



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name

Painted Hills Middle School

Address9250 Sonora Dr
Desert Hot Springs, CA 92240**County-District-School (CDS) Code**

33-67173-0123703

Principal

Mr. Mark Acker

District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025 - 6/30/2026
Schoolsite Council (SSC) Approval Date	April 29, 2025
Local Board Approval Date	6/24/25

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Our Vision Statement:

Painted Hills Middle School aims to cultivate success across all life domains by fostering student empowerment, fostering a strong, secure, collaborative community, and nurturing respectful, responsible citizenship.

Our Mission Statement:

Painted Hills Middle School will prepare our middle school students for high school by equipping them with the social and academic skills needed to succeed and become college and career ready.

School Profile

Painted Hills Middle School (PHMS) is a school located in the city of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. It serves sixth, seventh, and eighth grade students from Desert Hot Springs, Whitewater, Painted Hills, North Palm Springs, and Sky Valley. Painted Hills Middle School is in its 11th year of operation and served approximately 750 students. The ethnic composition of the school is 9% African American, 75% Hispanic, 12% White, and 4% Other (Native American, Korean, Chinese, Asian Indian, Other Asian, Samoan, Filipino, Two or more races). Approximately 26% of the students enrolled at the school are classified as English Language Learners (ELL) and 13% of students are identified as having a disability (SWD). 97% of students qualify for free or reduced lunches.

Purpose and Description

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

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan. Painted Hills Middle School is a Title I funded school and was identified for Additional Targeted Support and Improvement. Painted Hills received the designation of ATSI due to groups of students' performance on the English portion (African American) and the math portion (Homeless Youth) of the annual state wide assessment known as the California Assessment of Student Performance and Progress (CAASPP). Both African American and Homeless Youth student groups were also identified in having too high of a suspension rate and for being chronically absenteeism at a higher rate than 10 %.

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.

Painted Hills Middle School (PHMS) Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I and LCFF funds. School goals are based upon 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, are 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 (ELAC meeting in Jan.) and School Leadership team. The PHMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps. The ELAC was asked a series of questions after they were given the current and future budgets.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

State regulations require that the School Site Council (SSC) be the group responsible for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA. (Ed Code 64001)

This ongoing involvement of the SSC in the review of the SPSA is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes. Documentation of SSC development, revision, monitoring, and evaluation of the SPSA must be maintained at each school in the SSC Notebook. All documentation must be maintained for seven years, plus the current school year.

The Painted Hills Middle School School Site Council (SSC) met usually on the first Tuesday of the calendar month and takes a very proactive essential role in the annual review and development of the School Plan for Student Achievement. The twelve-member council comprised of six persons working at or attending the school, and six parents and/or community members. Each year SSC nominations are taken a few weeks into school, and elections are held shortly after using Google forms. Nominations were taken on September 3, 2024, and elections were held electronically using Google forms on September 9, 2024.

The council chairperson works in conjunction with the school principal to develop the monthly agenda. The following items are routinely discussed during SSC meetings:

- Student performance data in both mathematics and language arts with a strategic focus on the English Learner (EL), African American (AA), and Students with Disabilities (SWD) sub-groups
- Unit assessment data in both mathematics and language arts with a focus on EL, AA, and SWD sub-groups performance.
- Student discipline data
- Results/findings of the yearly administration of the Panorama Survey
- Review of current and proposed expenditures
- Proposals for consideration submitted by members of the Painted Hills Middle School learning community

School Site Council (SSC) meetings were held on the following dates:

- September 24, 2024--Title I Parent and Family Engagement Policy, Home/School Compact, SSC Bylaws, Uniform Complaint Procedures, Parent Education Opportunities
- October 29, 2024--SPSA Goal Review, SPSA Target Progress, Modifications for SPSA Goals, Strategies, Funding
- January 28, 2025--SPSA Goal Review, SPSA Target Progress, Modifications for SPSA Goals, Responded to ELAC ideas/input
- February 25, 2025--Funding Updates, Modifications for SPSA Goals, Strategies, Funding
- April 29, 2025--Review and approval of 2023/24 SPSA

English Learner Advisory Committee (ELAC) meetings were held separately from school site council on the following dates:

- October 5, 2024
- October 17, 2024
- January 23, 2025 ELAC Submitted input to SSC
- March 18, 2025 ATSI identified target groups were discussed
- April 24, 2025

During these meetings the following agenda items were discussed in relation to the development of the SPSA:

- Professional development for parents around bilingual education.
- English Language Proficiency Assessments for California (ELPAC) review and practice
- Student score report analysis
- SBAC data share out
- Opportunities for parent involvement
- Evaluation of programs from current school year

During the school year different stakeholder groups were included in the conversation around and development of the

SPSA. These include site leadership, ESL classes for parents, and content departments. All groups were proactively involved in the development of the current school plan and were provided with opportunities to provide formal input, feedback, and suggestions. Parents from ELAC asked about ELL Enrichment programs during summer for middle school students. similar to the programs for high school EL students. There was a line item for field trips that was eliminated and we brought it back based on this feedback to provide similar opportunities for ELs.

During SSC meetings the three student members of council are routinely engaged in all decision making and attempts are routinely made to ensure that all information under discussion is clearly understood despite the content being complex in nature. During the first school site council meeting of the school year, detailed SBAC performance data is reviewed in detail by the site principal to ensure that all members of SSC are aware of student performance deficits and any needed areas of refinement.

March 18, 2025 - Mr. Acker presented the ATSI identification process and procedures. A discussion was facilitated regarding possible solutions at the District and School Level. At the meeting participants brainstormed and discussed possible actions to address the identified school needs and specific needs of the sub groups of students that needed additional supports. English learners were identified red on the dashboard in ELA and math. Socioeconomically disadvantaged were identified as red in ELA. SWD were identified in red in ELA. Hispanic student were identified in the red for ELA as well. Student that identified as two or more races were identified in the red for chronic absenteeism and suspension rate.

Based on the above meetings and topics discussed, revisions to the SSC recommended for the 2024/25 School Plan include:

- The English learner program will continue to be improved for the 2025/26 school year. Strategic placement of ELs and supports will be coordinated to better meet the needs of English learners.
- Professional development in the areas of professional learning communities, school culture and team building, instruction, and strategies for working with English learners, Homeless Youth, and African American students for the staff at Painted Hills Middle School.

Resource Inequities

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

It is the responsibility of the Painted Hills learning community to ensure that all student groups attending Painted Hills Middle School receive tailored interventions that lead to better learning outcomes, enhanced school attendance, improved behavior, and increased sense of connection to the school. With that said the following are resource inequities that were identified by students, parents, and teachers at PHMS:

-Student achievement expectations differ among grade levels and within departments.

English learners were identified red on the dashboard in ELA and math. Socioeconomically disadvantaged were identified as red in ELA. SWD were identified in red in ELA. Hispanic student were identified in the red for ELA as well. Student that identified as two or more races were identified in the red for chronic absenteeism and suspension rate.

-The level of support provided to (SWD) Students with Disabilities and (ELs) English learners has declined and still needs continued support for them to meet the required grade level standards. There were targeted supports for both ELs and SWD at the site level and from the district level. Some of the supports were alternative educational opportunities and additional tutoring before and after school and during breaks.

Needs Assessment – Review of Performance

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

Reflections: Success

Moderate increases in English and math achievement have been observed within the educational setting, owing largely to the effective implementation of systems, staff buy-in, and enhanced student engagement. Increased in were 1.2 points in English and 4.7 points in math. 98% of students are classified as low-income. Through their collective commitment to professional development, collaboration, and the adoption of instructional practices, the school community has demonstrated a steadfast dedication to improving student achievement. Furthermore, the cultivation of increased student engagement through interactive, relevant, and personalized learning experiences has played a vital role in fostering a dynamic and supportive academic environment. African American (31 pts) students and Homeless Youth (16.9 pts) saw significant increases in ELA. In math, there were increases across the board African American (7.9 pts) Hispanic (4 pts) Homeless youth (23.8 pts) SWD (11.2 pts) and Socioeconomic Disadvantaged (3.7 pts). English learners did see a decrease of 5.6 points in math.

Based on data sourced from the CDE website, Painted Hills has been experiencing a high rate of student suspensions. While addressing this issue remains a priority for the school, there are promising developments noted in local data for the current year. Our analysis of local metrics indicates that last year (2023-24) we saw a 25% reduction of suspensions for African American students which was a large decrease. This year the suspension rate saw a slight regression with an increase of 6% of suspension for African American students. SWD saw a decrease of 10% last year (2023-24), and this year an increase of 6%. Additionally, English Language (EL) students are anticipated to see a reduction in suspension rates of 2.2%. Furthermore, Hispanic students are projected to have a decreased suspension rate as well, indicating progress towards creating a more inclusive and equitable disciplinary environment.

ELPAC Progress--We dedicated many resources to our English learners and we saw moderate growth with a prospective for continued and sustainable growth for years to come. We will continue to refine our systems to better serve our students.

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

Reflections: Identified Need

ELA Indicator – ELA performance was in the red/Very Low (155.1 points below standard) for SWD that is down 8.7 points from last year. English learners, Hispanic students, Socioeconomically disadvantaged, and Students with disabilities saw performance gaps in comparison to the rest of the school. The gaps may be attributed to a need for better systems of intervention, first instruction, and planning. We plan to have to Reading intervention teacher to help support academic achievement and to create systems for student success. Targeted student groups will be placed in support groups and they will be monitored throughout the year for growth.

Math Indicator – English learners, African American students and Students with disabilities saw performance gaps in comparison to the rest of the school. The gaps may be attributed to a need for better systems of intervention, first instruction, and planning. We plan to change some staffing and to continue to have math intervention teacher to help support academic achievement and to create systems for student success. We will prioritize lower class sizes for math in the master schedule.

Suspension-Suspensions is in the yellow (medium) for all students. In particular, Students of Two or More Races are suspended at a higher rate than the average of the school, though there are only 33 students in this classification. We plan to continue to further develop systems of support for students, so they are able to have strategies to deal with situations or to utilize resources before engaging in fighting or the usage of illegal drugs or alcohol, which were the two areas where a vast majority of suspensions occurred. The gap in suspension rate for African American students could be attributed to a need for increased parent and community involvement to strengthen the partnership between the school and the families to provide a better network of support for students. Targeted student groups will be placed in support groups and they will be monitored throughout the year for progress towards goals.

Supporting Actions:

We will continue to review data from short cycle assessments and teacher collaboration around mutually agreed upon instructional agreements and place focus on the academic performance of the subgroups where achievement gaps exist. A paraprofessional has been assigned to help support improved outcomes both academically and behaviorally for our students with disabilities. Special education staffing has been adjusted to better meet the needs of students as well as dedicated time for collaboration around rigorous instruction. We plan to continue to develop systems that provide resources and support services, such as counselors, social workers, and mental health professionals, to address underlying issues affecting student behavior.

English learners were identified red on the dashboard in ELA and math. Socioeconomically disadvantaged were identified as red in ELA. SWD were identified in red in ELA. Hispanic student were identified in the red for ELA as well. Student that identified as two or more races were identified in the red for chronic absenteeism and suspension rate.

