



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

Palm Springs High School

Address2401 East Baristo Road
Palm Springs, CA 92262**County-District-School (CDS) Code**

33-67173-3335130

Principal

Michael Ventura

| | |
|---|--------------------------------------|
| District Name | Palm Springs Unified School District |
| SPSA Revision Date | 7/1/2025 - 6/30/2026 |
| Schoolsite Council (SSC) Approval Date | May 16, 2025 |
| Local Board Approval Date | June 24, 2025 |

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

PSHS Vision and Mission Statement

Palm Springs High School is a traditional public high school striving to maximize

- our overall graduation rate, and
- the number of students achieving the A-G University of California subject requirements.

We offer a number of specialized programs designed to meet the learning needs of a diverse student body, including an internationally renowned music and drama program, high-achieving athletic programs, and a California Partnership Academy in the health. We also strive to keep our students engaged through a vast array of extracurricular athletics and other activities.

The school's purpose is reflected by the mission statement, drafted with input from the entire faculty and aligned with the mission statement of Palm Springs Unified School District.

The mission statement reads, "Palm Springs High School is committed to preparing our students to be productive, responsible individuals and lifelong learners by providing for their intellectual, cultural, and career development."

School Profile

Palm Springs High School, home of the Indians, opened its doors to the community in 1938. Throughout its history, it has experienced numerous changes and substantial growth. Today, Palm Springs High School offers a comprehensive high school program to approximately 1500 students and 75 faculty members to serve them. The school is situated on a 52-acre site, serving the communities of both Palm Springs and North Palm Springs. The school reflects a diverse population, which includes Caucasian, Hispanic, African American, Filipino and other Asian groups. The ethnic balance of Palm Springs High School is as follows: 71% Hispanic, 13% Caucasian, 6% African American, and 10% other with 100% of the students receiving free or reduced lunch in the 2023-24 school year. Throughout its history, Palm Springs High School has maintained its commitment to the pursuit of academic excellence providing a widely diversified educational base spanning the spectrum of vocational to dual enrollment courses and advanced placement offerings. The high school received a six-year accreditation in March of 2019 from the Western Association of Schools and Colleges (WASC) and with an additional mid-cycle visit in November of 2021 granting accreditation through June 2025. Every student is provided with a strong academic curriculum focused on preparing for careers and fostering lifelong learning. Students can elect a rigorous course of study as freshmen by enrolling in the Honors classes offered in English, science, mathematics, and Spanish and then continue their studies from among the eighteen Advanced Placement courses offered as well as the thirteen dual enrollment courses offered in conjunction with the College of the Desert. World History is also available as a Dual Immersion course. Students can choose from various career pathways such as welding, business, video/film production, or health services, alongside participating in the Linked Learning and California Partnership Academy, PALM. Students can participate in competitive sports, extracurricular activities, club membership, or student leadership. They can receive specialized certification, complete college accredited classes or participate in internships. PSHS offers something of interest for all academic and career endeavors. Palm Springs High School is committed to preparing our students to be productive, responsible citizens and lifelong learners, by providing for their intellectual, cultural and career development.

Palm Springs High School teaches standards-aligned, state-adopted curriculum using pacing guides that have been cooperatively developed by Palm Springs High School teachers, other district high school teachers, and PSUSD office personnel.

In addition to mainstreaming special education students in college preparation (CP) and honors classes with instructional aide support, special education instruction may also occur within a collaborative service delivery model that reflects content and performance standards and ensures access to the core curriculum for all students. Students are then grouped for instructional purposes according to their assessed performance. Following a variety of assessment strategies and tools, students receive reading and/or mathematics instruction at their ability level utilizing a variety of service delivery models including small group instruction, collaboration, and a variety of instructional strategies (Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.). Identified special education services are delivered through pull out programs or within the regular education classes through classroom support and/or consultation from special education personnel.

The School Plan for Student Achievement is updated annually by the PSHS School Site Council. Our school will evaluate the effectiveness of our SPSA as our SSC and other leadership groups have had the opportunity to review all student achievement data. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

Purpose and Description

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

✖ Schoolwide Program

Title 1 Schoolwide Program

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

Palm Springs High School 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 results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim assessment results from Star testing, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. Palm Springs High's 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.

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

In August/September of each year we hold elections for vacant Council Representative positions. Elections are held per the rules outlined in the By-Laws.

Parent Representative vacancy notices were sent out via Parent Square notification to all PSHS parents on 8/19/24 with a deadline to respond of 8/26/24. An official notice was also posted in the office on the Community Bulletin Board located across from the Attendance Office. Parents were required to contact the Site Secretary (via email or phone) if they are interested in a filling a vacancy on the council (this year we had 3). Once all interested parties have been identified, another Parent Square was sent with the candidate names and a brief introduction along with a notification of the voting process (Google Form) on 8/27/24. The close of voting was on 9/3/24. Winning candidates were notified via email on 9/4/24 (Ms. Sandra Lindblom, Mr. Bryan Stephens and Mr. Jay Whittier).

Teacher and Non Teacher Representative vacancy notices (2 each) were sent out to all staff via email on 8/19/24. Interested Teachers and Non Classroom Teachers are required to contact the Site Secretary if they are interested in a vacancy on the council with a deadline of 8/26/24. Once all interested parties have been identified an email is sent out to all staff notifying them if the candidates and asking them to vote online via Google form for their respective candidate starting 8/27/24 through 9/3/24. (Teacher Representatives: Mr. Erik Cross and Ms. Veronica Silva, Non Classroom Teacher Representatives: Ms. Patricia Warren and Ms. Anne Hebert).

Student Representative vacancy notices are sent to out to the student body via INN (Indian News Network) asking them if they are interested in being on the council on 8/19/24 with a deadline to respond of 8/26/24. Students are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an online ballot is created with a link on the PSHS website so students can vote for their Student Representative starting 8/27/24 through 9/3/24. (Student Representatives: Ms. Stephanie Lopez, Ms. Italy Acosta, Ms. Leslie Medina Cornejo). Once the council is set we have our first meeting and schedule later meetings. Detailed minutes are kept for each meeting and uploaded into DTS in English and Spanish.

2024-25

School Site Council meeting dates were as follows: All meetings are held at 4:00pm in person with Zoom as an option for those unable to attend in person. The site ELAC and site SSC were not merged.

Mandatory Council Training - Various Dates in September based on when members can attend. All attended. 9/4, 9/11, 9/18, 9/25

September 24th, 2024 Meeting Summary

Items discussed were the current 2024-25 Title 1 and LCAP expenditures as well as the allocation of additional Title 1 and Title 1 Parent Engagement funding. The following district policies were discussed: Uniform Complaint Procedure, Parent Engagement Policy, Parent Student Compact, School Site Council By Laws. Data reviewed was: 2023-24 CAASP Results, 2023-24 ELPAC Results, 2023-24 Graduation Rate/Mission Graduate Rate, Attendance and Discipline. Deb Cormier, MTSS Coach, briefly reviewed the program. Art Sanchez reviewed the importance of the site ELAC. A Chairperson, Vice Chairperson and Secretary for the 2024-25 Council were determined as well as future meeting dates.

AGENDA

- 1) Call Meeting to order,
- 2) Council Member Introductions
- 3) Public Comments (Maximum of 3 commenters. Three minutes maximum per commenter.)
- 4) Review and approval of April 30th, 2024 meeting minutes as presented.
. Motion to approve April 30th, 2024 meeting minutes as presented.
- 5) Review of current 2024-25 Title 1 and LCAP expenditures (SPSA) Patricia Warren
- 6) Allocation of Additional Title 1 Funding and Title 1 Parent Engagement Funding
. Motion to approve allocation of additional Title 1 and Title 1 Parent Engagement Funding as presented.
- 7) Uniform Complaint Procedure (Handout) (Michael Ventura)
- 8) Parent Engagement Policy (Handout) (Michael Ventura)
- 9) Parent Student Compact (Handout) (Michael Ventura)
- 10) School Site Council by Laws (Handout) (Michael Ventura)
- 11) Data Review
2023-24 CAASP Results (Janel Hunt)
2023-24 ELPAC Results (Salam Ramirez)
2023-24 Graduation Rate/Mission Graduate (Michael Ventura)
Attendance (Art Sanchez)
Discipline (Ruby Rivera)
- 12) MTSS Debrief (Deb Cormier)
- 13) Site ELAC Review (Art Sanchez)
- 14) Selection of 2024-25 Chairperson, Vice Chairperson and Secretary
- 15) Schedule Meeting Dates for the 2024-25 School Year
Proposed Dates: December 11th, February 26th, April 23rd. All meetings will be held at 4:00pm via Zoom
2024-25 SPSA Revisions due by 10/11/24 Final Hard Copy due 10/25/24
2025-26 SPSA due by 5/2/25 Final Hard Copy due 5/16/25
- 16) Adjournment

December 11th, 2024 Meeting Summary

A new parent representative was elected by the council after a previously elected member tendered her resignation. Items discussed were the current 2024-25 Title 1 and LCAP expenditures. Data reviewed was: Attendance, Discipline and the California CDE Dashboard numbers. The site's upcoming February 2025 WASC Visit Review was also discussed with the council.

AGENDA

- 1) Call Meeting to Order
- 2) Council Member Introductions
- 3) Public Comments (Maximum of 3 commenters. Three minutes maximum per commenter.)
- 4) Approval of new Parent Representative Elenore Amparado Dinero due to the resignation of Sandra Lindblom.
. Motion to approve Elenore Amparado Dinero as new Parent Representative.
- 5) Review and approval of September 24th, 2024 meeting minutes as presented.
. Motion to approve September 24th, 2024 meeting minutes as presented.
- 6) Review of current 2024-25 Title 1 and LCAP expenditures (SPSA) Patricia Warren
- 7) Data Review
Attendance (Art Sanchez)
Dashboard (Michael Ventura)
Discipline (Ruby Rivera)
- 8) February 2025 WASC Visit Review (Michael Ventura)
- 9) Adjournment

March 12th, 2025 Meeting Summary

Items discussed were the current 2024-25 Title 1 and LCAP expenditures. Data reviewed was: Attendance, and Discipline, Also an ELPAC update was provided as well as a post WASC visit review.

AGENDA

- 1) Call Meeting to Order

2) Public Comments (Maximum of 3 commenters. Three minutes maximum per commenter.)

3) Review and approval of December 11th, 2024 meeting minutes as presented.

i Motion to approve December 11th, 2024 meeting minutes as presented.

4) Review of current 2024-25 Title 1 and LCAP expenditures (SPSA) Patricia Warren

5) Data Review

Attendance (Art Sanchez)

Discipline (Ruby Rivera)

ELPAC Update (Janel Hunt)

WASC Visit Review (Michael Ventura)

6) Adjournment

May 7th, 2025 Meeting Summary

Items discussed were the current 2024-25 Title 1 and LCAP expenditures. The council approved the 2025-26 SPSA Spending Plan proposed. Data reviewed was: Attendance, and Discipline.

AGENDA.

1) Call Meeting to Order

2) Council Member Introductions

3) Public Comments (Maximum of 3 commenters. Three minutes maximum per commenter.)

4) Review and approval of March 12th, 2025 meeting minutes as presented.

Motion to approve March 12th, 2025 meeting minutes as presented.

5) Review of current 2024-25 Title 1 and LCAP expenditures (SPSA) Patricia Warren

6) Review of proposed 2025-26 SPSA

Motion to approve 2025-26 SPSA as presented.

7) Data Review

Attendance (Art Sanchez)

Discipline (Ruby Rivera)

8) Adjournment

2024--25 ELAC

ELAC Meetings were as follows: (ELAC and SSC were not merged)

September 26th, 2024 Meeting Summary

Items discussed were: Rationale for ELAC, Parent Member Responsibilities, Member Training, PSUSD UCP Policy review, Training of ELAC members, Election of members, school needs assessment, importance of student attendance, DELAC and proposed meeting dates.

