learners (EL) 78.0%--decrease of 15.8% Hispanic (Hisp) 92.5%--decrease of 5.1% African American (AA) 93.3%--increase of 2.4% Socioeconomically Disadvantaged (SED) 93.5%--decrease of 2.2% Students with Disabilities (SWD) 81.8%--increase of 3.7%
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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>35%</td> <td>increase 2%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>16%</td> <td>increase 2%</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>30%</td> <td>increase 2%</td> </tr> <tr> <td>AA</td> <td></td> <td>23%</td> <td>increase 2%</td> </tr> </tbody> </table>	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%	No 2020-21 CCI data are available for the graduation cohort in 2021 due to the pandemic.								
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%																											

Metric/Indicator	Expected Outcomes	Actual Outcomes								
	<table border="1"> <tr> <td data-bbox="558 162 730 224">SED</td> <td data-bbox="730 162 894 224">Orange</td> <td data-bbox="894 162 1062 224">30%</td> <td data-bbox="1062 162 1201 224">increase 2%</td> </tr> <tr> <td data-bbox="558 224 730 285">SWD</td> <td data-bbox="730 224 894 285"></td> <td data-bbox="894 224 1062 285">19%</td> <td data-bbox="1062 224 1201 285">increase 2%</td> </tr> </table>	SED	Orange	30%	increase 2%	SWD		19%	increase 2%	
SED	Orange	30%	increase 2%							
SWD		19%	increase 2%							
<p>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)</p>	<p>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%</p>	<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL): 49.8%--increase of 2.2% English Learners (EL) 15.6%--decrease of 4.4% Hispanic (Hisp) 46.7%--increase of 1.1% African American (AA) 50.0%--no change Socioeconomically Disadvantaged (SED) 47.1%--increase of 0.5% Students with Disabilities (SWD) 18.5%--decrease of 1.5%</p>								
<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - 10</p>	<p>CTE program completion rate is currently unavailable.</p>								
<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 38%--decrease of 27.4% English Learners (EL) 0%--decrease of 66.7% Hispanic (Hisp) 40.3%--decrease of 27.8% African American (AA) 20%--decrease of 30% Socioeconomically Disadvantaged (SED) 38%--increase of 38%</p>								
<p>Williams Textbook/Materials Compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance</p>	<p>Williams Textbook/Materials Compliance 100% compliance</p>								



## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.</p>	<p>Due in part to the substitute shortage, teachers were provided minimal release time for collaboration. However, some of this funding is being used to provide collaboration time over Spring Break.</p> <p>Due in part to limitations of the pandemic, conferences were attended virtually. Staff attended training related to SEL.</p>	<p>Substitutes for ELA, Math, and Science departments to participate in collaboration. 5000-5999: Services And Other Operating Expenditures LCFF 7,000</p> <p>Conferences and substitutes for staff to attend training on SEL and Restorative Practices. 5000-5999: Services And Other Operating Expenditures LCFF 7,000</p>	<p>Due in part to the substitute shortage, teachers were provided minimal release time for collaboration. However, some of this funding is being used to provide collaboration time over Spring Break. 5000-5999: Services And Other Operating Expenditures LCFF 1600</p> <p>Due in part to limitations of the pandemic, conferences were attended virtually. 5000-5999: Services And Other Operating Expenditures LCFF 0</p>
<p>Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.</p>	<p>Math Lab tutoring occurred daily after school throughout the year. This will continue through quarter 4. The Math Support course was not conducted due to the support from the district to provide the IM I intervention teacher.</p> <p>Two teachers alternated days to provide support to students who were completing credit recovery and A-G repair after school.</p>	<p>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. 1000-1999: Certificated Personnel Salaries Title I 25,000</p> <p>Extra duty pay for certificated staff to facilitate the credit recovery opportunity.</p>	<p>Math Lab tutoring occurred daily after school throughout the year. This will continue through quarter 4. The Math Support course was not conducted due to the support from the district to provide the IM I intervention teacher. 1000-1999: Certificated Personnel Salaries Title I 16,319.94</p> <p>Two teachers alternated days to provide support to students who were completing credit recovery and A-G repair after school.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 20,000.00	1000-1999: Certificated Personnel Salaries Title I 7,336.56
Summer School Pay for Teachers to include additional sections of ELA and mathematics for credit recovery and A-G completion.	There is a plan for one additional section of ELA and one additional section of Mathematics to occur during summer school in June to support students with credit recovery and A-G completion.	ELA and Mathematics course offerings during summer school. These are additional opportunities for students to improve graduation rate and A-G completion. 1000-1999: Certificated Personnel Salaries Title I 15,000.00	There is a plan for one additional section of ELA and one additional section of Mathematics to occur during summer school in June to support students with credit recovery and A-G completion. 1000-1999: Certificated Personnel Salaries Title I 15,000
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. College exploration field trips for students in Ophelia Project and those not in AVID.	Math Field Day will be held virtually so only the cost of a sub will be required. White Water Learning trip was held with one bus and one substitute needed. Due to the pandemic college trips and other field trips were not held.	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.  5000-5999: Services And Other Operating Expenditures Title I 20,000	Math Field Day will be held virtually so only the cost of a sub will be required. White Water Learning trip was held with one bus and one substitute needed. Due to the pandemic college trips and other field trips were not held. 5000-5999: Services And Other Operating Expenditures Title I 945.00
Support for Teaching Staff	District provided.	Mathematics coach assigned to work with Math teachers to improve instructional practice.	District Provided