Painted Hills Middle School will continue to use professional learning communities. Professional development will be provided to support the development of Multi-Tiered Systems of Support. Funds will be allocated to support professional development in ELA/reading intervention and strategies to support the identified student groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.13%	0.27%		1	2
African American	6.10%	5.8%	5.24%	46	43	39
Asian	0.53%	0.4%	%	4	3	
Filipino	0.53%	0.67%	0.40%	4	5	3
Hispanic/Latino	78.25%	77.33%	79.30%	590	573	590
Pacific Islander	%	0%	%		0	
White	11.41%	11.47%	10.62%	86	85	79
Multiple/No Response	3.18%	4.18%	4.17%	24	31	31
Total Enrollment				754	741	744

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	255	236	246
Grade 7	251	262	240
Grade 8	248	243	258
Total Enrollment	754	741	744

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	227	206	198	26.90%	30.1%	26.6%
Fluent English Proficient (FEP)	143	137	156	21.40%	19.0%	21.0%
Reclassified Fluent English Proficient (RFEP)				6.7%		

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
744	96.8%	26.6%	1.1%
Total Number of Students enrolled in Painted Hills Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	198	26.6%
Foster Youth	8	1.1%
Homeless	53	7.1%
Socioeconomically Disadvantaged	720	96.8%
Students with Disabilities	102	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	5.2%
American Indian	2	0.3%
Asian	0	0.0%
Filipino	3	0.4%
Hispanic	590	79.3%
Two or More Races	31	4.2%
Pacific Islander	0	0.0%
White	79	10.6%

Conclusions based on this data:

1. High Socioeconomic Disadvantage: Painted Hills Middle School has a significant portion of socioeconomically disadvantaged students, with 98.4% of the total enrollment falling into this category. This suggests that the school

may face challenges related to poverty, which can impact academic performance and require additional support and resources.

2. **Diverse Ethnic Composition:** The student body at Painted Hills Middle School is ethnically diverse, with a notable Hispanic majority comprising 77.3% of the total enrollment. This suggests a multicultural environment that may benefit from initiatives promoting cultural understanding and inclusivity.
3. **Limited Representation of English Learners and Foster Youth:** While there is a significant presence of socioeconomically disadvantaged students and Hispanic students, the representation of English learners and foster youth is comparatively low. Only 27.8% of the total enrollment consists of English learners, and foster youth constitute just 0.7%. This indicates potential areas where the school could focus on providing targeted support and resources to these specific student groups to ensure their academic success and well-being.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. Room for Improvement in Academic Performance: The majority of performance indicators for Painted Hills Middle School fall within the "Orange" category, indicating moderate performance. Both English Language Arts and Mathematics are rated as "Orange," suggesting there is room for improvement in these academic areas. This indicates a need for targeted interventions and strategies to enhance student achievement in core subjects.

2. English Learner Progress: The English Learner Progress indicator is rated as "Yellow," signifying some progress but still requiring attention and support. This suggests that while efforts may have been made to support English learners, further initiatives or resources may be needed to ensure that these students are effectively acquiring English language skills and making satisfactory academic progress.
3. Data Availability Limitations: The presence of "No Performance Color" for some indicators due to fewer than 30 students in any given year highlights limitations in data availability. This indicates that for certain student groups or measures, detailed performance information may not be readily accessible, potentially hindering the ability to fully assess and address the needs of all students. Efforts to collect more comprehensive data could provide a clearer understanding of school performance and inform targeted interventions.

School and Student Performance Data

Academic Performance English Language Arts

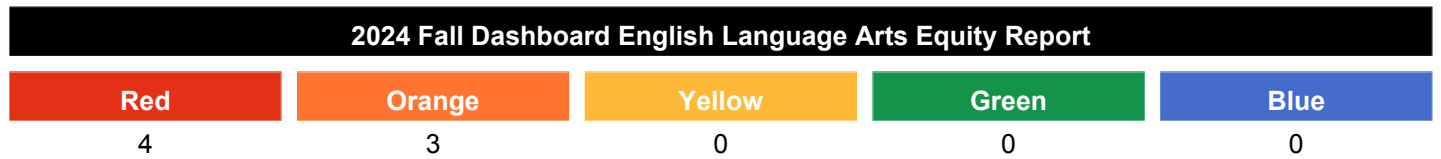
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>69.6 points below standard</div> <div>Maintained 1.2 points</div> <div>662 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>101.4 points below standard</div> <div>Declined 4.4 points</div> <div>225 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>124.3 points below standard</div> <div>Increased 5.2 points</div> <div>119 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>81.3 points below standard</div> <div>Increased 16.9 points</div> <div>57 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>70.5 points below standard</div> <div>Maintained 1.0 points</div> <div>647 Students</div>

Students with Disabilities  Red 155.1 points below standard Declined 8.7 points 86 Students	African American  Orange 82.3 points below standard Increased 31.0 points 32 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 74.0 points below standard Maintained 0.0 points 532 Students
Two or More Races  No Performance Color 61.9 points below standard Increased 21.9 points 29 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 44.4 points below standard Declined 7.3 points 67 Students

Conclusions based on this data:

1. **Persistent Achievement Gaps:** Across various student groups, there are notable achievement gaps in meeting grade-level standards in English Language Arts. For instance, English learners exhibit the lowest performance, with 97.1 points below standard, indicating significant challenges in language acquisition and proficiency. Similarly, students with disabilities are also struggling, with 146.4 points below standard. These discrepancies suggest a need for targeted interventions and support to address the specific needs of these student populations.
2. **Improvement Efforts:** While many student groups are still performing below standard, there are indications of improvement in some areas. For example, both Hispanic students and socioeconomically disadvantaged students show increases in their scores compared to previous years, suggesting efforts to enhance their performance. However, despite these improvements, these groups still exhibit significant achievement gaps, highlighting the ongoing need for focused interventions.
3. **Ethnic Disparities:** There are disparities in English Language Arts performance among different ethnic groups. For instance, African American students and students of Two or More Races exhibit significant performance gaps, with 113.2 and 83.8 points below standard, respectively. These disparities underscore the importance of addressing equity issues and implementing strategies to support the academic success of all students, regardless of their ethnic background.

School and Student Performance Data

Academic Performance Mathematics

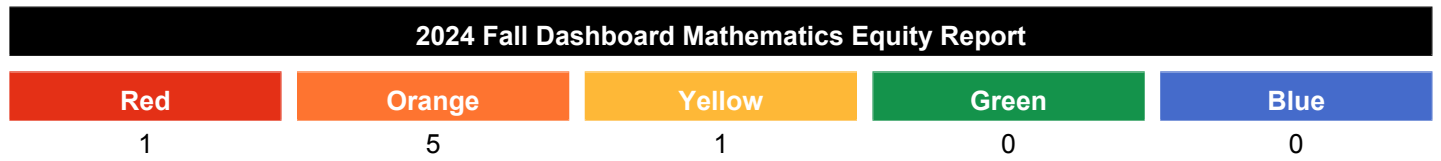
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>124.5 points below standard</div> <div>Increased 4.7 points</div> <div>665 Students</div>	<div>English Learners</div> <div> Red</div> <div>156.4 points below standard</div> <div>Declined 5.6 points</div> <div>228 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>179.9 points below standard</div> <div>Increased 5.5 points</div> <div>119 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>7 Students</div>	<div>Homeless</div> <div> Orange</div> <div>132.8 points below standard</div> <div>Increased 23.8 points</div> <div>59 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>126.2 points below standard</div> <div>Increased 3.7 points</div> <div>649 Students</div>

Students with Disabilities  Orange 193.6 points below standard Increased 11.2 points 86 Students	African American  Orange 169.5 points below standard Increased 7.9 points 32 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 127.6 points below standard Increased 4.0 points 535 Students
Two or More Races  No Performance Color 109.9 points below standard Increased 35.3 points 29 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 91.7 points below standard Increased 6.0 points 67 Students

Conclusions based on this data:

1. **Persistent Achievement Gaps:** Similar to English Language Arts, there are significant achievement gaps in Mathematics across various student groups. For instance, English learners and students with disabilities are struggling the most, with 150.8 and 204.9 points below standard, respectively. These disparities suggest a need for targeted interventions and support to address the specific needs of these student populations and improve their mathematical proficiency.
2. **Improvement Efforts:** While many student groups still fall below standard in Mathematics, there are indications of improvement in some areas. For example, both socioeconomically disadvantaged students and students with disabilities show increases in their scores compared to previous years, suggesting efforts to enhance their performance. However, despite these improvements, these groups still exhibit significant achievement gaps, highlighting the ongoing need for focused interventions.
3. **Ethnic Disparities:** There are disparities in Mathematics performance among different ethnic groups. For example, African American students and students of Two or More Races exhibit significant performance gaps, with 177.4 and 145.3 points below standard, respectively. These disparities underscore the importance of addressing equity issues and implementing strategies to support the academic success of all students, regardless of their ethnic background.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
42.1% making progress.	44.8% making progress.
Number Students: 178 Students	Number Students: 116 Students

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.

2024 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
20.8%	37.1%	0%	42.1%

Conclusions based on this data:

1. Positive Progress Towards English Proficiency: The English Learner Progress Indicator shows a positive trend, with English learners making progress towards English language proficiency. The indicator is rated as "Yellow," indicating that 42.5 points above the standard, suggesting significant progress among this student group. This is a promising sign that the school is effectively supporting English learners in their language acquisition journey.