AGENDA

1. Opening

2. Approval of Agenda and Minutes

3. Old Business

4. New Business

a. Rationale for Establishing ELAC (English Language Advisory Committee)

i. Parent Groups: Roles & Responsibilities

ii. 24-25 ELAC Member Training Slides

b. Uniform Complaint Procedures

i. PSUSD UCP resources

c. Training: Overview of The Responsibilities of ELAC

i. Advising the principal and staff in the development of a site plan for ELs and submit a plan to school site council for consideration in the School Plan for Student Achievement

ii. Conduct the School Needs Assessment study

iii. Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance

d. ELAC Elections

i. Elect ELAC Members

ii. DELAC representative (one official representative and alternates)

1. Remember all voting is done by the parents of English Learners. The vote is to vote for members, not officers.

e. Discuss future ELAC Meeting dates and set times

i. Suggested dates:

Thursday, September 26, 2024 - Room 303 - 4:00pm - 5:00pm

Thursday, October 24, 2024 - Room 303 - 4:00pm - 5:00pm

Thursday, January 16, 2025 - Room 303 - 4:00pm - 5:00pm

Thursday, March 20, 2025 - Room 303 - 4:00pm - 5:00pm

f. Review projected budget and ELL programs provided

i. Get advice from the members on priorities for English Learners

- g. Report to/from SSC
- h. DELAC report
- 5. Public Comments
- 6. Closing

November 7th, 2024 Meeting Summary

Items discussed were: legal points and elements of ELAC, review of SPSA and school instructional program for ELL students, Parent Advice, College Application and Scholarship information and DELAC report.

AGENDA

- 1. Opening
- 2. Approval of Agenda and Minutes from ELAC Meeting 1 on September 26, 2024.
- 3. Old Business
- 4. New Business
 - a. Focus on Legal Points/Elements of ELAC
 - b. Review School Plan for Student Achievement for English Language Learners for the school site
- i. SPSA review
- c. Review the school instructional program for ELL students
 - i. Secondary
- d. Parent Advice on English Language Learners
- i. College App/Scholarship Parent Meeting
- ii. Newcomers/ELs: Scholarship Packet workshop
- e. Review/discuss projected budget and provide advice on priorities
- f. Report to/from SSC
- g. DELAC Report
- 5. Public Comments
- 6. Closing

January 16th, 2025 Meeting Summary

Items discussed were: problems with school absence procedures and the affect of student attendance on school funding, budget priorities, how to improve attendance, Graduation and State Testing update. DELAC Report review.

AGENDA

- 1. Opening
- 2. Approval of Agenda and Minutes
- 3. Old Business
- 4. New Business
 - a. Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance and discuss the effects of absences on ADA.
 - b. Training: Importance of good attendance
 - i. How to report absences
 - ii. Effect on student learning
 - iii. Videos:
 - 1. English Video
 - 2. Spanish Video
 - c. Discussion: What are problems parents have with school absence procedures?
 - i. Loss of school funding (excused and unexcused absences)
 - d. Parent advice on how to improve attendance
 - i. <http://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp>
 - e. Review/discuss projected budget and provide advice on priorities
 - f. Seniors/Graduation
 - g. State testing; STAR & ELPAC
 - h. Report to/from SSC
 - i. DELAC Report
- 5. Public Comments
- 6. Closing

March 20th, 2025 Meeting Summary

Items discussed were: the, family resource center, DELAC report, SPSA review, needs assessment, parent requests for INN with Spanish subtitles, library hours, lunch lines, parents requested translation available at all parent meetings, parents requested May meeting to discuss year end events.

AGENDA

- 1. Opening
- 2. Approval of Agenda and Minutes

3. Old Business
4. New Business
5. Presenters
 - a. TODEC
 - b. College Culture Tour,
 - c. PSUSD Family Resource Center
 - d. Needs Assessment: Discuss the development and implementation of the school needs assessment study to discover the overall understanding that parents have of the instructional program for English Language Learners.
 - e. Training: The School Needs Assessment of Instructional Programs for ELLs
 - i. Purpose
 - ii. Procedures
 - iii. Results
 - iv. Parent Advice
 - f. Review/discuss projected budget and provide advice on priorities
 - g. Report to/from SSC
 - h. DELAC Report
6. Public Comments
7. Closing

May 22nd, 2025 Proposed ELAC Meeting.

ELAC items were discussed at the following SSC meetings:
 September 24th, 2024 - ELPAC 2023-24 Results and Site ELAC Review
 March 12th, 2025 - Site ELPAC update.

Kings & Queens groups and interventions were discussed at September 24th, 2024 and December 11th, 2024 meetings along with African American student testing data.

PSHS Leadership meets monthly at 7:45am to review departmental needs assessments, resource inequities, upcoming assessments and budget review.

2024-25 Leadership Dates and Items Discussed:

September 3rd: PSTA Meeting with Admin recap, Cell phones and new state ruling, class size caps, period 1 tardy issues, freshmen intervention.

October 2nd: College & Career Kickoff, WASC Goals, UDL Understanding, Teaser/Assembly Invites, Homecoming, Advisory Period, ALICE Campus Safety concerns.

November 12th: Advisory Period, Upcoming WASC Visit, Staff Questions & Clarification, Tardy Sweeps, Notice for School Business absences.

December 3rd: Working towards a Advisory/Office Hour model,

January 28th: February 2025 WASC Schedule, Panorama Survey, Fire Drill, Communication.

March 4th: Staff reductions, Prop 28 funding, Title 1 EL position funding, Second Semester Admin Walkthroughs, Strategic Alignment Plan, Equity & Diversity update.

April 22nd: Review of WASC Goals/Input Summary

May 6th: Leadership Input Summary Review, Focus Areas, Handbook Review, Decision Making Protocol, Committees.

May 28th - All Day Meeting - No agenda at time of writing.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input the SSC recommended the following revisions to the SPSA: We will provide more opportunities for parents to get involved and being flexible when scheduling events that address the parents/students' schedules. At upcoming SSC meetings, we will present information from ELAC to address the needs of our English Learner (EL) students. Additionally, we will discuss the extra supports necessary to better serve our African American students.

A focused effort will be made to strengthen the relationship between ELAC and SSC, as discussed with Student Services, for the upcoming year.

Resource Inequities

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

Academic and engagement outcomes for English Learner (EL) students have shown a concerning decline. According to the 2024 CA School Dashboard, EL students scored 109.4 points below standard in ELA, a 32.9-point drop, and 182.1 points below standard in math, which, while an improvement of 13.3 points, remains significantly below standard. Long-

Term English Learner (LTEL) students are similarly underperforming, scoring 123.7 points below standard in ELA (a 31.4-point drop) and 187.9 points below standard in math, an increase of 21.1 points from the previous year, but still well below expectations. Chronic absenteeism among EL students rose from 27.4% in 2022–2023 to 33.3% in 2023–2024. Graduation rates also declined, by 4.5% for EL students and 6.1% for LTEL students. Additionally, English Learner Progress Indicator (ELPI) levels dropped by 7.1% for EL students and 8.9% for LTEL students.

These trends clearly signal an urgent need to refocus efforts on instructional supports, targeted interventions, and culturally responsive practices that meet the specific needs of EL learners. In alignment with the WASC committee's recommendation for targeted interventions, it is essential that we reassess and strengthen systems of academic support to address existing achievement gaps and improve long-term outcomes for this population.

Family engagement also remains a critical priority in meeting Planned Improvement Goal #2. To strengthen our approach, PSHS is collaborating with the Family Engagement Center to develop more inclusive and impactful strategies that reach all families. Efforts include partnering with AAPAC to bring in guest speakers and enhancing participation in parent engagement nights to foster deeper, more meaningful connections with our school community.

Following the recent WASC visit, PSHS is leveraging the insights and recommendations provided to identify and address broader areas of inequity. The feedback received has been instrumental in shaping the next phase of our improvement efforts, with a renewed emphasis on supporting underserved student groups, particularly English Learners, through intentional, data-driven action.

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

Advanced Placement (AP) course participation and performance have shown meaningful trends in both access and achievement. In 2020–2021, 42.1% of students taking at least one AP exam scored a 3 or higher. This increased to 49.8% in 2021–2022, and further to 57.8% in 2022–2023. During this time, African American students improved from a 5.9% pass rate in 2020–2021 to 9.1% in 2021–2022. Hispanic students also saw growth, increasing from 40.4% to 50.8%. AP participation peaked in 2020–2021 with 354 students, dipped to 311 in 2021–2022, and rose again to 339 in 2022–2023. In 2023–2024, participation reached a new high of 398 students. While the overall pass rate declined to 51.3% in 2023–2024, the passing rate for African American students rose significantly to 17.6%, reflecting targeted efforts to close equity gaps and expand success across all student groups which included tutoring sessions and mock exams.

Previously designated as an ATSI school due to high suspension rates among African American students, PSHS is no longer under this designation thanks to a drop in the suspension rate from 11.9% in 2022–2023 to 9.8% in 2023–2024. Focused efforts to support African American students have led to positive outcomes beyond discipline, including a notable increase in AP exam pass rates and a significant rise in graduation rates, from 50% in 2022–2023 to 75% in 2023–2024, demonstrating the broader impact of intentional, equity-driven interventions which included, but not limited to, the Kings and Queens circle, the PLUS group with restorative practices, and AAPAC helping to contact parents to increase involvement.

PSHS continues to celebrate strong student achievement in biliteracy, with 90, 116, and 102 students earning the Seal of Biliteracy over the past three years, respectively, highlighting consistent success in language proficiency and academic excellence. Of the 102 students earning the Seal of Biliteracy, 93 are Hispanic, including 13 English Learners. Most students take four years of language and attend tutoring sessions to help with AP preparation. In Spanish classes, students in their senior year, take AP Spanish and complete two AP exams, Spanish Language and Spanish Literature. During their junior year, students in Spanish are enrolled in Dual Enrollment courses through COD which allows them to earn 5 college credits. These options allow students a pathway to earn their Seal of Biliteracy.

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

Overall CAASPP scores at PSHS have declined compared to the previous year, underscoring the need for focused and strategic improvement efforts. English Learner (EL) students are currently 109.4 points below standard in ELA, and Long-Term English Learners (LTEL) are 123.7 points below, reflecting declines of 32.9 and 31.4 points, respectively, placing both groups in the red performance level. Although both groups made gains in math, they remain significantly below standard, 182.1 points below for EL students and 187.9 points below for LTEL students, placing them in the orange performance level. Hispanic students also experienced a decline, dropping 16.1 points in ELA and 17.7 points in math, placing them in the orange performance level for both subjects. African American students showed the steepest declines, falling 90.8 points in ELA and 58.8 points in math, with no students in the EL or African American subgroups meeting or exceeding the standard in math. Socioeconomically Disadvantaged students experienced a decline of 18.8 points which places this group in the orange performance level. In response, PSHS will focus professional development on Universal Design for Learning (UDL) and AVID strategies to strengthen instructional effectiveness. Dedicated funds will provide department release time to focus on specific EL instructional practices aligned with the ELA scope and sequence, lesson planning, and the use of Star testing data for targeted interventions, with an emphasis on improving outcomes for English Learners. These targeted actions are essential, particularly in light of the recent drop in A–G completion rates to 63.7%.

Chronic absenteeism at PSHS has continued to rise in the post-COVID era, reflecting a broader trend in student disengagement. The overall rate increased from 25.4% in 2021–2022 to 27.4% in 2022–2023 and rose further to 31.4% in 2023–2024. While some student groups, such as African American students, showed slight improvements (35.8% in 2022–2023 to 27.6% in 2023–2024), the most significant recent increase occurred among Students with Disabilities (SWD), whose chronic absenteeism rate jumped from 37.1% to 44.6%. Chronic absenteeism among Hispanic students and Socioeconomically Disadvantaged students continues to trend upward as well.

In terms of suspensions, the rate for SWD students increased from 7.4% to 12.5%, placing this group in the red performance level. Long-Term English Learners also placed in the red performance level with a suspension rate increase of 1.1%. EL students (increased 0.5%), Hispanic students (increased 0.3%), and Socioeconomically Disadvantaged students (Increased 0.4%) all placed in the orange performance level for suspensions.