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		0.0	
		Consulting teachers to work with new teaching staff to clear their teaching credentials	District Provided
		0.0	
		Science TOSAs to support implementation of NGSS.	District Provided
		0.0	
		ELA and Math TOSAs to support CCSS and curriculum implementation	District Provided
		0.0	
		Providing collaboration time on a weekly basis as built into the work schedule.	District Provided
		0.0	
		Increase to schoolwide staffing ratio to support reduced class sizes.	District Provided
		0.0	
		Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students	District Provided

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		0.0	
<p>4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and ELD coaching for all teachers.</p>	<p>At the beginning of the year, one teacher taught two classes and one teacher taught two classes. At the semester, all four of these sections were taken over by one teacher who continues through to the end of the year.</p> <p>ELD coordinator support period has been provided by two different teachers this year. One during first semester and there was a change for second semester. The ELD coordinator continues to provide whole staff PD as well as working with individual teachers.</p>	<p>Teaching staff (salary &amp; 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 96,000</p> <p>ELD coordinator period for certificated teacher to provide English Learner support to students and staff. 1000-1999: Certificated Personnel Salaries LCFF 24,000</p>	<p>At the beginning of the year, one teacher taught two classes and one teacher taught two classes. At the semester, all four of these sections were taken over by one teacher who continues through to the end of the year. 1000-1999: Certificated Personnel Salaries Title I 63,743.43</p> <p>ELD coordinator support period has been provided by two different teachers this year. One during first semester and there was a change for second semester. The ELD coordinator continues to provide whole staff PD as well as working with individual teachers. 1000-1999: Certificated Personnel Salaries LCFF 15,541.71</p>
<p>Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.</p>	<p>One bilingual paraprofessional has been supporting ELL students in classes since the beginning of the school year.</p> <p>A second bilingual paraprofessional began during second semester to support ELL students in their classes. This is due in part to a staffing shortage</p>	<p>80% 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 40,000</p>	<p>One bilingual paraprofessional has been supporting ELL students in classes since the beginning of the school year. 2000-2999: Classified Personnel Salaries Title I 27,104.02</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>so she was unable to start at the beginning of the year.</p> <p>Library Media Technician was unable to start at the beginning of the school year so she missed some of the additional hours that are typically utilized in a school year. She will be providing extra support for the remainder of the year.</p>	<p>80% 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 40,000</p>	<p>Bilingual paraprofessional began during second semester to support ELL students in their classes. This is due in part to a staffing shortage so she was unable to start at the beginning of the year. 2000-2999: Classified Personnel Salaries Title I 13,707.27</p>
		<p>Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs). 2000-2999: Classified Personnel Salaries Title I 4,000.00</p>	<p>Library Media Technician was unable to start at the beginning of the school year so she missed some of the additional hours that are typically utilized in a school year. She will be providing extra support for the remainder of the year. 2000-2999: Classified Personnel Salaries Title I 325.92</p>
		<p>20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 10,000</p>	<p>Bilingual paraprofessional has been supporting students and parents since the beginning of the school year. 2000-2999: Classified Personnel Salaries LCFF 4,495.95</p>
		<p>80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents</p>	<p>Bilingual paraprofessional began supporting students and parents during second semester.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 10,000	2000-2999: Classified Personnel Salaries LCFF 2,681.69
<p>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.</p>	<p>Students will complete AP exams in May and bill will be sent to school upon completion. Based on number of students participating in the exams this year, we will utilize the majority of this amount.</p> <p>Materials and supplies were purchased to enhance science lessons to include more hands-on activities. Materials and supplies to support the CAFE academy were purchased including kitchen items. Materials and supplies to support the RACE academy were purchased including multimeters. Materials and supplies to support the TTECHS career pathway were purchased.</p> <p>Majority of 11th grade students participated in the PSAT.</p> <p>Teachers are conducting Mock AP exams and AP exam review sessions during the months of April and May.</p>	<p>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 36,500</p> <p>Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures LCFF 5,000.00</p> <p>Materials and supplies to support the CAFE academy 4000-4999: Books And Supplies LCFF 5,439</p> <p>Materials and supplies to support the RACE academy 4000-4999: Books And Supplies LCFF</p>	<p>Students will complete AP exams in May and bill will be sent to school upon completion. Based on number of students participating in the exams this year, we will utilize the majority of this amount. 5000-5999: Services And Other Operating Expenditures LCFF 32000</p> <p>Materials and supplies were purchased to enhance science lessons to include more hands-on activities. 5000-5999: Services And Other Operating Expenditures LCFF 4,670.55</p> <p>Materials and supplies to support the CAFE academy were purchased including kitchen items. 4000-4999: Books And Supplies LCFF 4360</p> <p>Materials and supplies to support the RACE academy were purchased including multimeters. 4000-4999: Books And Supplies</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5,439	LCFF 4360
		Technical Theater CTE pathway materials and supplies to support the program. 4000-4999: Books And Supplies LCFF 3,440	Materials and supplies to support the TTECHS career pathway were purchased. 4000-4999: Books And Supplies LCFF 3,021.20
		Registration fee for all 11th grade students to participate in the PSAT. 5000-5999: Services And Other Operating Expenditures LCFF 6,000	Majority of 11th grade students participated in the PSAT. 5000-5999: Services And Other Operating Expenditures LCFF 4,680
		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 LCFF 7,000.00	Teachers are conducting Mock AP exams and AP exam review sessions during the months of April and May. 1000-1999: Certificated Personnel Salaries LCFF 6,651.84
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	Teachers are scheduled to attend a virtual AVID summer institute in June. Due to field trips to colleges being placed on hold this year, money for the field trips was transferred to this line item so additional staff could attend the virtual training.  Materials and supplies to promote student success in the AVID program were purchased.	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.	Teachers are scheduled to attend a virtual AVID summer institute in June. Due to field trips to colleges being placed on hold this year, money for the field trips was transferred to this line item so additional staff could attend the virtual training. 5000-5999: Services And Other Operating Expenditures Title I 18,000