2. **Variety of Progress Outcomes:** The Student English Language Acquisition Results reveal various outcomes among current English learner students. While a significant portion (77 students) progressed at least one English Language Proficiency Index (ELPI) level, there are also students who experienced setbacks, with 35 students decreasing at least one ELPI level. Additionally, a substantial number of students (69) maintained their ELPI levels in the lower categories (levels 1, 2L, 2H, 3L, or 3H). This diversity in outcomes underscores the importance of individualized support and interventions tailored to meet the specific needs of English learner students.
3. **Challenges in Maintaining Higher Proficiency Levels:** While there are positive signs of progress among English learner students, there is room for improvement in maintaining the highest proficiency levels. None of the students maintained ELPI Level 4, suggesting challenges in sustaining proficiency once achieved. Addressing factors contributing to this decline and implementing strategies to support students in maintaining higher proficiency levels could be beneficial in ensuring continued progress and success in English language acquisition.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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

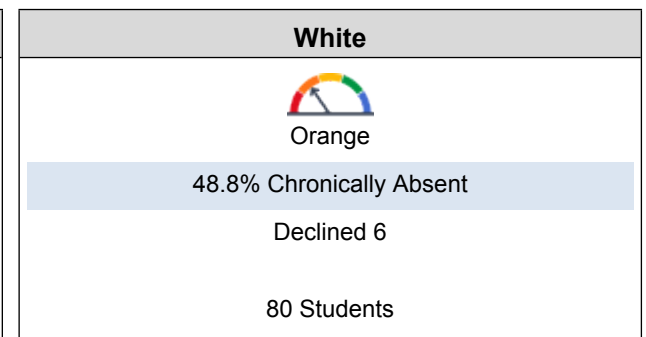
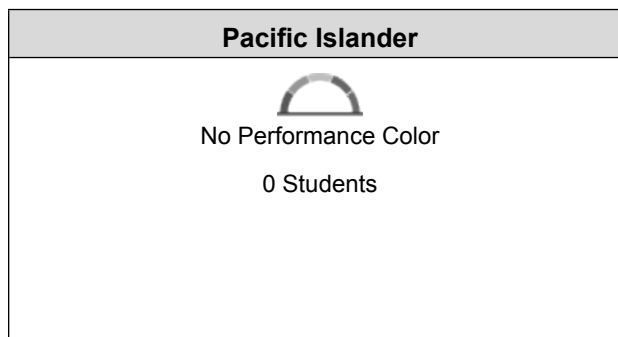
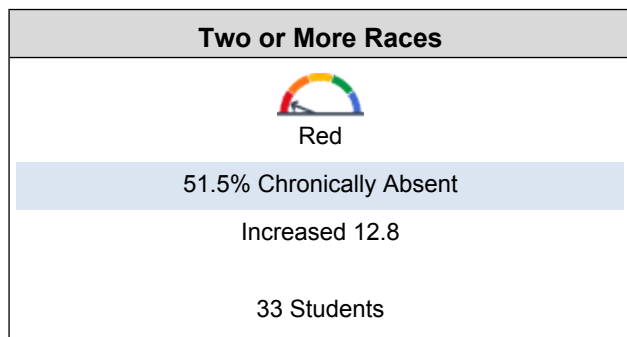
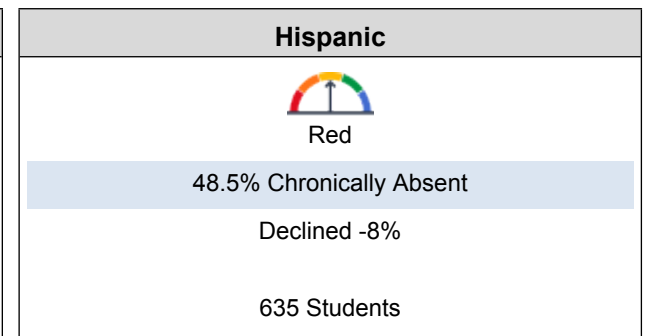
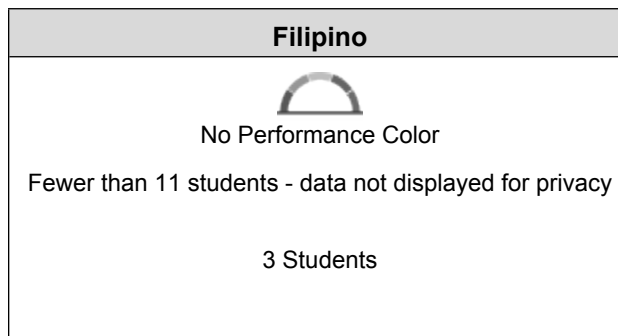
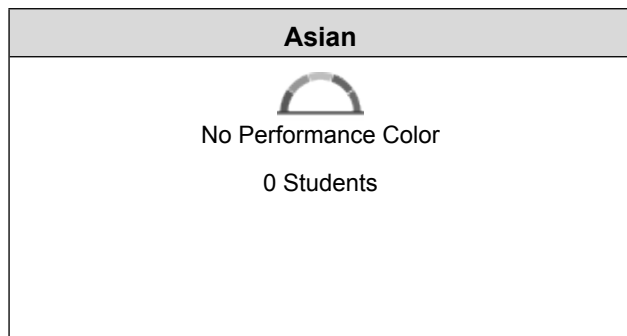
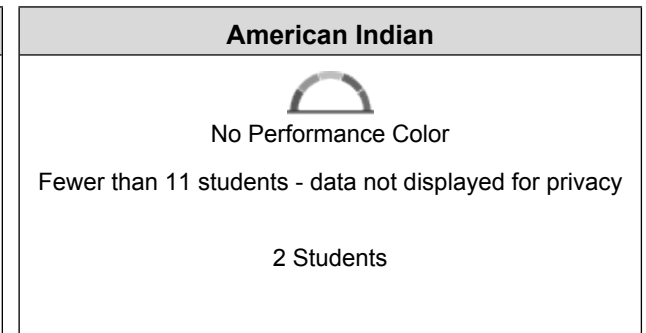
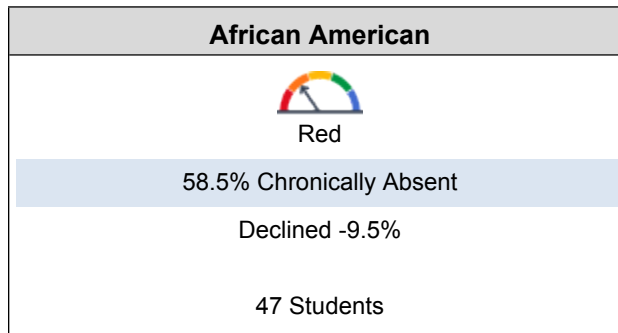
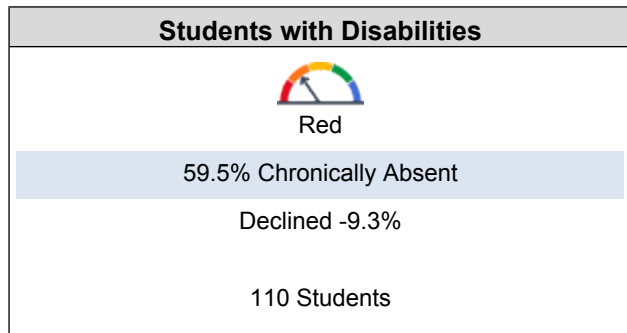
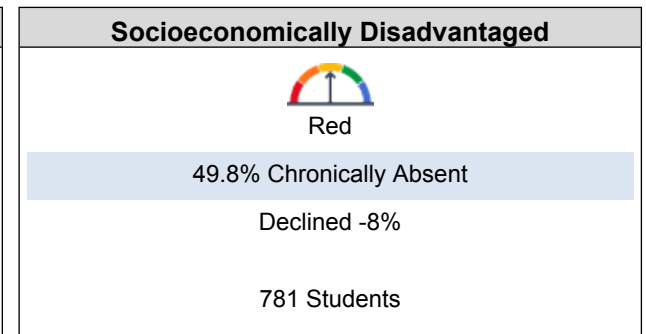
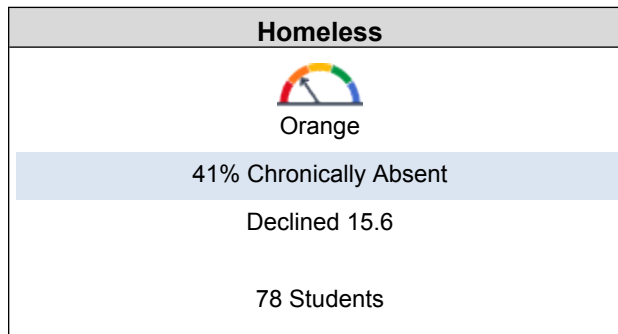
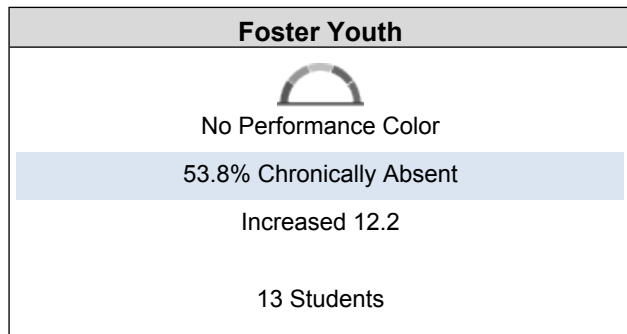


This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red	 Red	 Orange
49.8% Chronically Absent	45.6% Chronically Absent	45.6% Chronically Absent
Declined -8%	Declined -7.3%	Declined 1.9
800 Students	222 Students	136 Students



Conclusions based on this data:

- 1. Widespread Chronic Absenteeism: Across student groups, including English learners, socioeconomically disadvantaged, and students with disabilities, chronic absenteeism rates are alarmingly high, with more than 50% of students missing 10% or more of instructional days.
- 2. Disparities Persist: Certain groups, like African American students, show disproportionately high rates of chronic absenteeism, indicating specific challenges that need targeted interventions.
- 3. Increasing Trend: There's a concerning trend of increased chronic absenteeism compared to previous years.

School and Student Performance Data

Conditions & Climate Suspension Rate

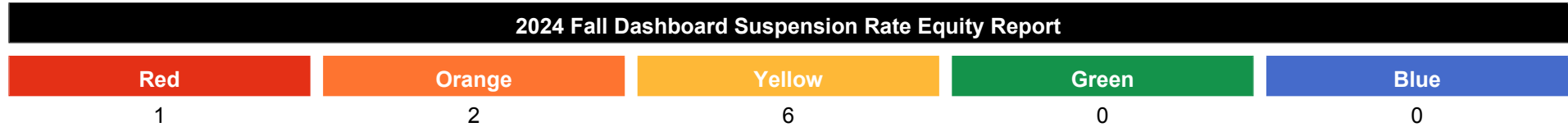
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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