In response to both chronic absenteeism and suspension rates, PSHS is prioritizing strategies to strengthen school connectedness and engagement, with the goal of improving attendance and establishing a strong sense of community and belonging on campus. Particular focus is being placed on supporting Students with Disabilities and English Learners (EL) through the use of restorative practices and peer-driven conflict resolution. The PLUS (Peer Leaders Uniting Students) group plays a key role in these efforts by facilitating restorative circles and proactive engagement strategies that reduce conflict and promote positive relationships across all student groups on campus. In addition, increasing home visits and phone calls to parents will help strengthen family engagement and improve students' sense of school connectedness. The creation of a School Climate and Culture committee is also planned to address both issues.

The percentage of African American students meeting the A–G requirements showed significant improvement, rising from 42.9% for the Class of 2019 to 52.6% in 2022, and reaching an impressive 75% for the Class of 2024. This reflects the impact of focused support and equity-driven interventions through Kings and Queens Circle, the PLUS group, and connecting with AAPAC. However, the overall A–G completion rate declined from 66.2% to 63.7%, alongside a drop in the overall graduation rate from 96.2% to 92.9%. Hispanic students experienced a 2.4% decrease and Homeless students a 21.9% decrease in College and Career Readiness, placing both groups in the orange performance level. For Graduation Rates, English Learners (declined 4.5%), Homeless students (declined 7.1%), and Long-Term English Learners (declined 6.1%) were also placed in the orange performance level. In response, PSHS will continue working closely with counselors to identify students not on track to meet A–G requirements and adjust schedules to support course completion or credit recovery, ensuring more students are prepared for post-secondary success. Math intervention will continue along with credit recovery during intersessions.

We have observed some fluctuations in the progress of our English Learners. In 2022, 45% of EL students were making strides toward English language proficiency. However, for the 2023–2024 school year, the progress rate for EL students was 32.8%, a decline of 7.1%, while Long-Term English Learners (LTEL) showed a progress rate of 30.7%, marking an 8.9% decrease. As a result of this decline, both groups

were placed in the red performance level. Mission Graduate remains dedicated to addressing the needs of our English Learner students by guiding them in ways to improve. Two bilingual aides will continue to provide support in classrooms throughout the school day, and EL students will have opportunities to retake courses beyond the regular schedule to recover credits or meet A-G requirements. Additionally, PSHS will continue to fund an ELD teaching position to collaborate directly with both students and bilingual aides to tailor support based on specific language development needs.

An increase in parent engagement funding will also play a crucial role in fostering family involvement, which can help address chronic absenteeism. Funding for attendance incentives will be necessary to further improve this situation.

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 | 0.43% | 0.57% | 0.53% | 7 | 9 | 8 |
| African American | 6.56% | 6.63% | 6.37% | 106 | 105 | 96 |
| Asian | 1.24% | 1.64% | 2.12% | 20 | 26 | 32 |
| Filipino | 5.13% | 4.29% | 3.51% | 83 | 68 | 53 |
| Hispanic/Latino | 69.45% | 70.45% | 70.62% | 1123 | 1116 | 1065 |
| Pacific Islander | % | 0.19% | 0.20% | | 3 | 3 |
| White | 14.29% | 13.01% | 12.67% | 231 | 206 | 191 |
| Multiple/No Response | 2.91% | 3.22% | 3.98% | 47 | 51 | 60 |
| Total Enrollment | | | | 1617 | 1584 | 1508 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Grade 9 | 415 | 401 | 352 |
| Grade 10 | 429 | 409 | 390 |
| Grade 11 | 401 | 395 | 397 |
| Grade 12 | 372 | 379 | 369 |
| Total Enrollment | 1,617 | 1,584 | 1,508 |

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 | 242 | 272 | 233 | 12.40% | 15.0% | 15.5% |
| Fluent English Proficient (FEP) | 626 | 585 | 568 | 40.20% | 38.7% | 37.7% |
| Reclassified Fluent English Proficient (RFEP) | 7 | 41 | 14 | 12.7% | 2.8% | 6% |

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 |
| 1,508 | 95.2% | 15.5% | 0.5% |
| Total Number of Students enrolled in Palm Springs High 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 | 233 | 15.5% |
| Foster Youth | 8 | 0.5% |
| Homeless | 126 | 8.4% |
| Socioeconomically Disadvantaged | 1,435 | 95.2% |
| Students with Disabilities | 159 | 10.5% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 96 | 6.4% |
| American Indian | 8 | 0.5% |
| Asian | 32 | 2.1% |
| Filipino | 53 | 3.5% |
| Hispanic | 1,065 | 70.6% |
| Two or More Races | 60 | 4% |
| Pacific Islander | 3 | 0.2% |
| White | 191 | 12.7% |

Conclusions based on this data:

1. Student population decreased by 70 students from 2022-23 to 2023-24.

2. Most student groups remained stable, with a decrease with English Learners from 17.2% to 15.5%, representing a change of 1.7% and a decrease with Socioeconomically Disadvantaged students from 96.7% to 95.2%, representing a change of 1.5%.
3. All student groups by Race/Ethnicity remained constant with little change from the prior year.

School and Student Performance Data

Overall Performance







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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> Yellow</div> | <div>Graduation Rate</div> <div> Yellow</div> | <div>Suspension Rate</div> <div> Orange</div> |
| <div>Mathematics</div> <div> Orange</div> | | |
| <div>English Learner Progress</div> <div> Red</div> | | |
| <div>College/Career</div> <div> Yellow</div> | | |

Conclusions based on this data:

1. Graduation and College/Career rates have dropped.
2. There should be an emphasis on improving EL progress.
3. Another area of focus should be improving student achievement in ELA and math.

School and Student Performance Data

Academic Performance English Language Arts

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.”












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>Yellow</div> <div>6.7 points above standard</div> <div>Declined 11.5 points</div> <div>339 Students</div> | <div>English Learners</div> <div></div> <div>Red</div> <div>109.4 points below standard</div> <div>Declined 32.9 points</div> <div>74 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>123.7 points below standard</div> <div>Declined 31.4 points</div> <div>55 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>112.6 points below standard</div> <div>Declined 42.0 points</div> <div>20 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>4.6 points above standard</div> <div>Declined 12.4 points</div> <div>325 Students</div> |

| | | |
|--|---|---|
| Students with Disabilities  No Performance Color 154.9 points below standard Declined 31.1 points 43 Students | African American  No Performance Color 96.7 points below standard Declined 90.8 points 19 Students | American Indian  No Performance Color Less than 11 Students 1 Student |
| Asian  No Performance Color Less than 11 Students 6 Students | Filipino  No Performance Color 115.8 points above standard Increased 21.4 points 15 Students | Hispanic  Orange 7.0 points below standard Declined 16.1 points 244 Students |
| Two or More Races  No Performance Color 19.2 points below standard Declined 49.2 points 12 Students | Pacific Islander  No Performance Color 0 Students | White  Blue 51.2 points above standard Increased 29.8 points 46 Students |

Conclusions based on this data:

1. The Dashboard data displayed is from the 2023-2024 school year.
2. Performance in ELA among English Learners and Long-Term English Learners (LTELs) is an identified area of growth for Palm Springs High School.
3. Overall decrease of 11.5 points.

School and Student Performance Data

Academic Performance Mathematics

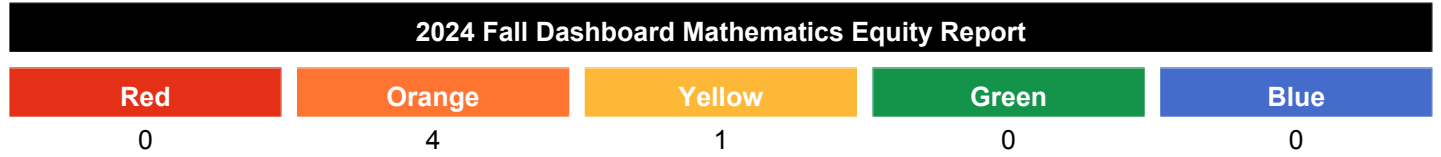
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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>103.5 points below standard</div> <div>Declined 18.0 points</div> <div>342 Students</div> | <div>English Learners</div> <div> Orange</div> <div>182.1 points below standard</div> <div>Increased 13.3 points</div> <div>76 Students</div> | <div>Long-Term English Learners</div> <div> Orange</div> <div>187.9 points below standard</div> <div>Increased 21.1 points</div> <div>55 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div> No Performance Color</div> <div>181.9 points below standard</div> <div>Declined 11.9 points</div> <div>21 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>105.5 points below standard</div> <div>Declined 18.8 points</div> <div>328 Students</div> |

| | | |
|--|--|---|
| Students with Disabilities  No Performance Color 228.1 points below standard Declined 21.4 points 43 Students | African American  No Performance Color 198.0 points below standard Declined 58.8 points 20 Students | American Indian  No Performance Color Less than 11 Students 1 Student |
| Asian  No Performance Color Less than 11 Students 6 Students | Filipino  No Performance Color 13.1 points above standard Declined 12.2 points 15 Students | Hispanic  Orange 113.6 points below standard Declined 17.7 points 246 Students |
| Two or More Races  No Performance Color 140.9 points below standard Declined 65.0 points 12 Students | Pacific Islander  No Performance Color 0 Students | White  Yellow 73.3 points below standard Increased 3.4 points 46 Students |

Conclusions based on this data:

1. The Dashboard data reported is from school year 2023-2024
2. Two areas of growth identified in Mathematics are performance among English Learners and African American students.
3. Overall decrease of 18 points.

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.

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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 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 |
|  Red |  Red |
| 32.8% making progress. | 30.7% making progress. |
| Number Students: 189 Students | Number Students: 163 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 |
| 32.3% | 34.9% | 2.1% | 30.7% |

Conclusions based on this data:

- The Dashboard data reported is from school year 2023-2024
- An area of growth identified is to increase the maintaining and progressing levels.
- English Learners decreased 7.1% and Long-Term English Learners decreased 8.9%.

School and Student Performance Data

Academic Performance College/Career Report

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.

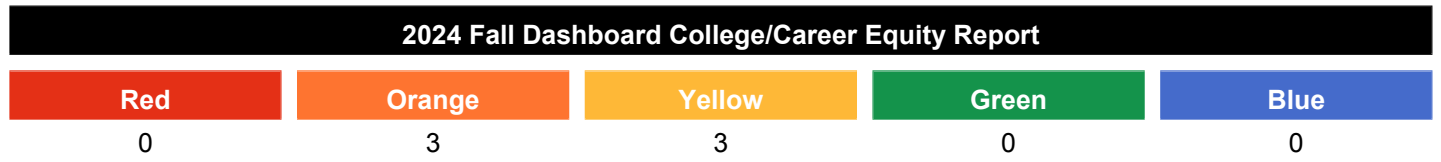
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|--|--|---|
| <div>All Students</div> <div> Yellow</div> <div>55.6% Prepared</div> <div>Declined 3.7%</div> <div>365 Students</div> | <div>English Learners</div> <div> Yellow</div> <div>28.8% Prepared</div> <div>Increased 4.7%</div> <div>59 Students</div> | <div>Long-Term English Learners</div> <div> Yellow</div> <div>30.6 Prepared</div> <div>Increased 8.2</div> <div>49 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div> | <div>Homeless</div> <div> Orange</div> <div>25 Prepared</div> <div>Declined 21.9</div> <div>36 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>55.5% Prepared</div> <div>Declined 4%</div> <div>355 Students</div> |

| | | |
|--|--|--|
| Students with Disabilities  No Performance Color 5.6% Prepared Increased 2.1% 36 Students | African American  No Performance Color 47.1% Prepared Increased 14.8% 17 Students | American Indian  No Performance Color Less than 11 Students 0 3 Students |
| Asian  No Performance Color Less than 11 Students 0 8 Students | Filipino  No Performance Color 88.9 Prepared Increased 12.9 18 Students | Hispanic  Orange 54.2% Prepared Declined 2.4% 260 Students |
| Two or More Races  No Performance Color 53.3 Prepared 0 15 Students | Pacific Islander  No Performance Color 0 Students | White  Orange 54.5 Prepared Declined 20.5 44 Students |

Conclusions based on this data:

1. There was an overall decline of 3.7%, with the largest decrease of 21.9% occurring among Homeless students.
2. The largest increase was among African American students, with a gain of 14.8%.
3. Although English Learner students improved by 4.7%, their overall preparedness remains low at 28.8%.