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>AVID tutors were not available this year due to pandemic restrictions.</p> <p>College tours were put on hold this year due to pandemic restrictions. The SSC approved moving this funding to support teacher attendance at the AVID virtual summer institute.</p>	<p>Conferences and trainings may be conducted virtually as needed.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 10,000.00</p> <p>Materials and supplies to promote student success in the AVID program. This may include AVID weekly subscription, binders, agendas, and various office supplies 4000-4999: Books And Supplies LCFF 1,500.00</p> <p>AVID Tutors 5000-5999: Services And Other Operating Expenditures Title I 5,000.00</p> <p>AVID Enrichment through learning trips and college visits. 5000-5999: Services And Other Operating Expenditures Title I 8,000</p>	<p></p> <p>Materials and supplies to promote student success in the AVID program were purchased. 4000-4999: Books And Supplies LCFF 1,330.31</p> <p>AVID tutors were not available this year due to pandemic restrictions. 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>College tours were put on hold this year due to pandemic restrictions. The SSC approved moving this funding to support teacher attendance at the AVID virtual summer institute. 5000-5999: Services And Other Operating Expenditures Title I 0</p>
<p>Student Services and Credit Recovery Support through the purchase of online software licenses for Edgenuity. This allows</p>	<p>Due to the pandemic, the district increased the number of Edgenuity licenses available to sites so we were not charged for this amount.</p>	<p>Online software licenses through the Edgenuity program to improve completion of graduation</p>	<p>Due to the pandemic, the district increased the number of Edgenuity licenses available to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>		<p>requirement and ultimately to improve the school graduation rate. 5000-5999: Services And Other Operating Expenditures Title I 20,000.00</p>	<p>sites so we were not charged for this amount. 5000-5999: Services And Other Operating Expenditures Title I 0</p>
<p>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.</p>	<p>SSC voted to revise purchase of technology materials to include 10 iMacs and 36 PCs to update the Media Center lab spaces. Additional funding from other Title I lines that were not being utilized were voted to be moved to support these purchases.</p> <p>Online journalism publication software was purchased to create a virtual newspaper for the school.</p>	<p>Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies Title I 9,777</p>	<p>SSC voted to revise purchase of technology materials to include 10 iMacs and 36 PCs to update the Media Center lab spaces. Additional funding from other Title I lines that were not being utilized were voted to be moved to support these purchases. 4000-4999: Books And Supplies Title I 17,396.86</p>
	<p>EBSCO license was purchased to provide students with access to peer-reviewed journals for research.</p>	<p>Licenses for online journalism publication 5000-5999: Services And Other Operating Expenditures LCFF 1,000.00</p>	<p>Online journalism publication software was purchased to create a virtual newspaper for the school. 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p>
	<p>Purchase of iPad, teleprompter, and ancillary equipment to improve student ability to produce weekly newscast.</p>		
	<p>Purchase of three class sets (120) scientific calculators to be used in the Chemistry courses.</p>	<p>Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures Title I 5,000.00</p>	<p>EBSCO license was purchased to provide students with access to peer-reviewed journals for research. 5000-5999: Services And Other Operating Expenditures Title I 4,508.00</p>
	<p>SSC voted to revise purchase of technology materials to include 10 iMacs and 36 PCs to update the Media Center lab spaces.</p>	<p>Purchase of iPad, teleprompter, and ancillary equipment to</p>	<p>Purchase of iPad, teleprompter, and ancillary equipment to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>improve student ability tp produce weekly newscast. 4000-4999: Books And Supplies Title I 600</p>	<p>improve student ability tp produce weekly newscast. 4000-4999: Books And Supplies Title I 600</p>
		<p>Purchase of three class sets (120) scientific calculators to be used in the Chemistry courses. 4000-4999: Books And Supplies Title I 1,200</p>	<p>Purchase of three class sets (120) scientific calculators to be used in the Chemistry courses. 4000-4999: Books And Supplies Title I 1,200</p>
		<p>Technology purchase to include 30 iMac computers to replace obsolete computers used in the Media Center, Journalism classes, and Yearbook classes. 4000-4999: Books And Supplies Title I 55,000</p>	<p>SSC voted to revise purchase of technology materials to include 10 iMacs and 36 PCs to update the Media Center lab spaces. 4000-4999: Books And Supplies Title I 55,000</p>
<p>Social-emotional Learning support for students and staff.</p>	<p>Due to the pandemic, conferences were attended virtually. SEL program EduGuide was provided by a grant through the district. All professional development was included in the grant and occurred during regular staff meeting time. Funds were transferred to support technology purchases.</p>	<p>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. 5000-5999: Services And Other Operating Expenditures LCFF 8,000.00</p>	<p>Due to the pandemic, conferences were attended virtually. SEL program EduGuide was provided by a grant through the district. All professional development was included in the grant and occurred during regular staff meeting time. Funds were transferred to support technology purchases. 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