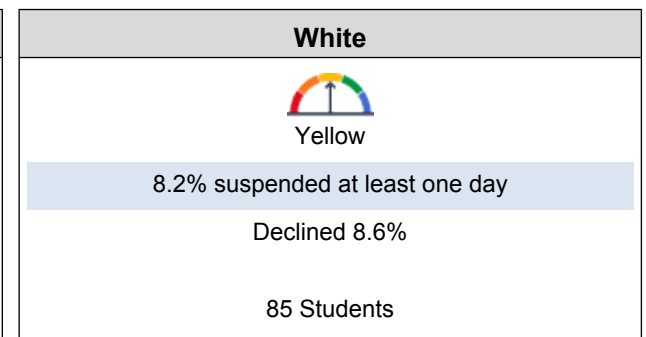
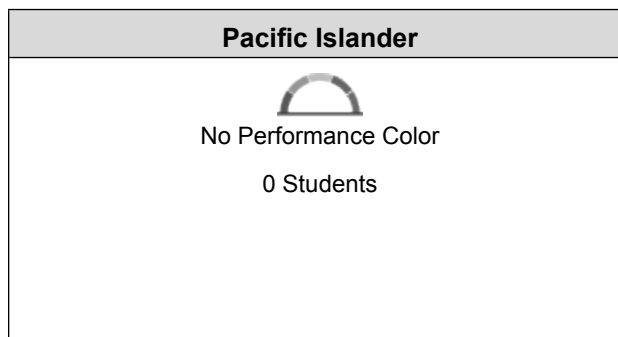
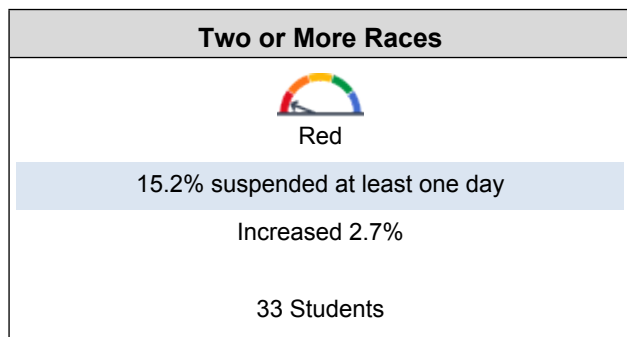
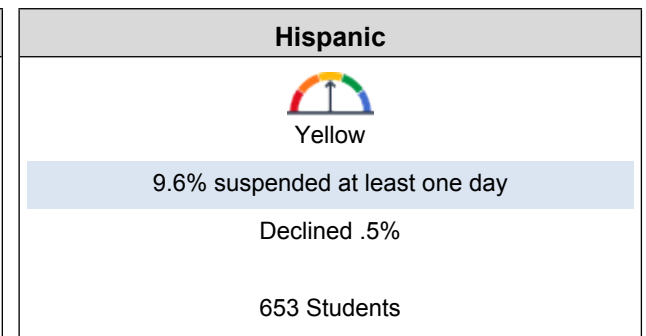
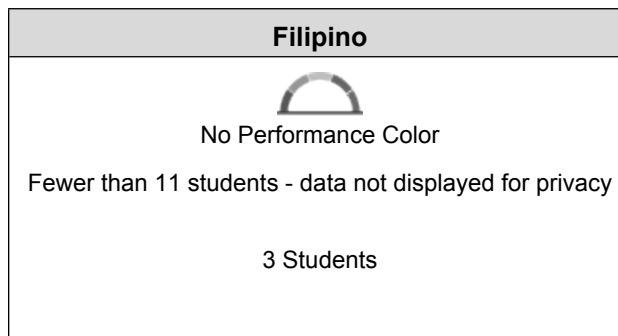
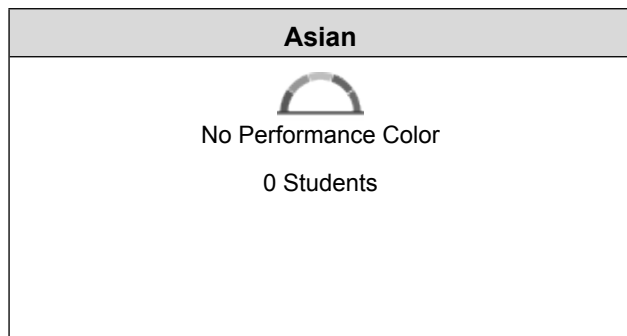
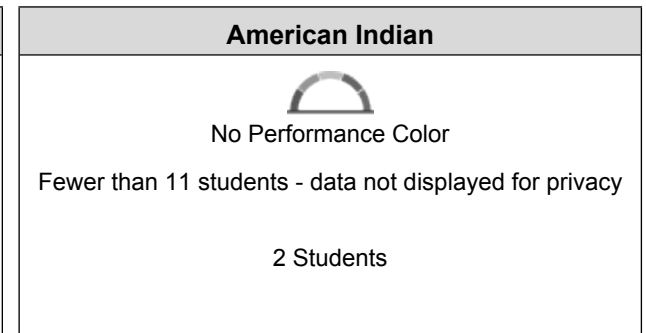
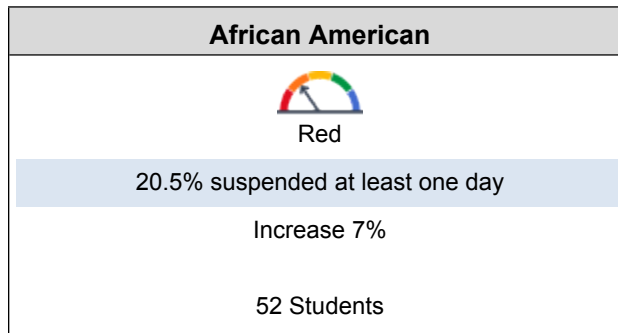
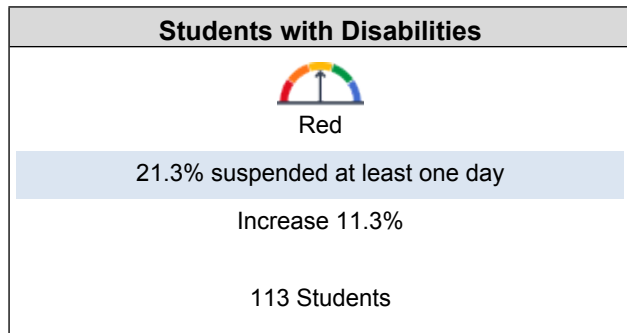
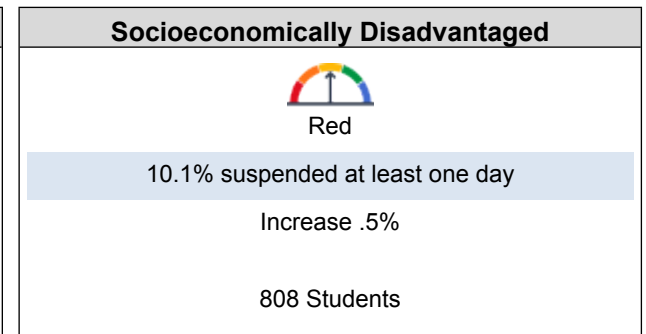
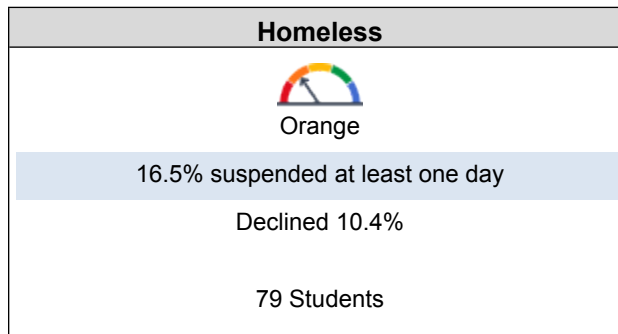
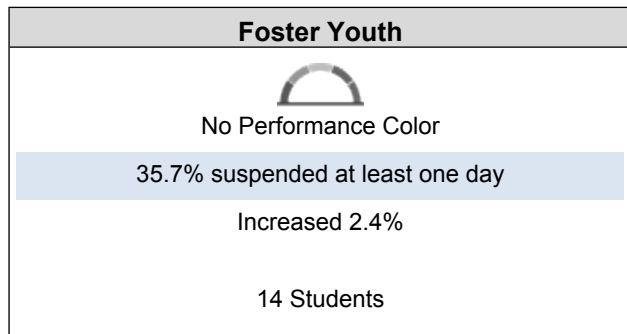


This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red	 Red	 Yellow
10.9% suspended at least one day	10.1% suspended at least one day	9.2% suspended at least one day
Increase .5%	Increase .7%	Declined 5.9%
828 Students	230 Students	141 Students



Conclusions based on this data:

1. **High Suspension Rates Across Groups:** Suspension rates are concerning across various student groups, with a significant percentage of students being suspended at least once. For instance, all students combined have a suspension rate of 15.9%, with over 800 students affected. Similarly, several subgroups, including English learners, socioeconomically disadvantaged students, and African American students, exhibit particularly high suspension rates, indicating a need for targeted interventions to address behavioral issues and improve school climate.
2. **Disparities Among Student Groups Persist:** While suspension rates are high overall, there are disparities among student groups. For example, foster youth and homeless students experience disproportionately high suspension rates compared to other groups. Additionally, African American students have a notably high suspension rate of 26.9%, suggesting potential bias or inequities in disciplinary practices that need to be addressed.
3. **Mixed Trends in Suspension Rates:** While some student groups show increases in suspension rates, others show declines. For instance, while the suspension rate for students with disabilities declined, it increased for socioeconomically disadvantaged students and Hispanic students. Understanding the factors contributing to these trends and implementing strategies to reduce suspension rates across all student groups should be a priority for promoting a positive and inclusive school environment.

Annual Review and Update

SPSA Year Reviewed: 2024-25





Goal 1 – Increased Academic Achievement

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2024/25 year the LCAP aligned goal is to maintain growth in achievement rates in the number of students meeting standards proficiency in both mathematics and language arts.