School and Student Performance Data

Academic Engagement Graduation 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.

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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.

| 2024 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 3 | 0 | 0 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|--|--|
| <div>All Students</div> <div> Yellow</div> <div>92.9% graduated</div> <div>Declined 3.3%</div> <div>367 Students</div> | <div>English Learners</div> <div> Orange</div> <div>82% graduated</div> <div>Declined 4.5%</div> <div>61 Students</div> | <div>Long-Term English Learners</div> <div> Orange</div> <div>83.7% graduated</div> <div>Declined 6.1%</div> <div>49 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div> | <div>Homeless</div> <div> Orange</div> <div>83.8% graduated</div> <div>Declined 7.1%</div> <div>37 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>92.7% graduated</div> <div>Declined 3.4%</div> <div>357 Students</div> |

| | | |
|--|---|--|
| Students with Disabilities  No Performance Color 72.2% graduated Declined 3.6% 36 Students | African American  No Performance Color 94.4% graduated Declined 2.3% 18 Students | American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students |
| Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students | Filipino  No Performance Color 100% graduated Maintained 0% 18 Students | Hispanic  Yellow 92% graduated Declined 3.6% 261 Students |
| Two or More Races  No Performance Color 100% graduated 15 Students | Pacific Islander  No Performance Color 0 Students | White  Yellow 93.2% graduated Declined 2.7% 44 Students |

Conclusions based on this data:

1. The overall graduation rate declined by 3.3%.
2. English Learners (down 4.5%), Long-Term English Learners (down 6.1%), and Homeless students (down 7.1%) represent key areas for growth.

School and Student Performance Data

Conditions & Climate Suspension Rate

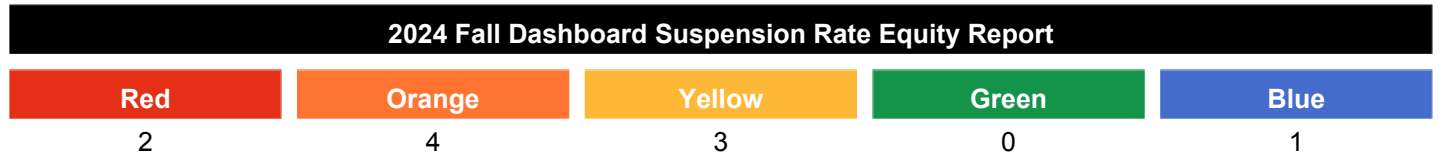
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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 | | |
|--|---|---|
| <div>All Students</div> <div></div> <div>Orange</div> <div>6.1% suspended at least one day</div> <div>Increased 0.3%</div> <div>1612 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>9.6% suspended at least one day</div> <div>Increased 0.5%</div> <div>260 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>11.1% suspended at least one day</div> <div>Increased 1.1%</div> <div>216 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>25% suspended at least one day</div> <div>12 Students</div> | <div>Homeless</div> <div></div> <div>Yellow</div> <div>6.3% suspended at least one day</div> <div>Declined 0.5%</div> <div>143 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>6.3% suspended at least one day</div> <div>Increased 0.4%</div> <div>1528 Students</div> |

| | | |
|---|---|--|
| Students with Disabilities  Red 12.5% suspended at least one day Increased 5.1% 176 Students | African American  Yellow 9.8% suspended at least one day Declined 2.1% 102 Students | American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students |
| Asian  No Performance Color 0% suspended at least one day Maintained 0% 33 Students | Filipino  Blue 0% suspended at least one day Maintained 0% 55 Students | Hispanic  Orange 6.1% suspended at least one day Increased 0.3% 1145 Students |
| Two or More Races  Orange 8.2% suspended at least one day Increased 4.3% 61 Students | Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students | White  Yellow 5.4% suspended at least one day Maintained 0.2% 204 Students |

Conclusions based on this data:

1. The overall suspension rate increased slightly by 0.3%.
2. Suspension rates remain an area for improvement, particularly among English Learners (9.6% suspended at least one day), Long-Term English Learners (11.1%), and Students with Disabilities (12.5%).
3. Suspension rates for African American students declined by 2.1%.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.

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 |
|-----------|--------|----------------------------|-----------------------------------|
| All | Green | 28.2 points above standard | Increase +10 points |
| EL | Orange | 56.5 points below standard | Increase Significantly +20 points |
| Hisp | Green | 24.1 points above standard | Increase Significantly +15 points |
| AA | Yellow | 4.1 points above standard | Increase +10 points |
| SED | Green | 27.1 points above standard | Increase +10 points |
| SWD | Red | 118.8 | Increase +5 points |

| St. Group | Color | DFS/Percentage | Change |
|-----------|--|-----------------------------|----------------------|
| All |  Yellow | 6.7 points above standard | Declined 11.5 points |
| EL |  Red | 109.4 points below standard | Declined 32.9 points |
| Hisp |  Orange | 7.0 points below standard | Declined 16.1 points |
| AA |  No Performance Color | 96.7 points below standard | Declined 90.8 points |
| SED |  Yellow | 4.6 points above standard | Declined 12.4 points |
| SWD |  No Performance Color | 154.9 points below standard | Declined 31.1 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 |
|-----------|--------|-----------------------------|-----------------------------------|
| All | Yellow | 80.6 points below standard | Increase +5 points |
| EL | Red | 175.3 points below standard | Increase Significantly +20 points |
| Hisp | Yellow | 85.8 points below standard | Increase +10 points |




| St. Group | Color | DFS/Percentage | Change |
|-----------|--|-----------------------------|-----------------------|
| All |  Orange | 103.5 points below standard | Declined 18.0 points |
| EL |  Orange | 182.1 points below standard | Increased 13.3 points |
| Hisp |  Orange | 113.6 points below standard | Declined 17.7 points |

| Metric/Indicator | Expected Outcomes | | | | Actual Outcomes | | | |
|---|---|--------|-----------------------------|-----------------------------------|--|--|-----------------------------|----------------------|
| | AA | Red | 124.2 points below standard | Increase Significantly +15 points | AA |  No Performance Color | 198.0 points below standard | Declined 58.8 points |
| | SED | Yellow | 81.7 points below standard | Increase +5 points | SED |  Orange | 105.5 points below standard | Declined 18.8 points |
| | SWD | Red | 186.7 points below standard | Increase Significantly +20 points | SWD |  No Performance Color | 228.1 points below standard | Declined 21.4 points |
| California Science Test - Percent of Students Who Meet or Exceed Standard High School | California Science Test - Percent of Students Who Meet or Exceed Standard High School - Increase the number of students meeting the standard by 10% | | | | California Science Test - Percent of Students Who Meet or Exceed Standard High School: 24.17% of students met or exceeded the standard. 21.15% of students met the standard (Level 3), 3.02% of students exceeded the standard (Level 4), 66.21% of students nearly met the standard (Level 2), and 9.62% did not meet the standard (Level 1) | | | |
| California School Dashboard – English Learner Progress Indicator (ELPI) | | Color | DFS/Percentage | Change | | Color | DFS/Percentage | Change |
| | English Learner Progress Indicator | Yellow | 44.9 points above standard | Increase +5 points | English Learner Progress Indicator |  Red | 32.8% | Declined 7.1 |
| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Increase by 3% | | | | RFEP - 6% reclassified - Declined by 9% | | | |
| California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | St. Group | Color | DFS/Percentage | Change | St. Group | Color | DFS/Percentage | Change |
| | All | Blue | 98.2% graduated | Increase +2% | All |  Yellow | 92.9% graduated | Declined 3.3% |
| | EL | Green | 88.4% | Increase +2% | EL |  Orange | 82% graduated | Declined 4.5% |
| | Hisp | Blue | 97.6% | Increase +2% | Hisp |  Yellow | 92% graduated | Declined 3.6% |
| | AA | Blue | 98.8% | Increase +2% | | | | |

Metric/Indicator
Expected Outcomes
Actual Outcomes







| |
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| |
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| | | | |
|-----|--------|-------|--------------|
| SED | Blue | 98.1% | Increase +2% |
| SWD | Yellow | 77.9% | Increase +2% |

| | | | |
|-----|--|-----------------|---------------|
| AA |  No Performance Color | 94.4% graduated | Declined 2.3% |
| SED |  Yellow | 92.7% graduated | Declined 3.4% |
| SWD |  No Performance Color | 72.2% graduated | Declined 3.6% |

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

| St. Group | Color | DFS/Percentage | Change |
|-----------|-------|----------------|--------------|
| All | | 62.3% Prepared | Increase +3% |
| EL | | 29.1% Prepared | Increase +5% |
| Hisp | | 59.7% | Increase +3% |
| AA | | 35.3% Prepared | Increase +3% |
| SED | | 61.4% Prepared | Increase +2% |
| SWD | | 5.4% Prepared | Increase +2% |

| St. Group | Color | DFS/Percentage | Change |
|-----------|--|----------------|-----------------|
| All |  Yellow | 55.6% Prepared | Declined 3.7% |
| EL |  Yellow | 28.8% Prepared | Increased 4.7% |
| Hisp |  Orange | 54.2% Prepared | Declined 2.4% |
| AA |  No Performance Color | 47.1% Prepared | Increased 14.8% |
| SED |  Yellow | 55.5% Prepared | Declined 4% |
| SWD |  No Performance Color | 5.6% Prepared | Increased 2.1% |

| |
|--|
| UC and/or CSU Entrance Requirement Completion Rate |
| All Students (ALL) |
| English Learners (EL) |
| Hispanic (Hisp) |
| African American (AA) |
| Socioeconomically Disadvantaged (SED) |

| |
|--|
| UC and/or CSU Entrance Requirement Completion Rate |
| All Students (ALL) - 68% |
| English Learners (EL) - 46% |
| Hispanic (Hisp) - 67% |
| African American (AA) - 52% |
| Socioeconomically Disadvantaged (SED) - 68% |
| Students with Disabilities (SWD) - 29% |