## Analysis

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

The ELD coordinator and two bilingual paraprofessionals are instrumental in the support of our ELL students. All staff are benefiting from the professional development and support provided by the coordinator.

Staff who will be participating in the virtual AVID Summer Institute will be able to continue to support students in all academic areas. The strategies learned at the conference will be shared with the whole staff when we return in the Fall.

The materials and supplies that were purchased for CAFE, RACE, and TTECHS can be seen in the increased engagement and performance of the students. The materials and supplies for the upper level science courses can be seen to increase engagement through hands-on activities.

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 pandemic restrictions, the ability to attend conferences and college visits was greatly limited. Many of these still occurred, but virtually so there was no need for the originally assigned funding. Also as a result of the pandemic, some staff positions were not filled at the beginning of the school year and the district provided support with online licenses for credit recovery. This allowed unused funding to be transferred to upgrading the technology in the Media Center and journalism classes to provide students with increased access to state-of-the art technologies.

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.

Moving forward, there has been an identified need for increased support in mathematics as evidenced by a decline in failure rate in Integrated Math I with the support of an additional staff member that was district-paid this year. For 2022-2023, the SSC has approved paying for an additional teacher to support mathematics improvement through working with Integrated Math II students on a daily basis from Title I funding. This change will result in some previously Title I funded items to be moved to LCFF funding or removed. For summer '23, we will not be providing additional funding for two summer school teachers as we are hoping the additional math support will reduce the number of sections of credit recovery required during the summer.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## 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 97 parents completed the Panorama Survey
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) 90%--increase of 2% Hispanic (Hisp) 90%--decrease of 3% African American (AA) no data available
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL) 95%--increase of 6%</li> <li>Hispanic (Hisp) 99%--increase of 3%</li> <li>African American (AA) no data available</li> </ul>
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%	Number of Attendees Attending 1 or more school/parent center sponsored events at site Average 6

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Purchase of materials and supplies to increase parent education and engagement in school activities.</p>	<p>Since we were unable to have in person parent meetings due to the pandemic, all materials presented were electronic at no cost.</p>	<p>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. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2,599</p>	<p>Since we were unable to have in person parent meetings due to the pandemic, all materials presented were electronic at no cost. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p>
<p>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.</p>	<p>One teacher, one administrator, two bilingual paraprofessionals, and two parents attended the virtual CABE conference this year.</p>	<p>Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 3,665</p>	<p>One teacher, one administrator, two bilingual paraprofessionals, and two parents attended the virtual CABE conference this year. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 3400</p>

## Analysis

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

Parent engagement is consistently a challenge. However, parents are more apt to attend a virtual meeting than one in person at this time. Staff and parents were able to participate in the virtual CABE conference this year.

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

Since all meetings with parents were held virtually, there was no cost for parent education materials as they were presented online.

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 will continue to offer the option of virtual meetings to parents but plan to host in person opportunities as well. Funding for CABE will come from Title I Parent Engagement funds as well as LCFF to increase the number of participants for an in person session next year.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### 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%	As of April 11, 2022, the average daily attendance rate is 89.7%.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) decrease by 4% English Learner (EL) 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%	As of April 11, 2022: Chronic Absenteeism Rates All Students (ALL) 38.7%--increase of 16.6% English Learner (EL) 43.2%--increase of 3.4% Hispanic (Hisp) 39.5%--increase of 15.5% African American (AA) 44.2%--increase of 22.2% Students with Disabilities (SWD) 55.1%--increase of 18.7%
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) 1.6% English Learner (EL) 2.4% Hispanic (Hisp) 1.3% African American (AA) 6.7% Socioeconomically Disadvantaged (SED) 1.5%



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 border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <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> </tbody> </table>	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%	As of April 11, 2022: Suspension Rates: All Students (ALL) 9.0%--increase of 8.9% English Learner (EL) 10.4%--increase of 10.4% due to no data from previous year Hispanic (Hisp) 9.7%--increase of 9.5% African American (AA) 7.0%--increase of 7.0% Students with Disabilities (SWD) 12.8%--increase of 12.8% due to no data from previous year
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) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%	As of April 11, 2022: Expulsion Rates All Students (ALL) 0.1%--increase of 0.1% English Learner (EL) 0%--no change Hispanic (Hisp) 0.1%--increase of 0.1% African American (AA) 0%--increase of 0.1%																												
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 (No comparison data available from 2020-2021) All Students (ALL) 47% English Learner (EL) 37.8% Hispanic (Hisp) 47% African American (AA) 41%																												
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 (No comparison data available from 2020-2021) All Students (ALL) 69% English Learner (EL) 72% Hispanic (Hisp) 70% African American (AA) 67%																												