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	St. Group	Color	DFS/Percentage	Change
	All	Yellow	67 points below standard	Increase +3.3	All	 Orange	69.6 points below standard	Maintained 1.2 points
	EL	Orange	94 points below standard	Increase +3.1	EL	 Red	101.4 points below standard	Declined 4.4 points
	Hisp	Yellow	71 points below standard	Increase +3.0	Hisp	 Red	74.0 points below standard	Maintained 0.0 points
	AA	Orange	110.2 points below standard	Increase +3.0	AA	 Orange	82.3 points below standard	Increased 31.0 points
	SED	Yellow	68.5 points below standard	Increase +3.0	SED	 Red	70.5 points below standard	Maintained 1.0 points
	SWD	Orange	143.4 points below standard	Increase +3.0	SWD	 Red	155.1 points below standard	Declined 8.7 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	126.2 points below standard	Increased +3.0	All	 Orange	124.5 points below standard	Increased 4.7 points
	EL	Yellow	147.8 points below standard	Increased +3.0	EL	 Red	156.4 points below standard	Declined 5.6 points
	Hisp	Yellow	128.6 points below standard	Increased +3.0	Hisp	 Orange	127.6 points below standard	Increased 4.0 points
	AA	Yellow	174.4 points below standard	Increased +3.0				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Students with Disabilities (SWD)	SED	Yellow	126.9 points below standard	Increased +3.0	AA	 Orange	169.5 points below standard	Increased 7.9 points
	SWD	Yellow	201.9 points below standard	Increased +3.0	SED	 Orange	126.2 points below standard	Increased 3.7 points
					SWD	 Orange	193.6 points below standard	Increased 11.2 points
California Science Test	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 7.98% goal of increasing 5% to 12.98%.				25.9 below standard/2.1 points			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Yellow	43%	Increased .5%		 Orange	42.1%	Decrease -.4
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner re-designated Fluent English Proficient (RFEP) Reclassification Rate - Increase all reclassification rates over previous year's data by 3%.				English Learner re-designated Fluent English Proficient (RFEP) Reclassification Rate - maintained -.4%			
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - Increase proficiency by 5% to 16.45% of students meeting standards English Learners (EL) -Increase proficiency by 5% to 5% of students meeting standards Hispanic (Hisp)- Increase overall proficiency by 5% to 15.79 of students meeting standards African American (AA)- Increase overall proficiency by 6% to 6% of students meeting standards. Socioeconomically Disadvantaged (SED)- Increase overall proficiency by 6% to 17.45% Students with Disabilities (SWD)- Increase overall proficiency by 6% to 8.63% of students meeting standards.				8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - Increase proficiency by 4.7% English Learners (EL) - -5.6 pts Hispanic (Hisp)- 4 pts African American (AA)- 7.9 pts Socioeconomically Disadvantaged (SED)- 3.7 pts Students with Disabilities (SWD)- 11.2 pts			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance. It is expected that Painted Hills Middle School will meet all Williams obligations with 100% compliance.	100% compliance.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Creation of multi-tiered system of supports for academic improvement. This strategy will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC. Some services provided for this strategy are regular monitoring of student progress through ongoing assessment and evaluation to determine the effectiveness of interventions and make data-driven decisions for improvement.	Teachers participated in professional development. Teachers and staff attendance conferences for professional growth. We bought out multiple teacher's prep periods to lower class sizes. We provided extra duty to classified staff to assist with testing and other support services. We provided before and after school tutoring and intervention.	Professional Development (Thinking Maps or similar) stipends to increase capacity amongst staff. 1000-1999: Certificated Personnel Salaries Title I 9000	Professional Development (Thinking Maps or similar) stipends to increase capacity amongst staff. 1000-1999: Certificated Personnel Salaries Title I 6000
		Professional development conferences to enhance teaching. 1000-1999: Certificated Personnel Salaries LCFF 15000	Professional development conferences to enhance teaching. 1000-1999: Certificated Personnel Salaries LCFF 15000
		Prep buyout to support student learning and programs. 1000-1999: Certificated Personnel Salaries Title I 9000	Prep buyout to support student learning and programs. 1000-1999: Certificated Personnel Salaries Title I 9000
		Extra duty for classified classroom aides for assistance on ELPAC and other assessments. 2000-2999: Classified Personnel Salaries LCFF	Extra duty for classified classroom aides for assistance on ELPAC and other assessments. 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000	5000
		Before and after school intervention to enhance student learning. 1000-1999: Certificated Personnel Salaries Title I 6000	Before and after school intervention to enhance student learning. 1000-1999: Certificated Personnel Salaries Title I 10302
The school will prioritize the strategic utilization of books, culturally relevant materials, and supplies that affirm the identities and lived experiences of African American students and students experiencing homelessness. These resources will support student learning through high-quality first instruction and targeted intervention programs designed to close opportunity gaps.	We purchased supplies and materials for the classrooms and the school. We purchased Desmos supplementary curriculum and other online services to supplement the base curriculum.	Purchasing books and supplies to increase or improve services to students. 4000-4999: Books And Supplies LCFF 36692	Purchasing books and supplies to increase or improve services to students. 4000-4999: Books And Supplies LCFF 34000
		Purchase of supplementary curricular materials. 4000-4999: Books And Supplies LCFF 6808.96	Purchase of supplementary curricular materials. 4000-4999: Books And Supplies LCFF 6808.96
Progress will be measured using performance data from the STAR Assessment, ELA and Math CAASP, and the ELPAC, with specific attention to the achievement and growth of African American students and those experiencing homelessness.		Purchase of supplementary math curriculum to enhance student achievement. 4000-4999: Books And Supplies Title I 11000	Purchase of supplementary math curriculum to enhance student achievement. 4000-4999: Books And Supplies Title I 11000
Services under this strategy will include:			
-Providing materials and curriculum that reflect the diverse histories and experiences of African American students and highlight their contributions to society.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>-Offering resources and teaching strategies designed to meet the social-emotional and academic needs of students experiencing homelessness, ensuring a safe and inclusive learning environment.</p> <p>-Enhancing language development and acquisition programs by incorporating relatable content that resonates with diverse cultural backgrounds, ensuring equitable language proficiency growth.</p> <p>-Connecting students experiencing homelessness with additional community and school-based resources, such as tutoring, mentorship, and counseling services, to support academic success and stability.</p>			
<p>Additional support for English learners and students with disabilities, as well as Foster/homeless students. This strategy will be measured by suspension rates and student connectedness on the Panorama Survey. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed.</p>	<p>We employed paraprofessionals to assist students with disabilities in general education classrooms. We employed paraprofessionals to assist students learning English as a second language in general education classrooms. We hired supervision aides to help with supervision.</p>	<p>Paraprofessional bilingual classroom support to support English learners progress. 2000-2999: Classified Personnel Salaries Title I 30833</p> <p>Paraprofessional--Intervention classroom support 2000-2999: Classified Personnel Salaries Title I 56606</p> <p>Classroom aide for enhanced student learning, including English learners.</p>	<p>Paraprofessional bilingual classroom support to support English learners progress. 2000-2999: Classified Personnel Salaries Title I 30833</p> <p>Paraprofessional--Intervention classroom support 2000-2999: Classified Personnel Salaries Title I 56606</p> <p>Classroom aide for enhanced student learning, including English learners.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries Title I 60465	2000-2999: Classified Personnel Salaries Title I
		Classroom aide for enhanced student learning, including English learners. 2000-2999: Classified Personnel Salaries LCFF 29646.04	Classroom aide for enhanced student learning, including English learners. 2000-2999: Classified Personnel Salaries LCFF 29646.04
		Additional hours for supervision aide. 2000-2999: Classified Personnel Salaries LCFF 12000	Additional hours for supervision aide. 2000-2999: Classified Personnel Salaries LCFF 12000

Analysis

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

Overall student scores remained in ELA and showed a 4.7-point increase in Math. In contrast, English Learner (EL) students experienced declines, with a 4.4-point decrease in ELA and a 5.6-point decrease in Math.

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

One major difference between the intended implementation and actual practice was the need to reallocate resources toward increased behavioral supports and staffing for student interventions due to higher-than-anticipated disciplinary concerns. While the original plan called for a balanced deployment of academic and behavioral interventions across Tiers 1, 2, and 3, implementation revealed an urgent need to prioritize behavioral supports, particularly in Tiers 2 and 3.

Initially, Tier 1 was to include proactive schoolwide expectations, classroom management strategies, and universal SEL lessons delivered weekly. However, data showed that Tier 1 systems were not sufficient to address the volume and intensity of student behaviors. As a result, the team adjusted by assigning additional support staff—such as behavior aides and counselors—to assist with Tier 2 small group interventions and Tier 3 individualized behavior plans.

To address this gap we instituted behavior de-escalation techniques, and the use of functional behavior assessments (FBAs).

Going forward, the MTSS team will refine the tiered matrix, clearly delineating roles, entry criteria, and progress monitoring tools for academic and behavioral supports. Tier 2 behavior interventions will include Check-In/Check-Out (CICO), social skills groups, and scheduled mentor check-ins, while Tier 3 will include mental health partners.

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.

Increased focus on tiered interventions for African American students, student of two or more races, and students with disabilities will be added to continue to close achievement gaps.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Painted Hills Middle School will include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. The PHMS plan is aligned with the PSUSD district parent involvement plan.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes The goal is to improve the number of parents that took the Panorama survey by 20% from the previous school year. Parent teacher conference times and sporting events will be used to complete the survey.	We saw an increase of 68% in parent responses on 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) - Improve the overall favorability ratings over the 2023/24 Panorama survey with a strategic focus on the School Connectedness and Safety topics. Hispanic (Hisp) - Improve the overall favorability ratings over the 2023/24Panorama survey with a strategic focus on the School Connectedness and Safety topics. African American (AA) - Improve the overall favorability ratings over the 2023/24 Panorama survey with a strategic focus on the School Connectedness and Safety topics.	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Improved 2 points to 94% Hispanic (Hisp) - Improved 2 points to 94% African American (AA) - Improved 4 points to 96%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Hispanic (Hisp) - African American (AA) -	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.	Climate of Support for Academic Learning via Panorama Family All Students (ALL) - Decreased 1 point to 94% Hispanic (Hisp) - Improved 5 points to 99%. African American (AA) - Decreased 5 points to 90%.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Hispanic (Hisp) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.</p> <p>African American (AA) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.</p>	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provisions for parents, community members, and students attending meetings. This will be measured by parent responses to the Panorama Survey in regards to school connectedness. The services provided are parent workshops, student-led presentations and performances, parent support groups, and feedback mechanisms.	The services provided are parent workshops, student-led presentations and performances, parent support groups, and feedback mechanisms.	Provisions for parent meetings. 0001-0999: Unrestricted: Locally Defined LCFF 593	Provisions for parent meetings. 0001-0999: Unrestricted: Locally Defined LCFF 593
Parenting classes. This strategy will be measured by parents responses to connectedness on the Panorama Survey. The services provided are information sessions, community engagement events, and parent support groups.	The services provided are information sessions, community engagement events, and parent support groups.	Parent workshops to engage and inform PHMS families. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2525	Parent workshops to engage and inform PHMS families. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2525
Professional Development for Parent Engagement. This strategy will be measured by parents responses to connectedness on the Panorama Survey. The	The services provided are information sessions, community engagement events, and parent support groups.	Professional development - CABE or similar event 2000-2999: Classified Personnel Salaries	Professional development - CABE or similar event 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
services provided are information sessions, community engagement events, and parent support groups.		Title I Part A: Parent Involvement 1200	Title I Part A: Parent Involvement 1200

Analysis

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

The strategies and activities were implemented with a strong emphasis on strengthening parent involvement to support student success. Efforts included increased communication through multilingual platforms, parent workshops focused on academic support and ELD for adults, and more opportunities for families to engage in school decision-making through participation in committees.

These strategies have proven moderately effective. Parent participation in school events and meetings has increased, and feedback indicates stronger home-school connections. While there's still work to do to engage all families consistently—especially those from underrepresented groups—the implemented activities have laid a solid foundation for building deeper parent partnerships in support of the school's academic and climate goals.

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

There were no major differences in implementation and goals. African American student suspension dropped significantly in the prior school year by 25%. Though the suspension rate did increase this year, the two year average is still near a 19% decrease.

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

There are no planned changes to the goal, outcomes or metrics. Over the past two years, suspensions among African American students have shown an overall decline of approximately 19%. This includes a significant 25% reduction last school year, followed by an increase this year that, while concerning, does not offset the broader positive trend.



