| |
|---|
| UC/CSU Entrance Requirement Completion Rate |
| All Students (ALL) - 63.7% |
| English Learners (EL) - 35.4% |
| Hispanic (Hisp) - 59.8% |
| African American (AA) - 75% |
| Socioeconomically Disadvantaged (SED) - 63.5% |
| Students with Disabilities (SWD) - 11.5% |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course | Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course - | Career Technical Education (CTE) Program Completion Rate - 93% |
| Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) | Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 59.8% English Learners (EL) - 42% Hispanic (Hisp) - 63.3% African American (AA) - 14.7% Socioeconomically Disadvantaged (SED) - | Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 51.3% English Learners (EL) - 42.3% Hispanic (Hisp) - 50.2% African American (AA) - 17.6% |
| Williams Textbook/Materials Compliance | Williams Textbook/Materials Compliance maintain 100% compliance | Williams Textbook/Materials Compliance 100% compliant |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| Access staff development services aimed at supporting the implementation of State Standards and fostering improved student achievement across all demographic groups. Overall CAASPP scores at PSHS have declined from the previous year, highlighting a need for focused | Title 1: Certificated Staff were sent to the following conferences: RCOE Ethnic Studies Summit and Workshop, UC Counselors Conference, RCOE School Counselor Leadership Network, California Christian Colleges Spring Event, College Board AP African American Studies | Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight the implementation of the State Standards and provide intervention strategies to assist students that are in the red, orange, and yellow bands based | Professional Development 5000-5999: Services And Other Operating Expenditures Title I 7956.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>improvement. To address this, professional development will concentrate on Universal Design for Learning (UDL) and AVID strategies to enhance teaching effectiveness. Funds will be allocated for department release time to support the implementation of these strategies, with a specific emphasis on improving English Learner (EL) performance across all content areas and state testing. These targeted efforts aim to elevate student achievement and will be assessed using a range of metrics, including state testing results, A-G rates, passing rates, and various academic indicators sourced from the CA Dashboard.</p> | <p>Education Experience, School Climate Conference and the 2025 Chronic Absenteeism Summit. ISTE Conference.</p> <p>LCFF: Certificated Staff were sent to the following conferences: AP Trainings, RCOE AVID Fall Conference, RCOE Master Schedule Trainings, RCOE AVID Collective Study Groups, CUE Conference. Substitutes were provided when necessary.</p> | <p>on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, and Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. 5000-5999: Services And Other Operating Expenditures Title I 10000.00</p> | |
| | | <p>Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. 5000-5999: Services And Other Operating Expenditures LCFF</p> | <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 21018.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| | | 25000.00 | |
| | | Substitutes for staff to participate in Staff Professional Development opportunities to support the implementation of the state standards. 5700-5799: Transfers Of Direct Costs LCFF 3000.00 | Substitutes 5700-5799: Transfers Of Direct Costs LCFF 7192.00 |
| Provide Extra Duty Salary to enhance support for both students and teachers, with the goal of improving instructional quality and increased student achievement across all demographics. Enhance academic performance by providing additional assistance to meet academic standards by offering supplementary sessions outside regular school hours, such as winter intersession, Saturday Study Sessions, and practice ELPAC testing. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, AP passing rates, and various academic indicators sourced from the CA Dashboard. | Certificated staff supported students through extra duty by providing extra time for: Edgenuity Support and translation assistance, Student support through after school hours tutoring in core classes, Grade/Progress Recovery/Boost sessions. | Extra Duty Salary to provide additional support for students in meeting the standards which includes, Saturday study sessions, after school tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention), as well as additional teacher classroom support to improve instruction. 1000-1999: Certificated Personnel Salaries Title I 15000.00 | Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I 15988.00 |
| | | Extra Duty Benefits to provide additional support for students in meeting the standards this includes, Saturday study sessions, after school tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention), as well as additional teacher classroom support to improve instruction. 3000-3999: Employee Benefits Title I | Extra Duty Benefoits 3000-3999: Employee Benefits Title I 4008.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| | | 3760.00 | |
| Deliver supplementary materials and supplies to aid students and teachers in meeting state standards across all subject areas. Additionally, provide online subscriptions and licensed services offering support for research and citation, gamification for study and review, as well as assistance in writing, grammar, and math skill development. Interactive content for assessment and review is also available. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard. | <p>Title 1: Items were purchased for the Science Department for labs.</p> <p>LCFF Items were purchased for science and math classrooms, PE Classes, Projector and classroom technology supplies.</p> <p>LCFF: GO Guardian, KUTA, Quizizz, Quill, Edpuzzle, EBSCO, Follett, The Library Corporation, Parlay Ideas.</p> | <p>Supplementary materials and supplies to support students in meeting state standards, a-g rate and graduation rate in all subject areas. SSC on 9-24 allocated \$11979. 4000-4999: Books And Supplies Title I 35345.00</p> <p>Supplementary materials and supplies to support students in meeting state standards, a-g rate and graduation rate in all subject areas. 4000-4999: Books And Supplies LCFF 29500.00</p> <p>Online subscriptions and licenses to improve research, citation and for detection of plagiarism, for use in common assessments, and data comparison for use in reteaching topics or rewriting questions. Much of this data is shared with the district to show grade level progress. A selection of programs includes, but is not restricted to, Edpuzzle, Pear Assessment, Quill, Quizizz, and Kuta. 5800: Professional/Consulting Services And Operating Expenditures LCFF 20000.00</p> | <p>Supplemental Materials & Supplies 4000-4999: Books And Supplies Title I 15555.00</p> <p>Supplemental Materials & Supplies 4000-4999: Books And Supplies LCFF 17353.00</p> <p>Online Subscriptions & Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF 14124.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| Offer substitutes to facilitate teacher collaboration, attend conferences, and participate in trainings, ensuring continuity of instruction and professional development opportunities. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, passing rates, AP passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard. | Title 1 Substitute cost for: departmental pull out days. (2 days each for each core department). RCOE Ethnic Studies Summit and Workshop, AP African American Studies RCOE Conference, 2025 Chronic Absenteeism Conference, All Day Leadership Team Collaboration. | Substitutes for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning. 5700-5799: Transfers Of Direct Costs Title I 20000.00 | Substitutes 5700-5799: Transfers Of Direct Costs Title I 24877.00 |
| Offer substitutes for English Language Development (ELD) teachers to collaborate in co-planning sessions, fostering increased English Learner (EL) achievement through comprehensive instructional strategies. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, reclassification rates, ELPAC results, A-G rates, passing rates, graduation rates, and various academic indicators sourced from the CA Dashboard. | This cost was not utilized. | Substitute cost for teachers to have release time to collaborate and increase student achievement, especially for student subgroups in red, orange, and yellow bands. 5700-5799: Transfers Of Direct Costs Title I 952.00 | EL Substitutes 5700-5799: Transfers Of Direct Costs Title I 0.00 |
| Provide salary and benefits for one full-time equivalent (FTE) English Language Development (ELD) teacher, ensuring dedicated support for English Learners and facilitating their academic progress. One metric for assessing the impact of funding an ELD | .6 FTE EL Teacher - Bellamy .4 FTE EL Teacher - Pasqualini | Supplemental ELD teacher salary .6 FTE 1000-1999: Certificated Personnel Salaries Title I 76918.00 | ELD Teacher Salary .6 FTE 1000-1999: Certificated Personnel Salaries Title I 76918.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| teacher will be the growth in English proficiency among English Learners, measured through ELPAC. Monitoring their academic progress in subjects like math and literacy, comparing grades, test scores, and graduation rates with and without ELD support, will provide further insight. | | Supplemental ELD teacher benefits .6 FTE 3000-3999: Employee Benefits Title I 30386.00 | ELD Teacher Benefits .6 FTE 3000-3999: Employee Benefits Title I 30386.00 |
| | | Supplemental ELD teacher salary .4 FTE 1000-1999: Certificated Personnel Salaries Title I 51279.00 | ELD Teacher Salary .4 FTE 1000-1999: Certificated Personnel Salaries Title I 51279.00 |
| | | Supplemental ELD teacher benefits .4 FTE 3000-3999: Employee Benefits Title I 20257.00 | ELD Teacher Benefits .4 FTE 3000-3999: Employee Benefits Title I 20257.00 |
| Allocate funding for two Bilingual Paraprofessionals to support ELD 1 and 2 level students during their EL class and core content area classes throughout the school year, each working seven-hour days. One metric will be the progress of ELD 1 and 2 students' English proficiency measured by through ELPAC. Another metric is tracking academic performance in core subjects. Additionally, evaluating the frequency and effectiveness of tutoring sessions beyond school hours provides insight into support quality. | 7 hour Bilingual Paraprofessionals: Magana & Gonzalez-Villela | Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 32472.00 | Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 32472.00 |
| | | Bilingual Paraprofessional, 7 hour-school year 3000-3999: Employee Benefits Title I 35473.00 | Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits Title I 35473.00 |
| | | Bilingual Paraprofessional, 7 hour-school year. 1000-1999: Certificated Personnel Salaries Title I 28793.00 | Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 28793.00 |
| | | Bilingual Paraprofessional, 7 hour-school year. | Bilingual Paraprofessional, 7 hour-school year. |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| | | 3000-3999: Employee Benefits Title I 35473.00 | 3000-3999: Employee Benefits Title I 35473.00 |
| Provide substitutes for AVID team meetings and events, ensuring continuity and participation in the program for both students and teachers. One metric could be the level of engagement and participation in AVID team meetings and events, measured by attendance and feedback. Additionally, tracking successful completion of program activities with substitute support offers insight into program effectiveness. | Substitutes were provided for AVID Conferences, Field Trips and Collaborations. | Substitutes for AVID Team meetings and events 5700-5799: Transfers Of Direct Costs LCFF 3000.00 | AVUD Substitutes 5700-5799: Transfers Of Direct Costs LCFF 2668.00 |
| Provide transportation support through the Ophelia Project for at-risk female students attending bi-monthly mentor meetings. This initiative aims to facilitate their college readiness and includes opportunities for college visits. A metric for evaluating the effectiveness of the Ophelia Project support could involve tracking the participation of at-risk female students in college visits and bi-monthly meetings with mentors. Additionally, assessing students' progress towards college enrollment, such as the number of college applications submitted or acceptance letters received, will provide insight into the program's impact. | Ophelia Awards ceremony transportation on 3/18/25 for students. | Transportation for college visit and end of year awards recognition for Ophelia students. 5700-5799: Transfers Of Direct Costs LCFF 500.00 | Field Trip Bussing 5800: Professional/Consulting Services And Operating Expenditures LCFF 1197.00 |
| | | Graduation Stoles for Ophelia students. 4000-4999: Books And Supplies LCFF 500.00 | Ophelia Graduation Stoles 4000-4999: Books And Supplies LCFF 174.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| Enhance classroom technology availability by acquiring supplemental resources such as calculators, computers, ELMOs, LCD projectors, and other necessary technology to ensure that all classrooms meet a minimum standard of technological resources for both students and teachers. Measure the percentage of classrooms meeting the minimum standard of technological resources both before and after acquiring supplemental technology as a metric for assessing improvement. | 2 iPads were purchased. Document Cameras and Redcat Audio System for classrooms. | Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology. 4000-4999: Books And Supplies LCFF 22884.00 | Classroom Technology 4000-4999: Books And Supplies LCFF 13386.00 |
| Provide student incentives for attendance and academic performance to support both students and teachers in fostering a positive learning environment. Offer busing services for incoming 9th graders to attend the Annual Freshmen Orientation Activities, aimed at familiarizing them with our campus and fostering a smooth transition into high school. Track the increase in attendance rates and academic performance among students who participate in the incentive program as a metric for assessing its effectiveness in promoting engagement and achievement. | GAME TIME Shirts for incoming Freshmen Class. Student Incentives for attendance and academics. Busing for feeder school 8th graders to the Freshmen Experience on March 13th, 2025. | Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests. 4000-4999: Books And Supplies LCFF 12000.00 Busing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to introduce incoming 9th graders to our campus. 5000-5999: Services And Other Operating Expenditures LCFF 2500.00 | Student Incentives 4000-4999: Books And Supplies LCFF 10230.00 Freshmen Experience Bussing 5800: Professional/Consulting Services And Operating Expenditures LCFF 2794.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>Organize professional development on cultural literacy and equity, led by our equity lead, to promote collaboration among educators. This initiative will enhance curriculum-based field trips and cultural celebrations, ensuring they reflect and honor our school's diverse culture. We will measure the frequency and attendance of these professional development sessions, as well as track the integration of culturally relevant content into the curriculum-related activities. This data will help us assess the impact of the training on educational practices.</p> | <p>This funding was not utilized. Funding was moved to Professional Development as it was not used.</p> | <p>Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures LCFF 3000.00</p> | <p>Equity Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 0.00</p> |
| <p>Extend the hours of our library technician to support students in accessing curricular materials and technology-based instruction. Additionally, the technician will assist with textbook and technology checkouts, check-ins, logging into Destiny, and managing discards. Monitor the efficiency of textbook and technology checkouts, check-ins, and logging into Destiny to gauge the impact of the technician's assistance.</p> | <p>The technician assisted with textbook and technology checkouts, check-ins, logging into Destiny, and managed discards. Monitored the efficiency of textbook and technology checkouts, check-ins, and logged into Destiny to gauge the impact of the technician's assistance.</p> | <p>Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF 3574.00</p> <p>Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would</p> | <p>Extra Duty Library Tech 2000-2999: Classified Personnel Salaries LCFF 3574.00</p> <p>Extra Duty Library Tech 3000-3999: Employee Benefits LCFF 1426.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| | | be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 1426.00 | |
| Provide visual art supplies, consumable materials, and art resources for students to access the curriculum and create their work. Additionally, procure site licenses and Play Bills for the Bring It On Spring Musical to support both students and teachers involved in the production. Track the usage and consumption of visual art supplies and materials by students over a specified period to assess their engagement and utilization of resources. Additionally, monitor attendance and feedback from the Bring It On Spring Musical to evaluate the impact of provided site licenses and Play Bills. | Provide visual art supplies, consumable materials, and art resources for students to access the curriculum and create their work. Additionally, procure site licenses and Play Bills for the Bring It On Spring Musical to support both students and teachers involved in the production. Track the usage and consumption of visual art supplies and materials by students over a specified period to assess their engagement and utilization of resources. Additionally, monitor attendance and feedback from the Bring It On Spring Musical to evaluate the impact of provided site licenses and Play Bills. | Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 9000.00 | Visual Arts Supplies 4000-4999: Books And Supplies LCFF 14150.00 |
| | | Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. Site license and Play Bills for Bring It On Spring Musical. 4000-4999: Books And Supplies LCFF 11000.00 | Performing Arts Supplies 4000-4999: Books And Supplies LCFF 13936.00 |
| Offer curriculum-based field trips, approved by the site, to enrich learning experiences. Trips may include visits to plays, musicals, museums, schools, and colleges. Measure the frequency and participation rates of students and teachers in the site-approved, curriculum-based field trips. | Field Trips to: LA Sierra University, UC Irvine, Cal Baptist, Palm Springs Aerial Tramway, Living Desert, Palomar Observatory, University of Redlands, Guitar Factory, Getty Villa, Black Men in White Coats Youth Summit, Riverside County Guitar Day | Site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges. 5000-5999: Services And Other Operating Expenditures LCFF 10000.00 | Bussing for Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 19485.00 |