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
<p>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.</p>	<p>Materials and supplies were purchased for PLUS students to conduct monthly PLUS forums to obtain and share student voice.</p>	<p>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</p>	<p>Materials and supplies were purchased for PLUS students to conduct monthly PLUS forums to obtain and share student voice.  647.80</p>
	<p>Materials and supplies were purchased by ASB to connect students to the school environment.</p>	<p>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. 0000: Unrestricted LCFF 1,500.00</p>	<p>Materials and supplies were purchased by ASB to connect students to the school environment.  1,880</p>
	<p>Awards documents were purchased for student recognition.</p>	<p>Incentives and awards for student recognition. 0000: Unrestricted LCFF 3,000</p>	<p>Awards documents were purchased for student recognition.  1500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Lanyards and ID covers were purchased to encourage students to wear their ID for student safety reasons. SBAC Scholar lanyards were not purchased due to no CAASPP results being publicized for 2020.</p>	<p>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</p>	<p>Lanyards and ID covers were purchased to encourage students to wear their ID for student safety reasons. SBAC Scholar lanyards were not purchased due to no CAASPP results being publicized for 2020.  6000</p>
<p>Social Services</p>	<p>Some services were district provided.  Attendance Conference was cancelled due to the pandemic.  Counseling presentations and workshops were virtual due to the pandemic.</p>	<p>Mental health services, homeless and foster youth programs offered through community and district staff.  0.0  Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.  0.0  Bullying prevention program through The Center.  0.0  One administrator and Prevention Specialist to participate in Attendance Seminar. 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>         Conference was cancelled due to the pandemic.  0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		500.00  Registration and mileage for Counseling Department to attend workshops related to college and career. 5000-5999: Services And Other Operating Expenditures LCFF 1,500	  Presentations and workshops were virtual due to the pandemic.  0

## Analysis

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

The PLUS program and Link Crew students were able to assist freshmen students with making a connection to the school and helped create a sense of belonging. The monthly PLUS forums and educational lessons provided by the Link Crew students provided an opportunity for student voice.

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

SBAC Scholar lanyards were not purchased due to the results of the 2020 CAASPP not being made public. Some funding was shared between ASB and PLUS to provide students with opportunities to connect to campus.

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

Funding will be expanded for PLUS and ASB activities for next year including sending people to the CADA conference. Skills and strategies learned at the conference can be used to improve school climate.

# 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. According to the STAR assessment data for Math, 19.7% of 11th grade students and 18.2% of all students would be proficient on the CAASPP exam. African American students would have a Math proficiency of 11.1% and Hispanic students would be at 15.3%. While our Students With Disabilities would be at 3% and the English Learners would be at 2.1%. This data shows that additional work is needed by all subgroups in order to close the gaps and increase overall proficiency.
2. According to the STAR assessment data for Reading, 32.3% of 11th grade students and 29.2% of all students would be proficient on the CAASPP exam. African American students would have a Reading proficiency of 39.1% and Hispanic students would be at 24.9%. While our Students With Disabilities would be at 6.4% and the English Learners would be at 2.1%. This data shows that additional work is needed by all subgroups in order to close the gaps and increase overall proficiency.
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 CCI declined significantly and there is a need to increase the pass rate for the Advanced Placement exams which is currently at 54.5% for all students.
6. There is a need to improve the A-G eligibility rate of 45.2% to ensure that more students have the opportunity to enroll in a 4-year college/university upon completion of high school.

### Measuring and Reporting Results

#### Metric/Indicator

California School Dashboard -  
Academic Indicator for English  
Language Arts  
All Students (ALL)  
English Learners (EL)

#### Baseline

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

#### Expected Outcome

St. Group	Color	DFS/Percentage	Change

**Metric/Indicator**

**Baseline**

**Expected Outcome**

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

No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.

			++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

--	--	--	--

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)

No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.

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

St. Group	Color	DFS/Percentage	Change

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

California Science Test - Percent of Students Who Meet or Exceed Standard High School - 14.28% in 2019