Annual Review and Update







SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

All students attending Painted Hills Middle School will be educated in a safe bully-free and drug-free learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - Improve the overall attendance rate for all students by 1%. African American students (AA); Improve the overall attendance rate by 5%. Students with disabilities (SWD): Improve the overall attendance rate by 5%.	Student Attendance Rates All Students (ALL) - Improve the overall attendance rate for all students by 3%. African American students (AA); Improve the overall attendance rate by 5%. Students with disabilities (SWD): Improve the overall attendance rate by 5%.																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>41.1%</td><td>Decrease - 10%</td></tr><tr><td>EL</td><td>Yellow</td><td>40.4% Chronically Absent</td><td>Decrease - 5%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>40.2% Chronically Absent</td><td>Decrease - 10%</td></tr><tr><td>AA</td><td>Yellow</td><td>55.3% Chronically Absent</td><td>Decrease - 10%</td></tr><tr><td>SED</td><td>Yellow</td><td>41.1% Chronically Absent</td><td>Decrease - 10%</td></tr><tr><td>SWD</td><td>Yellow</td><td>50% Chronically Absent</td><td>Decrease - 10%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	41.1%	Decrease - 10%	EL	Yellow	40.4% Chronically Absent	Decrease - 5%	Hisp	Yellow	40.2% Chronically Absent	Decrease - 10%	AA	Yellow	55.3% Chronically Absent	Decrease - 10%	SED	Yellow	41.1% Chronically Absent	Decrease - 10%	SWD	Yellow	50% Chronically Absent	Decrease - 10%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Red</td><td>49.8% Chronically Absent</td><td>Declined -8%</td></tr><tr><td>EL</td><td> Red</td><td>45.6% Chronically Absent</td><td>Declined - 7.3%</td></tr><tr><td>Hisp</td><td> Red</td><td>48.5% Chronically Absent</td><td>Declined -8%</td></tr><tr><td>AA</td><td> Red</td><td>58.5% Chronically Absent</td><td>Declined - 9.5%</td></tr><tr><td>SED</td><td> Red</td><td>49.8% Chronically Absent</td><td>Declined -8%</td></tr><tr><td>SWD</td><td> Red</td><td>59.5% Chronically Absent</td><td>Declined - 9.3%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Red	49.8% Chronically Absent	Declined -8%	EL	 Red	45.6% Chronically Absent	Declined - 7.3%	Hisp	 Red	48.5% Chronically Absent	Declined -8%	AA	 Red	58.5% Chronically Absent	Declined - 9.5%	SED	 Red	49.8% Chronically Absent	Declined -8%	SWD	 Red	59.5% Chronically Absent	Declined - 9.3%
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	41.1%	Decrease - 10%																																																							
EL	Yellow	40.4% Chronically Absent	Decrease - 5%																																																							
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St. Group	Color	DFS/Percentage	Change																																																							
All	 Red	49.8% Chronically Absent	Declined -8%																																																							
EL	 Red	45.6% Chronically Absent	Declined - 7.3%																																																							
Hisp	 Red	48.5% Chronically Absent	Declined -8%																																																							
AA	 Red	58.5% Chronically Absent	Declined - 9.5%																																																							
SED	 Red	49.8% Chronically Absent	Declined -8%																																																							
SWD	 Red	59.5% Chronically Absent	Declined - 9.3%																																																							
Suspension Rates: All Students (ALL)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr></table>	St. Group	Color	DFS/Percentage	Change	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr></table>	St. Group	Color	DFS/Percentage	Change																																																
St. Group	Color	DFS/Percentage	Change																																																							
St. Group	Color	DFS/Percentage	Change																																																							

Metric/Indicator	Expected Outcomes				Actual Outcomes			
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	10.4% suspended at least one day	Decrease - 12.9%	All	 Red	10.9% suspended at least one day	Increase .5%
	EL	Yellow	7.9% suspended at least one day	Decrease - 3%	EL	 Red	10.1% suspended at least one day	Increase .7%
	Hisp	Yellow	13.1% suspended at least one day	Decrease - 3%	Hisp	 Yellow	9.6% suspended at least one day	Declined .5%
	AA	Yellow	20% suspended at least one day	Decrease - 6.9%	AA	 Red	20.5% suspended at least one day	Increase 7%
	SED	Yellow	13.1% suspended at least one day	Decrease - 3%	SED	 Red	10.1% suspended at least one day	Increase .5%
	SWD	Yellow	10% suspended at least one day	Decrease - 3.9%	SWD	 Red	21.3% suspended at least one day	Increase 11.3%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - .5% 3 students.				Expulsion Rates All Students (ALL)--3 English Learner (EL)-0 Hispanic (Hisp)-1 African American (AA)-1 Two or more races-1			
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) - (47%) Hispanic (Hisp.) - (48%) African American (AA) - (39%)				Panorama Survey – School Connectedness All Students (ALL) - (51%) up 4% English Learner (EL) - (43%) down 4% Hispanic (Hisp.) - (53%) up 5% African American (AA) - (48%) up 9%			
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - (55%) English Learner (EL) - (55%) Hispanic (Hisp) - (56%) African American (AA) - (47%)				Panorama Survey – School Safety Perception All Students (ALL) - (59%) up 4% English Learner (EL) - (55%) same Hispanic (Hisp) - (60%) up 4% African American (AA) - (43%) down 4%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results. It is expected that 100% compliance will be met.				Williams Facilities Inspection Results.100% compliance.			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Clerical support to assist students and families. This strategy will be measured by parents responses to connectedness on the Panorama Survey.</p> <p>Some services provided by this strategy are:</p> <ul style="list-style-type: none"> -Offering translation services and creating materials in accessible formats to ensure all families can fully engage with school communications, regardless of language barriers or other challenges. -Ensuring clerical staff are trained to communicate effectively and respectfully with families experiencing homelessness, acknowledging their experiences and addressing their specific concerns. -Answering phone calls and responding to emails with a focus on empathy and problem-solving to address the immediate and long-term needs of students and their families. -Supporting families experiencing homelessness by distributing critical resources and information about available services, such as housing assistance, food 	<ul style="list-style-type: none"> -Offering translation services and creating materials in accessible formats to ensure all families can fully engage with school communications, regardless of language barriers or other challenges. -Ensuring clerical staff are trained to communicate effectively and respectfully with families experiencing homelessness, acknowledging their experiences and addressing their specific concerns. -Answering phone calls and responding to emails with a focus on empathy and problem-solving to address the immediate and long-term needs of students and their families. -Supporting families experiencing homelessness by distributing critical resources and information about available services, such as housing assistance, food programs, and transportation support. 	<p>Provide two additional hours for office specialist to support the students, staff, and families. 2000-2999: Classified Personnel Salaries LCFF 24415</p> <p>Additional hours by timecard for classified employees. 2000-2999: Classified Personnel Salaries Title I 2500</p>	<p>Provide two additional hours for office specialist to support the students, staff, and families. 2000-2999: Classified Personnel Salaries LCFF</p> <p>Additional hours by timecard for classified employees. 2000-2999: Classified Personnel Salaries Title I 2500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
programs, and transportation support.			
Students are awarded positive merits for demonstrating appropriate behavior related to site expectations. This strategy will be measured by student responses regarding school connectedness on the Panorama Survey. Some services provided by this strategy are an implementation of evidence-based strategies for reinforcing positive behavior, such as praise, acknowledgment, and positive reinforcement techniques in classrooms, hallways, and other school settings.	Some services provided by this strategy are an implementation of evidence-based strategies for reinforcing positive behavior, such as praise, acknowledgment, and positive reinforcement techniques in classrooms, hallways, and other school settings	Incentives will be purchased (Shirts, hats, water bottles, etc). 5000-5999: Services And Other Operating Expenditures LCFF 10000	Incentives will be purchased (Shirts, hats, water bottles, etc). 5000-5999: Services And Other Operating Expenditures LCFF 10000
		The facilitation of field trips to enhance learning and engagement for students. The use of funds for bussing, entrance fees, and associated costs of field trips for educational purposes. 0001-0999: Unrestricted: Locally Defined LCFF 8000	The facilitation of field trips to enhance learning and engagement for students. The use of funds for bussing, entrance fees, and associated costs of field trips for educational purposes. 0001-0999: Unrestricted: Locally Defined LCFF 8000
School culture, inclusivity, and team building development. This strategy will be measured by student responses to connectedness on the Panorama Survey. Some services provided by this strategy are: -Providing training and resources on conflict resolution skills and restorative practices to help students resolve conflicts peacefully. -Promote accountability, and restore relationships within the school community. -(Specific to African American and Homeless Youth--ATSI identified groups) Assign trained mentors to provide support for students, focusing on academic progress, personal development, and navigating challenges.	Some services provided by this strategy are: -Providing training and resources on conflict resolution skills and restorative practices to help students resolve conflicts peacefully. -Promote accountability, and restore relationships within the school community. -(Specific to African American and Homeless Youth--ATSI identified groups) Assign trained mentors to provide support for students, focusing on academic progress, personal development, and navigating challenges.	We recognize the need for students socio-emotional needs to be met. Systematic programs will be brought in to encourage team building and empathy amongst students. We will time card staff to come in and help with new student orientation before school year begins. 1000-1999: Certificated Personnel Salaries LCFF 7500	We recognize the need for students socio-emotional needs to be met. Systematic programs will be brought in to encourage team building and empathy amongst students. We will time card staff to come in and help with new student orientation before school year begins. 1000-1999: Certificated Personnel Salaries LCFF 7500
		Creation of a system for the purpose of mentoring and monitoring the progress of students experiencing	Creation of a system for the purpose of mentoring and monitoring the progress of students experiencing

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>-(Specific to African American and Homeless Youth--ATSI identified groups) Assign trained mentors to provide support for students, focusing on academic progress, personal development, and navigating challenges.</p> <p>-(Specific to African American and Homeless Youth--ATSI identified groups) Develop a data-driven system to monitor attendance, grades, and behavioral data, identifying students in need of additional support and providing timely interventions.</p> <p>-(Specific to African American and Homeless Youth--ATSI identified groups) Regularly meet with students to set and review personal, academic, and career goals, ensuring alignment with their interests and aspirations.</p>	<p>-(Specific to African American and Homeless Youth--ATSI identified groups) Develop a data-driven system to monitor attendance, grades, and behavioral data, identifying students in need of additional support and providing timely interventions.</p> <p>-(Specific to African American and Homeless Youth--ATSI identified groups) Regularly meet with students to set and review personal, academic, and career goals, ensuring alignment with their interests and aspirations.</p>	<p>homelessness and African American students. Facilitating affinity groups for students experiencing homelessness and African American students. Prep buyouts for timecards, tutoring, and supplies.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 8000</p>	<p>homelessness and African American students. Facilitating affinity groups for students experiencing homelessness and African American students. Prep buyouts for timecards, tutoring, and supplies.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 8000</p>

Analysis

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

The implementation of strategies to ensure a safe, bully-free, and drug-free learning environment at Painted Hills Middle School was carried out through a combination of preventative education, positive behavior supports, and increased campus supervision. Key activities included the use of Positive Supports Incentives, anti-bullying talks, drug prevention programs, and staff training in restorative practices.

Overall, these strategies have been moderately effective. Local data shows a decline in suspension rates, especially among key subgroups, and increased student reports of feeling safe at school. While some challenges remain, particularly in sustaining consistent behavior expectations schoolwide, the combined efforts of staff, students, and families have contributed to a more positive and supportive school climate. Continued focus on student voice and parent partnerships will further strengthen the effectiveness of these initiatives. While the Panorama data reflects that perceptions of School Connectedness and Safety remain around 50%, there is a sense of urgency around these findings. These metrics signal a need for targeted interventions to improve students' sense of belonging and physical/emotional safety on campus.

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

No major discrepancies in the budget and the actuals.

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.

Increased tracking of student perception data (e.g., school climate surveys) to better measure feelings of safety and inclusion. There was an increase in suspension for students of two or more races. Though this group consists of 33 students, which can fluctuate greatly, this will need to be addressed.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2024/25 year the LCAP aligned goal is to maintain growth in achievement rates in the number of students meeting standards proficiency in both mathematics and language arts.