Analysis

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

PSHS implemented a range of strategies focused on academic support and student engagement. Staff members attended professional development events like the RCOE Ethnic Studies Summit, UC Counselors Conference, and ISTE Conference. These trainings supported instruction, college/career readiness, and school climate. Edgenuity sessions, tutoring, grade recovery, and translation help offered extra support to meet student needs outside of regular school hours. Purchases for lab supplies, technology needs, software, and art supplies help improve instruction and engagement. PSHS increased support for English Learners with one FTE-funded ELD position and two bilingual aides. Student engagement increased through college and cultural field trips, attendance, and academic incentive certificates, the Ophelia Awards, and providing incoming 8th graders with the Freshman Experience. Although PSHS has implemented a range of strategies, the data indicates that further improvement is needed, as evidenced by declines in ELA scores (decreased 11.5 points), Math scores (decreased 18 points), ELPI levels (decreased 7.1%), Graduation rates (decreased 3.3%), and CCI (decreased 3.7%). Reevaluating the effectiveness of current strategies and a focus on improvement will be essential.

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 was that the funding initially allocated for Professional Development/Equity Teamwork was not utilized as originally intended. These funds were reallocated to support other professional development needs. The funds originally allocated for ELD collaboration were not utilized and were instead reallocated to support other professional development needs.

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

As a result of this analysis, no major changes will be made to the goal, annual outcomes, or metrics. However, to ensure alignment with the original funding purpose, the Equity/Teamwork funds will be used to design and implement targeted professional development activities that explicitly address equity, inclusion, and collaborative practices among staff. This adjustment is reflected in the SPSA under the Professional Development and Equity/Teamwork activities section, ensuring funds remain consistent with their intended use while better addressing site needs. Funding for substitute coverage for ELD teacher release time will be discontinued, as ELD collaboration will be embedded into core content pullout days focused on both integrated and designated EL strategies. To address declining CAASPP scores, professional development will focus on Universal Design for Learning (UDL) and AVID strategies to enhance instructional effectiveness. Funds will be allocated for department release time to support the implementation of these strategies, with a specific emphasis on improving English Learner (EL) performance across all content areas and state assessments. This adjustment is reflected in the SPSA under the Substitutes for release time (Transfers of Direct Cost).

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Enhance parent engagement by offering meaningful and accessible opportunities for involvement throughout the year, fostering stronger school-family partnerships.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| Parent Participation in Stakeholder Input Processes | Parent Participation in Stakeholder Input Processes - 250 surveys | Parent Participation in Stakeholder Input Processes - 179 surveys |
| Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) | Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 90% African American (AA) - 87% | Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 90% African American (AA) - 100% |
| Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey <ul style="list-style-type: none">All Students (ALL)Hispanic (Hisp)African American (AA) | Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 92% African American (AA) - 92% | Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 92% African American (AA) - 100% |
| Number of Attendees Attending 1 or more school/parent center sponsored events at site. | Counselors will hold a parent night for each grade level with a second night set for seniors. Each grade level will hold parent nights throughout the year. Counselors will hold an information night for our main feeder schools. Athletics will hold parent information sessions each season. Continue to have meetings for English Learner parents. Morning meetings for parents will increase from the three established this year. | PSHS welcomed 350-400 parents at Back-to-School Night, and 71 parents participated in various counseling events throughout the year. While attendance is not officially tracked, all athletic teams hold end-of-season banquets, inviting athletes and their families to attend. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| Provide ongoing parent education sessions throughout the year to ensure understanding of graduation requirements, credit evaluation, and post-high school options. Equip parents with tools for student success, including tutoring schedules, test preparation websites, and college information, while utilizing ParentSquare for communication. Facilitate parent involvement through volunteer opportunities and increase grade-level parent meetings and conferences, especially in the absence of a PTA or Academic Booster. Additionally, conduct freshmen orientation programs for incoming students and their parents. With increased funding for parent engagement, offer opportunities for parents to attend conferences focused strategies to support student success. Monitor attendance and participation rates of parents in the education sessions and grade-level meetings to assess effectiveness. | <p>Extra duty assignment for a district employee to host an information table at the Homecoming game, providing family resources available at PSHS and the Family Engagement Center.</p> <p>Four teachers attended an AVID Family End of Year meeting (051525) to review AVID program with families and discuss future events.</p> | <p>Professional Development for Parents through Morning Meetings hosted on campus, grade level meetings, and meetings with counselors. SSC allocated \$805.00 9/24</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Title I Part A: Parent Involvement 7777.00</p> | <p>Extra Duty</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Title I Part A: Parent Involvement 731.00</p> |

Analysis

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

The overall implementation of the strategies and activities encountered challenges, particularly with regard to parent participation in events and meetings. While most of the allocated funds were not utilized, the extra duty pay for a parent to assist families during the Homecoming event was successfully implemented and provided some support. Although survey results were positive, the low response rate of only 179 parents highlights the need to improve parent engagement strategies.

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

While the intention was to increase family involvement, the limited use of allocated funds and low turnout at events meant that the strategies did not achieve the desired impact.

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.

As a result of this analysis, no changes will be made to the overall goal or annual outcomes, as the intent to increase parent involvement remains a priority. To address low parent participation with the survey (only 179 parents responded), one action will include hosting a Parent/Family Engagement Night with refreshments provided, aiming to increase involvement through targeted communication with bilingual families. One other action will be to offer a guest speaker specifically targeting Latino families. These actions will be reflected in the SPSA under the Parent Engagement section.

Annual Review and Update













SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

Increase student attendance and foster a stronger sense of school connectedness by creating a supportive and inclusive environment, while also maintaining preparedness through updated emergency supplies, class rosters, and safety protocols in each classroom.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes | | | | | | | | |
|---|--|--|--------|----------------|--------|--|-----------|-------|----------------|--------|
| Student Attendance Rates All Students (ALL) | Student Attendance Rates All Students (ALL) - 93% | As of April 21, 2025 - All students - 90.4% | | | | | | | | |
| Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | Chronic Absenteeism Rates All Students (ALL) - 22.4% English Learner (EL) - 22.4% Hispanic (Hisp) - 22% African American (AA) - 30.8% Socioeconomically Disadvantaged (SED) - 22.3% Students with Disabilities (SWD) - 32.1% | Chronic Absenteeism Rates All Students (ALL) - 31.4% English Learner (EL) - 33.3% Hispanic (Hisp) - 31.6% African American (AA) - 27.6% Socioeconomically Disadvantaged (SED) - 31.3% Students with Disabilities (SWD) - 44.6% | | | | | | | | |
| High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) | High School 4-Year Dropout Rate All Students (ALL) - 0.8% English Learner (EL) - 0.8% Hispanic (Hisp) - 0.8% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0.8% | High School 4-Year Dropout Rate All Students (ALL) - 4.1% English Learner (EL) - 8.5% Hispanic (Hisp) - 4.6% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 4.2% | | | | | | | | |
| Suspension Rates: All Students (ALL) | <table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr></table> | St. Group | Color | DFS/Percentage | Change | <table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></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 |  Green | 5.8% suspended at least one day | Declined - 0.4 | All |  Orange | 6.1% suspended at least one day | Increased 0.3% |
| | EL |  Orange | 9.1% suspended at least one day | Maintained 0 | EL |  Orange | 9.6% suspended at least one day | Increased 0.5% |
| | Hisp |  Green | 5.8% suspended at least one day | Declined - 1.1 | Hisp |  Orange | 6.1% suspended at least one day | Increased 0.3% |
| | AA |  Red | 11.9% suspended at least one day | Maintained - 0.2 | AA |  Yellow | 9.8% suspended at least one day | Declined 2.1% |
| | SED |  Green | 5.9% suspended at least one day | Declined - 0.4 | SED |  Orange | 6.3% suspended at least one day | Increased 0.4% |
| | SWD |  Yellow | 7.4% suspended at least one day | Declined Significantly -2.1 | SWD |  Red | 12.5% suspended at least one day | Increased 5.1% |
| Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Expulsion Rates All Students (ALL) - 0.2% English Learner (EL) - 0% Hispanic (Hisp) - 0.1% African American (AA) - 1.2% | | | | Expulsion Rates All Students (ALL) - 0.1% English Learner (EL) - 0% Hispanic (Hisp) - 0.1% African American (AA) - 0.5% | | | |
| Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 62% Hispanic (Hisp) - 52% African American (AA) - 48% | | | | Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 56% Hispanic (Hisp) - 54% African American (AA) - 42% | | | |
| Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Panorama Survey – School Safety All Students (ALL) - 74% English Learner (EL) - 78% Hispanic (Hisp) - 75% African American (AA) - 67% | | | | Panorama Survey – School Safety All Students (ALL) - 76% English Learner (EL) - 80% Hispanic (Hisp) - 77% African American (AA) - 68% | | | |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| Williams Facilities Inspection Results | Williams Facilities Inspection Results remain at 100% | Williams Facilities Inspection Results will remain at 100% |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| PSHS will maintain emergency readiness with updated supplies, maps, and class rosters, while ensuring staff secure doors and report necessary repairs. To strengthen school connectedness and reduce suspensions, students will participate in engagement activities supported by restorative practices. Efforts will be tracked through participation and suspension data. | Visitor badges, Classroom Emergency Supplies, Classroom Emergency First Aid Kist, Safety Vests, Security Radios, Raptor Scanner | Update emergency supplies for classrooms and office. 4000-4999: Books And Supplies LCFF 2000.00 | Emergency Supplies 4000-4999: Books And Supplies LCFF 10047.00 |

Analysis

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

The strategies implemented to foster a safe and healthy learning environment included essential safety measures such as visitor badges, classroom emergency supplies, first aid kits, safety vests, security radios, and the Raptor Scanner. PSHS is no longer classified as an ATSI (Additional Targeted Support and Improvement) school, thanks to a significant reduction in African American suspensions (a decline of 2.1%), which has contributed to a more positive school climate. Student survey results on school safety have shown a notable improvement (76% feel safe), underscoring the effectiveness of these strategies in enhancing overall safety at the school. Chronic absenteeism at PSHS continues to rise and has reached 31.4%, indicating a need to improve school connectedness, which stands at 54% according to the student survey.

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

The cost of emergency supplies exceeded the original budget, requiring over \$8,000 more than initially planned.

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.