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

Metric/Indicator	Baseline	Expected Outcome																																				
	California School Dashboard was not updated for Science in Fall of 2021 due to the pandemic.																																					
California School Dashboard – English Learner Progress Indicator (ELPI)	<p>California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage %</p> <p>ELPI was not updated for 2020-2021. ELPAC results are as follows:            Level 1: 31.19%            Level 2: 44.04%            Level 3: 22.94%            Level 4: 1.83%</p>	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 37%																																				
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 34.2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 36%																																				
<p>California School Dashboard - Graduation Rate Indicator            All Students (ALL)            English Learners (EL)            Hispanic (Hisp)            African American (AA)            Socioeconomically Disadvantaged (SED)            Students with Disabilities (SWD)</p> <p>No 2020-2021 data are available for the graduation cohort in 2021.</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>94.9</td> <td>Declined - 1.4</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>88.5</td> <td>Declined - 2.8</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>95</td> <td>Declined - 1.4</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>93.3</td> <td>Increased +1</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>94.5</td> <td>Declined - 1.2</td> </tr> <tr> <td>SWD</td> <td>No Performance Color</td> <td>66.7</td> <td>Declined - 12.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	94.9	Declined - 1.4	EL	Orange	88.5	Declined - 2.8	Hisp	Blue	95	Declined - 1.4	AA	No Performance Color	93.3	Increased +1	SED	Yellow	94.5	Declined - 1.2	SWD	No Performance Color	66.7	Declined - 12.5	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change				
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<p>College and Career Indicator (CCI)            All Students (ALL)            English Learners (EL)            Hispanic (Hisp)            African American (AA)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>32.5</td> <td>Declined Significantly -13.8</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	32.5	Declined Significantly -13.8	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change																								
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**Metric/Indicator**

**Baseline**

**Expected Outcome**

Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

No 2020-2021 data are available for the graduation cohort in 2021.

EL	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
Hisp	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SWD	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy

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): 49.8%  
English Learners (EL) 15.6%  
Hispanic (Hisp) 46.7%  
African American (AA) 50.0%  
Socioeconomically Disadvantaged (SED) 47.1%  
Students with Disabilities (SWD) 18.5%

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  
  
CTE program completion rate is currently unavailable.

Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%

Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher

Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher.

Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher.  
All Students (ALL) - increase of 4%



Metric/Indicator	Baseline	Expected Outcome
higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All Students (ALL) 38% English Learners (EL) 0% Hispanic (Hisp) 40.3% African American (AA) 20% Socioeconomically Disadvantaged (SED) 38%	English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% Compliance	Williams Textbook/Materials Compliance maintain 100% compliance

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

All

### Timeline

7/1/2022-  
6/30/2023

### Person(s) Responsible

Ed Svcs, Administrators,  
Counselors, and  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

11,500

<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Substitutes, registration, and mileage for staff to participate in collaboration and attend conferences.
<b>Amount</b>	1,200
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Substitute and registration for TTECHS teacher to participate in CTE conference.
<b>Amount</b>	4,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Registration, food, mileage, hotel, and substitute for two staff members to participate in the CADA conference.

## 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

All

### Timeline

7/1/2022 -  
6/30/2023

### Person(s) Responsible

Ed Svcs, Administrators,  
Counselors, and  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	106,500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (1.0 FTE).
<b>Amount</b>	10,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty pay for teachers to facilitate tutoring in the Math Lab.
<b>Amount</b>	15,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty pay for certificated staff to facilitate the credit recovery opportunity.

### Strategy/Activity 3

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

All

### Timeline

7/1/2022 -  
6/30/2023

### Person(s) Responsible

Administrators,  
Counselors, and  
Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation and substitute costs for students who are not in AVID to participate in College Readiness field trips. This should also fund the Ophelia Project college trip.
<b>Amount</b>	600
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve.
<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation and substitute costs for RACE academy students to participate in Career Readiness field trips.

**Strategy/Activity 4**

Support for Teaching Staff

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

All

**Timeline**

7/1/2022-  
6/30/2023

**Person(s) Responsible**

**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 5**

4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and one period of ELD coaching for all teachers (0.2).

**Students to be Served by this Strategy/Activity** English Learner**Timeline**

7/1/2022-  
6/30/2023

### Person(s) Responsible

Administrators,  
Counselors, and  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	95,435
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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. (0.8 FTE)
<b>Amount</b>	24,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD coordinator period for certificated teacher to provide English Learner support to students and staff. (0.2 FTE)

### Strategy/Activity 6

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

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

English Learner

### Timeline

7/1/2022 -  
6/30/2023

### Person(s) Responsible

Administrators,

Counselors, and  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	37,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	26,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	4,000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs).
<b>Amount</b>	18,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	8,000
<b>Source</b>	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 7**

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** All**Timeline**7/1/2022 -  
6/30/2023**Person(s) Responsible**Ed Svcs, Administrators,  
Counselors, and  
Teachers**Proposed Expenditures for this Strategy/Activity****Amount**

25,000

**Source**

Title I

**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**

7,000

**Source**

LCFF



<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work.
<b>Amount</b>	400
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for ELA portfolio project.
<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies to support the RACE academy
<b>Amount</b>	900
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technical Theater CTE pathway materials and supplies to support the program.
<b>Amount</b>	5000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Registration fee for all 11th grade students to participate in the PSAT.
<b>Amount</b>	7,000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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 8

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. The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements.

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

All

### Timeline

7/1/2022 -  
6/30/2023

### Person(s) Responsible

AVID Teachers, Administrators, and Counselors

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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.

## Strategy/Activity 9

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

All

**Timeline**

7/1/2022 -  
6/30/2023

**Person(s) Responsible**

Administrators, Teachers, and  
Counselors

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	14,218
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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.
<b>Amount</b>	1,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Licenses for online journalism publication
<b>Amount</b>	5,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Site license for EBSCO research database.