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. ELA: By June 2026, students in grades 6-8 will demonstrate improved reading comprehension across core content

areas as measured by a 3 % increase in the percentage of students meeting or exceeding standards on the CAASPP ELA assessment. By the end of the 2026 school year, the percentage of students in grades 6-8 who achieve a performance level of "Standard Met" (Level 3) or higher in mathematics will increase by 5%, reducing the number of students in the "Standard Not Met" (Level 1) category from 68.95% to 53.95%.

Identified Need













ELA Indicator – The Fall 2024 California School Dashboard shows that the school's performance in ELA is at the Low performance level. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Achievement gaps can be seen within the subgroups of Hispanic students, Socioeconomically Disadvantaged students, EL students, and students with disabilities compared to all students. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.




Math Indicator – The Fall 2024 California School Dashboard shows that the school's performance in Math is at the Low performance level. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Achievement gaps can be seen within the subgroups of EL students compared to all students. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for students choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

Science Indicator- On the CAST students scored 25.9 points below standard. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

SSC reviewed student academic achievement on 9/24/24. Based on the data, a few ideas proposed include increasing funding for before- and after-school intervention programs and providing professional development for teachers focused on English Learner (EL) strategies, including adding more hours to the EL support staff.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	69.6 points below standard	Maintained 1.2 points	All	Yellow	64.6 points below standard	Increase 5 points
	EL	 Red	101.4 points below standard	Declined 4.4 points	EL	Orange	96.4 points below standard	Increase 5 points
	Hisp	 Red	74.0 points below standard	Maintained 0.0 points	Hisp	Yellow	69.0 points below standard	Increase 5 points
	AA	 Orange	82.3 points below standard	Increased 31.0 points	AA	Orange	77.3 points below standard	Increase 5 points
	SED	 Red	70.5 points below standard	Maintained 1.0 points	SED	Yellow	65.5 points below standard	Increase 5 points
	SWD	 Red	155.1 points below standard	Declined 8.7 points	SWD	Yellow	150.1 points below standard	Increase 5 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	124.5 points below standard	Increased 4.7 points	All	Orange	120.5 points below standard	Increase 4 points
	EL	 Red	156.4 points below standard	Declined 5.6 points	EL	Orange	151.4 points below standard	Increase 5 points
	Hisp	 Orange	127.6 points below standard	Increased 4.0 points	Hisp	Orange	122.6 points below standard	Increase 5 points
	AA	 Orange	169.5 points below standard	Increased 7.9 points	AA	Orange	164.5 points below standard	Increase 5 points
	SED	 Orange	126.2 points below standard	Increased 3.7 points	SED	Orange	121.2 points below standard	Increase 5 points
	SWD	 Orange	193.6 points below standard	Increased 11.2 points	SWD	Orange	190.6 points below standard	Increase 3 points

Metric/Indicator	Baseline	Expected Outcome																
California School Dashboard - CAST	California Science Test - baseline	California Science Test - 25.9 below standard																
California School Dashboard - English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Orange</td><td>42.1%</td><td>Decrease - .4</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Orange	42.1%	Decrease - .4	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Yellow</td><td>44.1%</td><td>Increase 2 percent</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Yellow	44.1%	Increase 2 percent
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Orange	42.1%	Decrease - .4															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Yellow	44.1%	Increase 2 percent															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 8.02%	English Learner re-designated Fluent English Proficient (RFEP) Reclassification Rate - Increase all reclassification rates over previous year's data by 3% to 11.02%																
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 11.45% English Learners (EL) - 0% Hispanic (Hisp)- 9.79% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 11.45% Students with Disabilities (SWD)- 2.63%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - Increase proficiency by 5% to 16.45% of students meeting standards English Learners (EL) -Increase proficiency by 5% to 5% of students meeting standards Hispanic (Hisp)- Increase overall proficiency by 5% to 15.79 of students meeting standards African American (AA)- Increase overall proficiency by 6% to 6% of students meeting standards. Socioeconomically Disadvantaged (SED)- Increase overall proficiency by 6% to 17.45% Students with Disabilities (SWD)- Increase overall proficiency by 6% to 8.63% of students meeting standards.																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance Full compliance in all areas.	Williams Textbook/Materials Compliance. It is expected that Painted Hills Middle School will meet all Williams obligations with 100% compliance.																

Planned Strategies/Activities

Strategy/Activity 1

Creation of multi-tiered system of supports for academic improvement. This strategy will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC. Some services provided for this strategy are regular monitoring of student progress through ongoing assessment and evaluation to determine the effectiveness of interventions and make data-driven decisions for improvement.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07.01.24-06.30.25

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

18000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Prep buyout to support student learning and programs.

Amount

16394

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Prep buyout to support student learning and lower class size.

Strategy/Activity 2

The school will prioritize the strategic utilization of books, culturally relevant materials, and supplies that affirm the identities and lived experiences of African American students and students experiencing homelessness. These resources will support student learning through high-quality first instruction and targeted intervention programs designed to close opportunity gaps.

Progress will be measured using performance data from the STAR Assessment, ELA and Math CAASP, and the ELPAC, with specific attention to the achievement and growth of African American students and those experiencing homelessness.

Services under this strategy will include:

-Providing materials and curriculum that reflect the diverse histories and experiences of African American students and highlight their contributions to society.

-Offering resources and teaching strategies designed to meet the social-emotional and academic needs of students experiencing homelessness, ensuring a safe and inclusive learning environment.

-Enhancing language development and acquisition programs by incorporating relatable content that resonates with diverse cultural backgrounds, ensuring equitable language proficiency growth.

-Connecting students experiencing homelessness with additional community and school-based resources, such as tutoring, mentorship, and counseling services, to support academic success and stability.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07.01.24- 06.30.25

Person(s) Responsible

Principal; PHMS department leads for 2024/25 school year.

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchasing books and supplies to increase or improve services to students.
Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for PLTW class.

Strategy/Activity 3

Additional support for English learners. This strategy will be measured by ELPAC progress and CAASPP ELA scores. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed. The specific strategy is to increase ELs speaking during class time by providing professional development and feedback to staff on interactive student strategies like think pair share or directed discourse.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

07.01.24- 06.30.25

Person(s) Responsible

Principal/APs/Intervention team/ELD team

Proposed Expenditures for this Strategy/Activity

Amount

30833

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Paraprofessional bilingual classroom support to support English learners progress.

Amount

58000

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Classroom aide for enhanced student learning, including English learners.

Strategy/Activity 4

Additional support for students with disabilities and Foster/homeless students. This strategy will be measured by CAASPP ELA progress. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07.01.24- 06.30.25

Person(s) Responsible

Principal/APs/Intervention team/SPED lead

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional hours for supervision aides.
Amount	5119
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional hours for before and after school intervention to enhance student learning and behavior.
Amount	30000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional hours for senior para professional to enhance student learning and to assist in implementing strategies to enhance EL speaking.
Amount	56606
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional--Intervention classroom support

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Painted Hills Middle School will include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. The PHMS plan is aligned with the PSUSD district parent involvement plan.

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

There is a need to connect and collaborate with families and the Painted Hills educational community. The participation rate for the Panorama Survey was extremely low and having more parents participate will be a big focus for the upcoming school year.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes: A total of 33 parents took the Panorama Survey during the 2023/24 school year. Goal is 20%.	Parent Participation in Stakeholder Input Processes The goal improved by 68%.
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) - 92% reported favorable ratings. Hispanic (Hisp) - 91% reported favorable ratings. African American (AA) - Unable to report due to privacy restrictions.	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - up 2% to 94% Hispanic (Hisp) - 94% African American (AA) - 96%
Climate of Support for Academic Learning via Panorama Family	Climate of Support for Academic Learning via Panorama Family	Climate of Support for Academic Learning via Panorama Family All Students (ALL) - down 1% to 94%

Metric/Indicator	Baseline	Expected Outcome
Climate Survey All Students (ALL) - Hispanic (Hisp) - African American (AA) -	Climate Survey All Students (ALL) - 95% reported favorable ratings. Hispanic (Hisp) - 94% reported favorable ratings. African American (AA) - Unable to report due to privacy restrictions.	Hispanic (Hisp) - 97% African American (AA) - 86%

Planned Strategies/Activities

Strategy/Activity 1

Provisions for parents, community members, and students attending meetings. This will be measured by parent responses to the Panorama Survey in regards to school connectedness. The services provided are parent workshops, student-led presentations and performances, parent support groups, and feedback mechanisms.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07.01.23-06.30.24

Person(s) Responsible

Family Engagement Specialist/School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	593
Source	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Provisions for parent meetings.

Strategy/Activity 2

Parenting classes. This strategy will be measured by parents responses to connectedness on the Panorama Survey. The services provided are information sessions, community engagement events, and parent support groups.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07.01.24-6.30.25

Person(s) Responsible

Principal; Teacher

Proposed Expenditures for this Strategy/Activity

Amount

2159

Source

Title I Part A: Parent Involvement

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Parent workshops to engage and inform PHMS families.

Strategy/Activity 3

Professional Development for Parent Engagement. This strategy will be measured by parents responses to connectedness on the Panorama Survey. The services provided are information sessions, community engagement events, and parent support groups.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07.01.24- 06.30.25

Person(s) Responsible

School secretary; Principal

Proposed Expenditures for this Strategy/Activity

Amount

1200

Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Professional development - CABE or similar event

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

All students attending Painted Hills Middle School will be educated in a safe bully-free and drug-free learning environment.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students. By the end of the 2025-26 school year, Painted Hills Middle School will reduce the percentage of students classified as chronically absent by 5%.

Identified Need

Although Chronic absenteeism rates have improved, they remain red/very low for two or more races. which is about 33 students. We will be a focus on the number of days a student misses throughout the school year. While there has been some improvement in chronic absenteeism rates, it is important to note that they still remain unacceptably high. When students are consistently absent, they miss out on valuable classroom instruction, engagement with their peers, and opportunities for hands-on learning. This can lead to academic gaps, lower achievement, and difficulties in keeping up with the curriculum.