While the goal of ensuring a safe and healthy learning environment remains the same, funding for next year will focus on maintaining and replacing existing safety equipment rather than purchasing large quantities of new supplies, which cost over \$10,000 this year. This equipment does not need to be updated annually. This adjustment will be reflected in the Safety and Security section of the SPSA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Ensure all students are taught with the rigor needed to master grade-level content and graduate prepared for college and career success by equipping staff with effective instructional strategies, providing student support systems, and offering engaging, standards-aligned supplemental materials.

LCAP Goal

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

Identified Need

- 1. Math Performance: Math scores have continued to decline, the overall performance remains significantly below standard at 103.5 points.
- 2. ELA Performance: Despite being 6.7 points above the standard, there was a decline of 11.5 points in ELA scores, indicating a need for focused support in this area.
- 3. English Learners (ELs): ELs have not shown adequate progress, experiencing declines in both math (18 points) and ELA (32.9 points) performance. In response to this decline, targeted interventions are needed.
- 4. Demographic Disparities:
 - a. African American Students: African American students demonstrated significant academic gaps on the most recent CAASPP assessment, with no students meeting the standard in math and a decline in ELA performance, highlighting the need for focused instructional support and intervention.
- 5. Targeted Interventions: There is a clear need for targeted interventions in both ELA and math, particularly focusing on ELs and African American students to address the disparities.
- 6. ELPI: EL progress stands at 32.8%, with a concerning decline of 7.1%. Additional support will be necessary to improve the outcomes for this demographic.
- 7. College and Career Readiness: The College and Career Indicator shows that while EL students increased by 4.7%, only 28.8% are considered prepared. They also remain below the 50% threshold for A-G readiness, with a current rate of 35.4%, reflecting an 8.6% decline. Students with Disabilities and Homeless students also have low preparation rates. These outcomes highlight the need for enhanced support to improve post-secondary education and career readiness for these groups.
- 8. Graduation rates have declined across all demographics, with English Learner (EL) students showing the greatest decline at 4.5%. To improve overall outcomes, efforts will focus on increasing academic support, expanding credit recovery opportunities, closely monitoring student progress, and providing greater access to counseling and intervention programs.







Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|------------------|
|------------------|----------|------------------|

Metric/Indicator

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







Baseline

| St. Group | Color | DFS/Percentage | Change |
|-----------|---|-----------------------------|----------------------|
| All |  Yellow | 6.7 points above standard | Declined 11.5 points |
| EL |  Red | 109.4 points below standard | Declined 32.9 points |
| Hisp |  Orange | 7.0 points below standard | Declined 16.1 points |
| AA |  No Performance Color | 96.7 points below standard | Declined 90.8 points |
| SED |  Yellow | 4.6 points above standard | Declined 12.4 points |
| SWD |  No Performance Color | 154.9 points below standard | Declined 31.1 points |






















Expected Outcome



















| St. Group | Color | DFS/Percentage | Change |
|-----------|--------|-----------------------------|--------------------|
| All | Green | 11.7 points above standard | Increase 5 points |
| EL | Orange | 89.4 points below standard | Increase 20 points |
| Hisp | Green | 3 points above standard | Increase 10 points |
| AA | Orange | 46.7 points below standard | Increase 50 points |
| SED | Green | 14.6 points above standard | Increase 10 points |
| SWD | Orange | 134.9 points below standard | Increase 20 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 |
|-----------|---|-----------------------------|-----------------------|
| All |  Orange | 103.5 points below standard | Declined 18.0 points |
| EL |  Orange | 182.1 points below standard | Increased 13.3 points |
| Hisp |  Orange | 113.6 points below standard | Declined 17.7 points |
| AA |  No Performance Color | 198.0 points below standard | Declined 58.8 points |
| SED |  Orange | 105.5 points below standard | Declined 18.8 points |
| SWD |  No Performance Color | 228.1 points below standard | Declined 21.4 points |

| St. Group | Color | DFS/Percentage | Change |
|-----------|--------|-----------------------------|--------------------|
| All | Yellow | 93.5 points below standard | Increase 10 points |
| EL | Orange | 174.1 points below standard | Increase 8 points |
| Hisp | Yellow | 103.6 points below standard | Increase 10 points |
| AA | Orange | 168.0 points below standard | Increase 30 points |
| SED | Yellow | 95.5 points below standard | Increase 10 points |
| SWD | Orange | 218.1 points below standard | Increase 10 points |

| Metric/Indicator | Baseline | Expected Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---------------|----------------|--------|------------------------------------|---|-----------------|---------------|--|--|---------------|----------------|--------|---|---------------|---------------|-------------|---|-----------------|---------------|-----|---|-----------------|---------------|-----|---|-----------------|---------------|---|-----------|-------|----------------|--------|-----|-------|-----------------|-------------|----|--------|---------------|-------------|------|-------|---------------|-------------|----|-------|-----------------|-------------|-----|-------|-----------------|-------------|-----|--------|-----------------|-------------|
| California Science Test - Percent of Students Who Meet or Exceed Standard High School | California Science Test - Percent of Students Who Meet or Exceed Standard High School: 24.17% of students met or exceeded the standard. 21.15% of students met the standard (Level 3), 3.02% of students exceeded the standard (Level 4), 66.21% of students nearly met the standard (Level 2), and 9.62% did not meet the standard (Level 1) | California Science Test - Percent of Students Who Meet or Exceed Standard High School - Increase the number of students meeting or exceeding the standard by 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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> Red</td><td>32.8%</td><td>Declined 7.1</td></tr></table> | | Color | DFS/Percentage | Change | English Learner Progress Indicator |  Red | 32.8% | Declined 7.1 | <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>36.8%</td><td>Increase 4%</td></tr></table> | | Color | DFS/Percentage | Change | English Learner Progress Indicator | Orange | 36.8% | Increase 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learner Progress Indicator |  Red | 32.8% | Declined 7.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learner Progress Indicator | Orange | 36.8% | Increase 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 6% | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Increase by 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | <table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td> Yellow</td><td>92.9% graduated</td><td>Declined 3.3%</td></tr><tr><td>EL</td><td> Orange</td><td>82% graduated</td><td>Declined 4.5%</td></tr><tr><td>Hisp</td><td> Yellow</td><td>92% graduated</td><td>Declined 3.6%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>94.4% graduated</td><td>Declined 2.3%</td></tr><tr><td>SED</td><td> Yellow</td><td>92.7% graduated</td><td>Declined 3.4%</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>72.2% graduated</td><td>Declined 3.6%</td></tr></table> | St. Group | Color | DFS/Percentage | Change | All |  Yellow | 92.9% graduated | Declined 3.3% | EL |  Orange | 82% graduated | Declined 4.5% | Hisp |  Yellow | 92% graduated | Declined 3.6% | AA |  No Performance Color | 94.4% graduated | Declined 2.3% | SED |  Yellow | 92.7% graduated | Declined 3.4% | SWD |  No Performance Color | 72.2% graduated | Declined 3.6% | <table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>94.9% graduated</td><td>Increase 2%</td></tr><tr><td>EL</td><td>Yellow</td><td>84% graduated</td><td>Increase 2%</td></tr><tr><td>Hisp</td><td>Green</td><td>94% graduated</td><td>Increase 2%</td></tr><tr><td>AA</td><td>Green</td><td>96.4% graduated</td><td>Increase 2%</td></tr><tr><td>SED</td><td>Green</td><td>94.7% graduated</td><td>Increase 2%</td></tr><tr><td>SWD</td><td>Orange</td><td>74.2% graduated</td><td>Increase 2%</td></tr></table> | St. Group | Color | DFS/Percentage | Change | All | Green | 94.9% graduated | Increase 2% | EL | Yellow | 84% graduated | Increase 2% | Hisp | Green | 94% graduated | Increase 2% | AA | Green | 96.4% graduated | Increase 2% | SED | Green | 94.7% graduated | Increase 2% | SWD | Orange | 74.2% graduated | Increase 2% |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All |  Yellow | 92.9% graduated | Declined 3.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL |  Orange | 82% graduated | Declined 4.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp |  Yellow | 92% graduated | Declined 3.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA |  No Performance Color | 94.4% graduated | Declined 2.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED |  Yellow | 92.7% graduated | Declined 3.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD |  No Performance Color | 72.2% graduated | Declined 3.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Green | 94.9% graduated | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Yellow | 84% graduated | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Green | 94% graduated | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | Green | 96.4% graduated | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Green | 94.7% graduated | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Orange | 74.2% graduated | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric/Indicator | Baseline | Expected Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------|----------------|--------|-----|---|----------------|---------------|----|---|----------------|----------------|------|---|----------------|---------------|----|---|----------------|-----------------|-----|---|----------------|-------------|-----|---|---------------|----------------|---|-----------|-------|----------------|--------|-----|-------|-----------------|-------------|----|--------|----------------|-------------|------|--------|----------------|-------------|----|-------|----------------|-------------|-----|-------|----------------|-------------|-----|-----|---------------|-------------|
| College and Career Indicator (CCI) \ All Students (ALL) English Learners (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>55.6% Prepared</td><td>Declined 3.7%</td></tr><tr><td>EL</td><td> Yellow</td><td>28.8% Prepared</td><td>Increased 4.7%</td></tr><tr><td>Hisp</td><td> Orange</td><td>54.2% Prepared</td><td>Declined 2.4%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>47.1% Prepared</td><td>Increased 14.8%</td></tr><tr><td>SED</td><td> Yellow</td><td>55.5% Prepared</td><td>Declined 4%</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>5.6% Prepared</td><td>Increased 2.1%</td></tr></table> | St. Group | Color | DFS/Percentage | Change | All |  Yellow | 55.6% Prepared | Declined 3.7% | EL |  Yellow | 28.8% Prepared | Increased 4.7% | Hisp |  Orange | 54.2% Prepared | Declined 2.4% | AA |  No Performance Color | 47.1% Prepared | Increased 14.8% | SED |  Yellow | 55.5% Prepared | Declined 4% | SWD |  No Performance Color | 5.6% Prepared | Increased 2.1% | <table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>57.6 % Prepared</td><td>Increase 2%</td></tr><tr><td>EL</td><td>Yellow</td><td>30.8% Prepared</td><td>Increase 2%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>56.2% Prepared</td><td>Increase 2%</td></tr><tr><td>AA</td><td>Green</td><td>49.1% Prepared</td><td>Increase 2%</td></tr><tr><td>SED</td><td>Green</td><td>57.5% Prepared</td><td>Increase 2%</td></tr><tr><td>SWD</td><td>Red</td><td>7.6% Prepared</td><td>Increase 2%</td></tr></table> | St. Group | Color | DFS/Percentage | Change | All | Green | 57.6 % Prepared | Increase 2% | EL | Yellow | 30.8% Prepared | Increase 2% | Hisp | Yellow | 56.2% Prepared | Increase 2% | AA | Green | 49.1% Prepared | Increase 2% | SED | Green | 57.5% Prepared | Increase 2% | SWD | Red | 7.6% Prepared | Increase 2% |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All |  Yellow | 55.6% Prepared | Declined 3.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL |  Yellow | 28.8% Prepared | Increased 4.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp |  Orange | 54.2% Prepared | Declined 2.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA |  No Performance Color | 47.1% Prepared | Increased 14.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED |  Yellow | 55.5% Prepared | Declined 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD |  No Performance Color | 5.6% Prepared | Increased 2.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Green | 57.6 % Prepared | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Yellow | 30.8% Prepared | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Yellow | 56.2% Prepared | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | Green | 49.1% Prepared | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Green | 57.5% Prepared | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Red | 7.6% Prepared | Increase 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) | UC/CSU Entrance Requirement Completion Rate All Students (ALL) - 63.7% English Learners (EL) - 35.4% Hispanic (Hisp) - 59.8% African American (AA) - 75% Socioeconomically Disadvantaged (SED) - 63.5% Students with Disabilities (SWD) - 11.5% | UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 66.7% English Learners (EL) -38.4% Hispanic (Hisp) - 62.8% African American (AA) - 78% Socioeconomically Disadvantaged (SED) - 66.5% Students with Disabilities (SWD) - 14.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course | Career Technical Education (CTE) Program Completion Rate: 93% Reports completion of all CTE program required coursework with a C+ or better grade in each course | Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. | Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 51.3% English Learners (EL) - 42.3% | Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 56.3% English Learners (EL) - 47.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) | Hispanic (Hisp) - 50.2% African American (AA) - 17.6% Socioeconomically Disadvantaged (SED) - No Data Available | Hispanic (Hisp) - 55.2% African American (AA) - 22.6% |
| Williams Textbook/Materials Compliance | Williams Textbook/Materials Compliance: 100% | Williams Textbook/Materials Compliance maintain 100% compliance |