# 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 - 97	Parent Participation in Stakeholder Input Processes -150
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) 90% Hispanic (Hisp) 90% 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 <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL) 95%</li> <li>Hispanic (Hisp) 99%</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL) -increase by 4%</li> <li>Hispanic (Hisp) -increase by 4%</li> <li>African American (AA) -N/A</li> </ul>

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> <li>African American (AA)</li> </ul>	<ul style="list-style-type: none"> <li>African American (AA) N/A</li> </ul>	
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 : average 6	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

All

### Timeline

7/1/2022-  
6/30/2023

### Person(s) Responsible

Bilingual classified  
staff

### Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Talking Points program to increase parent communication.

<b>Amount</b>	1,229
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

English Learner

### Timeline

7/1/2022-  
6/30/2023

### Person(s) Responsible

Counselor and College/career specialist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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 2021 and no fully updated CA Dashboard in 2021 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) - As of April 11, 2022, the average daily attendance rate is 89.7%.	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)	As of April 11, 2022: Chronic Absenteeism Rates All Students (ALL) 38.7% English Learner (EL) 43.2% Hispanic (Hisp) 39.5% African American (AA) 44.2% Students with Disabilities (SWD) 55.1%	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) 1.6% English Learner (EL) 2.4% Hispanic (Hisp) 1.3% African American (AA) 6.7% Socioeconomically Disadvantaged (SED) 1.5%	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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>11.2</td> <td>Increased +2.8</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>14.4</td> <td>Increased Significantly +6.5</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>10.9</td> <td>Increased +2.7</td> </tr> <tr> <td>AA</td> <td>Red</td> <td>14.8</td> <td>Increased +1.3</td> </tr> <tr> <td>SED</td> <td>Red</td> <td>10.6</td> <td>Increased +1.7</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>22.9</td> <td>Increased +5.1</td> </tr> </tbody> </table>	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	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change																								
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St. Group	Color	DFS/Percentage	Change																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	As of April 11, 2022: Expulsion Rates All Students (ALL) 0.1% English Learner (EL) 0% Hispanic (Hisp) 0.1% African American (AA) 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) 47% English Learner (EL) 37.8% Hispanic (Hisp) 47% African American (AA) 41%	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) 69% English Learner (EL) 72% Hispanic (Hisp) 70% African American (AA) 67%	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

7/1/2022 -  
6/30/2023

### Person(s) Responsible

Administrators,  
counselors, and  
activities director

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials, resources, and consultants are used to support these programs.
<b>Amount</b>	4,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs.
<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	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

All

### Timeline

7/1/2022 -  
6/30/2023

### 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

All

### Timeline

7/1/2022-  
6/30/2023

### 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.

# Centralized Services for Planned Improvements in Student Performance

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

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2021 - June 30, 2022	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I
Supplemental Interventions - extended day tutoring and extended year academies	July 1, 2021 - June 30, 2022	Provide targeted interventions and support to students through tutoring beyond the school day and during extended year opportunities.	38,867	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2021 - June 30, 2022	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education Professional Development	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2021 - June 30, 2022	Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

- Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$327,165
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$480,482.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	320,935	0.00
Title I Part A: Parent Involvement	6,229	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	\$320,935.00
Title I Part A: Parent Involvement	\$6,229.00

Subtotal of additional federal funds included for this school: \$327,164.00

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: \$480,482.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	153,318.00
Title I	320,935.00
Title I Part A: Parent Involvement	6,229.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	10,500.00
1000-1999: Certificated Personnel Salaries	257,935.00
2000-2999: Classified Personnel Salaries	93,500.00
4000-4999: Books And Supplies	35,747.00
5000-5999: Services And Other Operating Expenditures	82,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0000: Unrestricted	LCFF	10,500.00
1000-1999: Certificated Personnel Salaries	LCFF	41,000.00
2000-2999: Classified Personnel Salaries	LCFF	30,500.00
4000-4999: Books And Supplies	LCFF	34,518.00
5000-5999: Services And Other Operating Expenditures	LCFF	36,800.00
1000-1999: Certificated Personnel Salaries	Title I	216,935.00
2000-2999: Classified Personnel Salaries	Title I	63,000.00
5000-5999: Services And Other Operating Expenditures	Title I	41,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,229.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,000.00

# 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			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



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 2/8/2022.

Attested:



Principal, Teresa Haga, Ed.D. on 4/11/2022



SSC Chairperson, Jorge Jimenez (co-chair) on 4/11/2022

# Title I and LCFF Funded Program Evaluation

**Goal #1:**  
 All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.	Due to the pandemic, staff attended PD virtually. Several conferences that are typically attended were not available.	COVID-19 limited the availability for staff to participate in Professional Development.	We plan to continue for 21-22 with the hope that in-person conferences resume.
Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.	Due to the change in schedule, tutoring was offered on a daily basis to all students in the afternoon during the school day. Therefore, additional tutoring outside the school day was not offered.	Students attended teacher-directed tutoring inconsistently. So not all students who needed the additional support took advantage of the opportunity.	We plan to continue funding Math Lab tutoring next year after school when we return to in-person learning.
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.	Additional sections of ELA and Math were added to the summer school schedule to support small groups of students for in-person instruction.	Summer school outcomes are yet to be determined.	Continue to fund additional positions to address high D and F rate during the pandemic.
	Teachers found creative, virtual simulations and field trips for students to participate in during Distance Learning.	All in-person field trips were canceled due to COVID-19.	Continue to fund as in-person activities may open back up in the fall.
Support for Teaching Staff	ELA and Math teachers greatly benefited from working with Solution Tree to create curriculum maps and common assessments.	Virtual collaboration slowed down the process.	The district is currently funding this PD and plans to continue supporting and possibly expanding for next year.
4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and one period of ELD coaching for all teachers (0.2).	ELD coordinator provided a "5 minute PD" at each staff meeting titled "Teach with Intention." ELD coordinator also supported students	None.	Position will be funded 0.8 from Title I and 0.2 from LCFF to expand opportunities to support staff and students.

	and staff virtually by working directly with teachers to lesson plan and execute strategies.		
Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.	Bilingual paraprofessional supported students and staff directly in classrooms during instruction. ELL students were better able to access the curriculum due to her support. Extra duty hours were not needed as support was provided to families during the school day.	None.	Bilingual paraprofessional position will be funded 80% from Title I and 20% from LCFF to expand opportunities to support students. An additional bilingual paraprofessional position will be added.
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.	Horizon Education licenses were purchased to provide virtual SAT prep to AVID and non-AVID students. Over 120 students participated in the in-class and Saturday prep courses. AP teachers conducted review sessions for 17 different courses to prepare students for this year's exams which will continue through mid-June.	The AVID teachers are reviewing the effectiveness of the Horizon Education curriculum to determine if it will be purchased again next year. AP exam results are not yet available, so it is difficult to determine effectiveness of the review sessions.	Continue to fund support for SAT prep for students as well as AP review sessions and exams.
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. The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements.	Two teachers attended AVID seminars at the beginning of the year to support the AVID elective classes. Four teachers will be participating in the virtual AVID Summer Institute in June. Materials and supplies were purchased to support the AVID elective classes including subscription to AVID Weekly, agendas, and binders.	All field trips were canceled due to COVID-19.	Plan to continue funding for expanding teacher opportunities to be trained in AVID strategies and provide supplies for AVID students. Field trips will be funded in the hopes that students may travel to local colleges and universities.
	Edgenuity software licenses were used by over 200 students to recover credits or improve grades to a C or higher to improve A-G eligibility.	Completion rates of students participating in the Edgenuity program varied by teachers.	Continue to fund and offer Edgenuity classes during the day and after school, but we will revisit which teachers are supporting the classes.
Instructional Technology including site licenses for an online journalism	Materials and supplies to support Distance Learning	EBSCO database was used less frequently in previous	Continue to fund technology purchases



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.	and Hybrid instruction were purchased including webcams, document cameras, and Chromebooks. Online Journalism publication license was purchased and students created a regular "virtual" school newspaper. Site license for EBSCO research database was purchased to support student research in all subject areas.	years due in part, to Distance Learning.	and licenses to enhance learning experiences for students.
	The Cambio Group worked virtually with staff to provide four professional development webinars and access to an online Community of Practice. All certificated staff were expected to participate while classified office staff and security were encouraged to participate.	The focus of the webinars was on SEL for teachers rather than equity. While SEL was needed this year due to the pandemic, it is not certain that the focus of the webinars helped address equity and access.	Currently, there is not plan to continue funding work with the Cambio Group, but the site will continue to focus on increasing equity and access for all students.

**Goal #2:**

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

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>	<b>What is not working and why? (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Purchase of materials and supplies to increase parent education and engagement in school activities.	Parent involvement through Zoom meetings increased participation during the year.	Due to COVID-19 all parent meetings were conducted electronically so materials and supplies were not purchased.	A review of needed materials and supplies will be conducted in the fall to determine how to best support families.
Parent Outreach Support through increasing the number of parents who attend the CAFE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage	Guest speakers were brought to the virtual ELAC meetings to provide parents information on school programs and processes.	Parents and staff are not able to attend the virtual CAFE conference this year due to timing of the event.	Continue to fund parent and staff participation in the CAFE conference but will review effectiveness yearly.

parents in becoming more active participants in the school.			
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**Goal #3:**

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

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

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

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
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 were used by the LINK Crew to assist with freshman orientation. PLUS and ASB students conducted various virtual campaigns throughout the year to increase school spirit/connectedness as well as provide information on suicide awareness and mental health.	Distance Learning posed challenges to students gaining a sense of belonging to the school.	Continue to fund ASB and PLUS activities to increase student connectedness to school.
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 participating in Hybrid Learning.	SBAC Scholar lanyards were not purchased as there was no SBAC exam in the spring of 2020.	Continue to fund purchase of lanyards to improve student connectedness to campus and pride in their achievements, clubs, and activities.
Social Services	The counseling department continued to support students with college and scholarship applications.	Conference attendance was limited or not available due to COVID-19.	Continue to fund counselors and attendance team participation in workshops and conferences to support student achievement.



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

## Purpose

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

## Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049

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