Suspension rates for students of two or more races is higher than the average of the school. In terms of addressing the issue of disproportionate suspension rates requires a multi-faceted approach that promotes equity, cultural competency, and restorative practices. Staff has gone through training, and will require additional training, to recognize and limit implicit biases, develop a deeper understanding of cultural diversity, and implement strategies that foster a more inclusive and supportive learning environment. Through local metrics, we believe suspension rates will rise based. This will be an issue that needs to be addressed.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - As of 5/13/25 the overall attendance rate for all students is 88.8%. Up 1.6% from a year ago.	Student Attendance Rates All Students (ALL) - Improve the overall attendance rate for all students by 1.6%								
Chronic Absenteeism Rates All Students (ALL))	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr></table>	St. Group	Color	DFS/Percentage	Change	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr></table>	St. Group	Color	DFS/Percentage	Change
St. Group	Color	DFS/Percentage	Change							
St. Group	Color	DFS/Percentage	Change							

Metric/Indicator	Baseline				Expected Outcome			
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Red	49.8% Chronically Absent	Declined - 8%	All	Orange	45%	Declined - 4.8%
	EL	Red	45.6% Chronically Absent	Declined - 7.3%	EL	Yellow	38%	Declined Sig. - 7.6%
	Hisp	Red	48.5% Chronically Absent	Declined - 8%	Hisp	Orange	43%	Declined - 5.5%
	AA	Red	58.5% Chronically Absent	Declined - 9.5%	AA	Yellow	43%	Declined - 15.5%
	SED	Red	49.8% Chronically Absent	Declined - 8%	SED	Orange	45%	Declined - 4.8%
	SWD	Red	59.5% Chronically Absent	Declined - 9.3%	SWD	Orange	53%	Declined - 6.5%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Red	10.9% suspended at least one day	Increase .5%	All	Red	11%	Increase .8%
	EL	Red	10.1% suspended at least one day	Increase .7%	EL	Red	9.5%	Increase .3%
	Hisp	Yellow	9.6% suspended at least one day	Declined .5%	Hisp	Orange	9.4%	Declined .9%
	AA	Red	20.5% suspended at least one day	Increase 7%	AA	Red	20%	Increase 6.5%
	SED	Red	10.1% suspended at least one day	Increase .5%	SED	Red	11%	Increase .8%
	SWD	Red	21.3% suspended at least one day	Increase 11.3%	SWD	Red	21.5%	Increase 8.4%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0.26% (2023/2024) 2 students				Expulsion Rates All Students (ALL) - .5% 3 students.			
Panorama Survey – School Connectedness	Panorama Survey - School Connectedness All Students (ALL) - (45%)				Panorama Survey – School Connectedness All Students (ALL) - (51%)			

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) - (51%) Hispanic (Hisp.) - (45%) African American (AA) - (50%)	English Learner (EL) - (47%) Hispanic (Hisp.) - (48%) African American (AA) - (39%)
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Perception All Students (ALL) - 58% English Learner (EL) - 57% Hispanic (Hisp) - 59% African American (AA) - 47%	Panorama Survey – School Safety Perception All Students (ALL) - 55% English Learner (EL) - (51%) Hispanic (Hisp) - (53%) African American (AA) - (48%)
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% Williams compliant	Williams Facilities Inspection Results. It is expected that 100% compliance will be met.

Planned Strategies/Activities

Strategy/Activity 1

Clerical support to assist students and families. This strategy will be measured by parents responses to connectedness on the Panorama Survey.

Some services provided by this strategy are:

- Offering translation services and creating materials in accessible formats to ensure all families can fully engage with school communications, regardless of language barriers or other challenges.
- Ensuring clerical staff are trained to communicate effectively and respectfully with families experiencing homelessness, acknowledging their experiences and addressing their specific concerns.
- Answering phone calls and responding to emails with a focus on empathy and problem-solving to address the immediate and long-term needs of students and their families.
- Supporting families experiencing homelessness by distributing critical resources and information about available services, such as housing assistance, food programs, and transportation support.

Students to be Served by this Strategy/Activity

X English Learner

- ☒ Foster Youth
- ☒ Specific Student Groups:
African American students and students experiencing homelessness.

Timeline

07.01.24- 06.30.25

Person(s) Responsible

Principal/APs

Proposed Expenditures for this Strategy/Activity

Amount	24415
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide two additional hours for office specialist to support the students, staff, and families.
Amount	1619
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional hours by timecard for classified employees.

Strategy/Activity 2

Students are awarded positive merits for demonstrating appropriate behavior related to site expectations. This strategy will be measured by student responses regarding school connectedness on the Panorama Survey. Some services provided by this strategy are an implementation of evidence-based strategies for reinforcing positive behavior, such as praise, acknowledgment, and positive reinforcement techniques in classrooms, hallways, and other school settings.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
African American students and students experiencing homelessness.

Timeline

07.01.24- 06.30.25

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Incentives will be purchased (Shirts, hats, water bottles, etc).
Amount	5000
Source	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	The facilitation of field trips to enhance learning and engagement for students. The use of funds for bussing, entrance fees, and associated costs of field trips for educational purposes.

Strategy/Activity 3

School culture, inclusivity, and team building development. This strategy will be measured by student responses to connectedness on the Panorama Survey.

Some services provided by this strategy are:

- Providing training and resources on conflict resolution skills and restorative practices to help students resolve conflicts peacefully.
- Promote accountability, and restore relationships within the school community.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Specific Student Groups: African American students, students of two or more races, homeless youth

Timeline

07.01.24- 06.30.25

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	We recognize the need for students socio-emotional needs to be met. Systematic programs will be brought in to encourage team building and empathy amongst students. We will time card staff to come in and help with new student orientation before school year begins.
Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Creation of a system for the purpose of mentoring and monitoring the progress of students experiencing homelessness and African American students. Facilitating affinity groups for students experiencing homelessness and African American students. Prep buyouts for timecards, tutoring, and supplies.

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2025 - June 30, 2026	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
Middle School Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	2,962	Title IV

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.

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	\$166,811
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$312,938.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	163,452	0.00
Title I Part A: Parent Involvement	3,359	0.00
LCFF	146,127	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	\$163,452.00
Title I Part A: Parent Involvement	\$3,359.00

Subtotal of additional federal funds included for this school: \$166,811.00

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

State or Local Programs	Allocation (\$)
LCFF	\$146,127.00

Subtotal of state or local funds included for this school: \$146,127.00

Total of federal, state, and/or local funds for this school: \$312,938.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	146,127.00
Title I	163,452.00
Title I Part A: Parent Involvement	3,359.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,593.00
1000-1999: Certificated Personnel Salaries	49,513.00
2000-2999: Classified Personnel Salaries	216,832.00
4000-4999: Books And Supplies	31,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	5,593.00
1000-1999: Certificated Personnel Salaries	LCFF	33,119.00
2000-2999: Classified Personnel Salaries	LCFF	66,415.00
4000-4999: Books And Supplies	LCFF	31,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	16,394.00
2000-2999: Classified Personnel Salaries	Title I	147,058.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,359.00

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
James Oliger		X			
Esmeralda Rodriguez		X			
Dr. James Prager			X		
Mr. Mark Acker	X				
Steffany De La Torre		X			
Tanaiah Mitchell		X			
Tricina Sheppard				X	
Matthew Rittenhouse				X	
Jordan Miller					X
Ashley Marquez					X
Penelope Williamson					X
Yvonne Lopez				X	
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



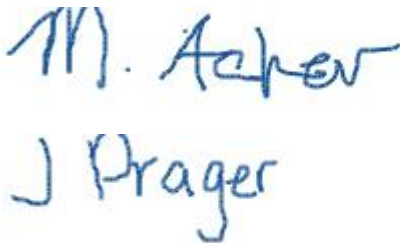
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 29, 2025.

Attested:



Principal, Mr. Mark Acker on 5/1/25

SSC Chairperson, James Prager on 5/1/25

Title I and LCFF Funded Program Evaluation

Goal #1:

Palm Springs Unified School District Long Term Academic Achievement Goal:
All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2024/25 year the LCAP aligned goal is to maintain growth in achievement rates in the number of students meeting standards proficiency in both mathematics and language arts.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Creation of multi-tiered system of supports for academic improvement. This strategy will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC. Some services provided for this strategy are regular monitoring of student progress through ongoing assessment and evaluation to determine the effectiveness of interventions and make data-driven decisions for improvement.</p>			
<p>The school will prioritize the strategic utilization of books, culturally relevant materials, and supplies that affirm the identities and lived experiences of African American students and students experiencing homelessness. These resources will support student learning through high-quality first instruction and targeted intervention programs designed to close opportunity gaps.</p> <p>Progress will be measured using performance data from the STAR Assessment, ELA and Math CAASP, and the ELPAC, with specific attention to the achievement and growth of African American students and those experiencing homelessness.</p> <p>Services under this strategy will include:</p> <p>-Providing materials and curriculum that reflect the diverse histories and</p>			

<p>experiences of African American students and highlight their contributions to society.</p> <p>-Offering resources and teaching strategies designed to meet the social-emotional and academic needs of students experiencing homelessness, ensuring a safe and inclusive learning environment.</p> <p>-Enhancing language development and acquisition programs by incorporating relatable content that resonates with diverse cultural backgrounds, ensuring equitable language proficiency growth.</p> <p>-Connecting students experiencing homelessness with additional community and school-based resources, such as tutoring, mentorship, and counseling services, to support academic success and stability.</p>			
<p>Additional support for English learners. This strategy will be measured by ELPAC progress and CAASPP ELA scores. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed. The specific strategy is to increase ELs speaking during class time by providing professional development and feedback to staff on interactive student strategies like think pair share or directed discourse.</p>			
<p>Additional support for students with disabilities and Foster/homeless students. This strategy will be measured by CAASPP ELA progress. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed.</p>			

Goal #2:
<p>Painted Hills Middle School will include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. The PHMS plan is aligned with the PSUSD district parent involvement plan.</p>

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
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	<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>
Provisions for parents, community members, and students attending meetings. This will be measured by parent responses to the Panorama Survey in regards to school connectedness. The services provided are parent workshops, student-led presentations and performances, parent support groups, and feedback mechanisms.			
Parenting classes. This strategy will be measured by parents responses to connectedness on the Panorama Survey. The services provided are information sessions, community engagement events, and parent support groups.			
Professional Development for Parent Engagement. This strategy will be measured by parents responses to connectedness on the Panorama Survey. The services provided are information sessions, community engagement events, and parent support groups.			

Goal #3:

All students attending Painted Hills Middle School will be educated in a safe bully-free and drug-free learning environment.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Clerical support to assist students and families. This strategy will be measured by parents responses to connectedness on the Panorama Survey. Some services provided by this strategy are: -Offering translation services and creating materials in accessible formats to ensure all families can fully engage with school communications, regardless of			

<p>language barriers or other challenges.</p> <p>-Ensuring clerical staff are trained to communicate effectively and respectfully with families experiencing homelessness, acknowledging their experiences and addressing their specific concerns.</p> <p>-Answering phone calls and responding to emails with a focus on empathy and problem-solving to address the immediate and long-term needs of students and their families.</p> <p>-Supporting families experiencing homelessness by distributing critical resources and information about available services, such as housing assistance, food programs, and transportation support.</p>			
<p>Students are awarded positive merits for demonstrating appropriate behavior related to site expectations. This strategy will be measured by student responses regarding school connectedness on the Panorama Survey. Some services provided by this strategy are an implementation of evidence-based strategies for reinforcing positive behavior, such as praise, acknowledgment, and positive reinforcement techniques in classrooms, hallways, and other school settings.</p>			
<p>School culture, inclusivity, and team building development. This strategy will be measured by student responses to connectedness on the Panorama Survey.</p> <p>Some services provided by this strategy are:</p> <p>-Providing training and resources on conflict resolution skills and restorative practices to help students resolve conflicts peacefully.</p> <p>-Promote accountability, and restore relationships within the school community.</p>			

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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