Planned Strategies/Activities

Strategy/Activity 1

Access staff development services aimed at supporting the implementation of State Standards and fostering improved student achievement across all demographic groups. Overall CAASPP scores at PSHS have declined from the previous year, highlighting a need for focused improvement. To address this, professional development will concentrate on Universal Design for Learning (UDL) and AVID strategies to enhance teaching effectiveness delivered through school site professional development days. Special emphasis will be placed on improving English Learner (EL) performance across all content areas and state testing. Progress will be measured using a range of metrics, including state testing results, A-G completion rates, passing rates, and other academic indicators from the CA Dashboard.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administrators and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 3000.00 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight the implementation of the State Standards and provide intervention strategies to assist students that are in the red, orange, and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, and Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. |
| Amount | 8000.00 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. |

Strategy/Activity 2

Provide Extra Duty Salary to enhance support for both students and teachers, with the goal of improving instructional quality and increased student achievement across all demographics. Enhance academic performance by providing additional assistance to meet academic standards by offering supplementary sessions outside regular school hours, such as winter intersession and practice ELPAC testing. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, and various academic indicators sourced from the CA Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 7152.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Extra Duty Salary to provide additional support for students in meeting the standards which includes, after school tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention), as well as additional teacher classroom support to improve instruction. |
| Amount | 1848.00 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Extra Duty Benefits to provide additional support for students in meeting the standards this includes, after school tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention), as well as additional teacher classroom support to improve instruction. |

Strategy/Activity 3

Deliver supplementary materials and supplies to aid students and teachers in meeting state standards across all subject areas. Additionally, provide online subscriptions and licensed services offering support for research and citation, gamification for study and review, as well as assistance in writing, grammar, and math skill development. Interactive content for assessment and review is also available. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, graduation rates, and various academic indicators sourced from the CA Dashboard.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 2136.00 |
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |

| | |
|-------------------------|---|
| Description | Supplementary materials and supplies to support students in meeting state standards, a-g rate and graduation rate in all subject areas. |
| Amount | 3636.00 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplementary materials and supplies to support students in meeting state standards, a-g rate and graduation rate in all subject areas. |
| Amount | 6000.00 |
| Source | LCFF |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Online subscriptions and licenses will be utilized to support research, citation practices, and plagiarism detection, as well as to enhance common assessments and facilitate data analysis for reteaching or refining assessment questions. Much of the resulting data is shared with the district to monitor and demonstrate grade-level progress. Programs include, but are not limited to, Edpuzzle, Pear Assessment, Quill, Quizizz, and Kuta. |

Strategy/Activity 4

Offer substitutes to facilitate teacher collaboration, attend conferences, and participate in trainings, ensuring continuity of instruction and professional development opportunities. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, graduation rates, and various academic indicators sourced from the CA Dashboard.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|----------|
| Amount | 10000.00 |
|---------------|----------|

| | |
|-------------------------|---|
| Source | Title I |
| Budget Reference | 5700-5799: Transfers Of Direct Costs |
| Description | Substitutes for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning. |
| Amount | 2000.00 |
| Source | LCFF |
| Budget Reference | 5700-5799: Transfers Of Direct Costs |
| Description | Substitutes for Professional Development and Field Trips. |

Strategy/Activity 5

Science Laboratory Equipment Repair

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration and Science teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1000.00 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Science laboratory equipment service |

Strategy/Activity 6

Provide salary and benefits for one supplemental full-time equivalent (FTE) English Language Development (ELD) teacher, ensuring dedicated support for English Learners and facilitating their academic progress. One metric for assessing the impact of funding an ELD teacher will be the growth in English

proficiency among English Learners, measured through ELPAC. Monitoring their academic progress in subjects like math and literacy, comparing grades, test scores, and graduation rates will provide further insight.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 80394.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Supplemental ELD teacher salary .6 FTE |
| Amount | 31837.00 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Supplemental ELD teacher benefits .6 FTE |
| Amount | 53596.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Supplemental ELD teacher salary .4 FTE |
| Amount | 21225 |
| Source | Title I |

| | |
|-------------------------|--|
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Supplemental ELD teacher benefits .4 FTE |
| Amount | 18077.00 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | .2 FTE Dance Teacher |
| Amount | 8363.00 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | .2 FTE Dance Teacher |

Strategy/Activity 7

Allocate funding for two Bilingual Paraprofessionals to support ELD 1 and 2 level students during their EL class and core content area classes throughout the school year, each working seven-hour days. One metric will be the progress of ELD 1 and 2 students' English proficiency measured through ELPAC. Another metric is tracking academic performance in core subjects. Additionally, evaluating the frequency and effectiveness of tutoring sessions beyond school hours provides insight into support quality.

Students to be Served by this Strategy/Activity

| | |
|----------|-----------------|
| <u>X</u> | English Learner |
|----------|-----------------|

Timeline

| |
|-------------------------------|
| July 1, 2025 to June 30, 2026 |
|-------------------------------|

Person(s) Responsible

| |
|---|
| ELD Department Chair, teachers of ELD students and the assistant principal. |
|---|

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|---------|
| Amount | 33868 |
| Source | Title I |

| | |
|-------------------------|---|
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Bilingual Paraprofessional, 7 hour-school year. |
| Amount | 33992 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Bilingual Paraprofessional, 7 hour-school year |
| Amount | 30176 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Bilingual Paraprofessional, 7 hour-school year. |
| Amount | 31463 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Bilingual Paraprofessional, 7 hour-school year. |

Strategy/Activity 8

Provide substitutes for AVID team meetings and events, ensuring continuity and participation in the program for both students and teachers. One metric could be the level of engagement and participation in AVID team meetings and events, measured by attendance and feedback. Additionally, tracking successful completion of program activities with substitute support offers insight into program effectiveness.

Students to be Served by this Strategy/Activity

| | |
|----------|----------------------------|
| <u>X</u> | English Learner |
| <u>X</u> | Foster Youth |
| <u>X</u> | Low Income |
| <u>X</u> | Students with Disabilities |

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 1500.00 |
| Source | LCFF |
| Budget Reference | 5700-5799: Transfers Of Direct Costs |
| Description | Substitutes for AVID Team meetings and events |

Strategy/Activity 9

Provide transportation support through the Ophelia Project for at-risk female students attending bi-monthly mentor meetings. This initiative aims to facilitate their college readiness and includes opportunities for college visits. A metric for evaluating the effectiveness of the Ophelia Project support could involve tracking the participation of at-risk female students in college visits and bi-monthly meetings with mentors. Additionally, assessing students' progress towards college enrollment, such as the number of college applications submitted or acceptance letters received, will provide insight into the program's impact on academic achievement.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Specific Student Groups:
Females

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------|--------|
| Amount | 500.00 |
|--------|--------|

| | |
|-------------------------|---|
| Source | LCFF |
| Budget Reference | 5700-5799: Transfers Of Direct Costs |
| Description | Transportation for college visit and end of year awards recognition for Ophelia students. |

Strategy/Activity 10

Enhance classroom technology availability by acquiring supplemental resources such as calculators, computers, ELMOs, LCD projectors, and other necessary technology to ensure that all classrooms meet a minimum standard of technological resources for both students and teachers. Measure the percentage of classrooms meeting the minimum standard of technological resources both before and after acquiring supplemental technology as a metric for assessing improvement.

Students to be Served by this Strategy/Activity

| |
|---|
| <input checked="" type="checkbox"/> All |
|---|

Timeline

| |
|-------------------------------|
| July 1, 2025 to June 30, 2026 |
|-------------------------------|

Person(s) Responsible

| |
|--|
| Librarian, teachers and administration |
|--|

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 3000.00 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology. |

Strategy/Activity 11

Provide student incentives for attendance and academic performance to support both students and teachers in fostering a positive learning environment. Offer busing services for incoming 9th graders to attend the Annual Freshmen Orientation Activities, aimed at familiarizing them with our campus and fostering a smooth transition into high school. Track the increase in attendance rates and academic performance among students who participate in the incentive program as a metric for assessing its effectiveness in promoting engagement and achievement.

Students to be Served by this Strategy/Activity

| |
|---|
| <input checked="" type="checkbox"/> All |
|---|

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administrator. Teachers, Students

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 4000.00 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. |
| Amount | 2500.00 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Busing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to introduce incoming 9th graders to our campus. |

Strategy/Activity 12

Organize professional development on cultural literacy and equity, led by our equity lead, to promote collaboration among educators. We will measure the frequency and attendance of these professional development sessions, as well as track the integration of culturally relevant content into the curriculum-related activities. This data will help us assess the impact of the training on educational practices.

Students to be Served by this Strategy/Activity

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | English Learner |
| <input checked="" type="checkbox"/> | Foster Youth |
| <input checked="" type="checkbox"/> | Low Income |
| <input checked="" type="checkbox"/> | Students with Disabilities |
| <input checked="" type="checkbox"/> | Specific Student Groups: African American |

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1000.00 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional Development/Equity Teamwork - Cultural Literacy and Equity training to strengthen curriculum and support cultural celebrations that reflect and enhance the school's diverse community. |

Strategy/Activity 13

Extend the hours of the library technician to enhance student access to curricular materials and technology-based instruction. The technician will also support textbook and technology checkouts, check-ins, inventory management through Destiny, and the processing of discards. The efficiency of these processes will be monitored to assess the impact of the technician's expanded role.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Principal and Librarian

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 2857.00 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

| | |
|-------------------------|---|
| Description | Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, and assisting with discarding. |
| Amount | 1143.00 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, and assisting with discarding. |

Strategy/Activity 14

Offer curriculum-based field trips, approved by the site, to enrich learning experiences. Trips may include visits to plays, musicals, museums, schools, and colleges. Measure the frequency and participation rates of students and teachers in the site-approved, curriculum-based field trips.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Principal, Administrative Secretary, and Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2000.00 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges. |

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Enhance parent engagement by offering meaningful and accessible opportunities for involvement throughout the year, fostering stronger school-family partnerships.

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

To enhance parental engagement, PSHS wants to educate parents on various topics including graduation credits, A-G requirements, AP courses, dual enrollment options, distinctions between UC and CSU systems, career and technical offerings, as well as academies and pathways during grade-level parent meetings. Additionally, our strategy involves partnering with community organizations to enhance parent attendance, particularly among African American and EL parents. Our goal is also to promote greater utilization of ParentSquare among parents. Offering opportunities for parents to participate in conferences focused on engagement and strategies to support student success will further enhance this involvement. Although family surveys indicate strong school connectedness and a supportive academic climate, only 179 surveys were completed, showing PSHS needs continued efforts to enhance parent engagement.

Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| Parent Participation in Stakeholder Input Processes | Parent Participation in Stakeholder Input Processes - 188 surveys | Parent Participation in Stakeholder Input Processes - 225 surveys |
| Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) | Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL): 90% Hispanic (Hisp): 90% African American (AA): 100% | Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 92% African American (AA) - 100% |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) African American (AA) | Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 92% African American (AA) - 100% | Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 94% African American (AA) - 100% |
| Number of Attendees Attending 1 or more school/parent center sponsored events at site. | Counselors will hold a parent night for each grade level with a second night set for seniors. Each grade level will hold parent nights throughout the year. Counselors will hold an information night for our main feeder schools. Athletics will hold parent information sessions each season. Continue to have meetings for English Learner parents. Morning meetings for parents will increase from the three established this year. | Increase parent attendance (only 71 combined) at grade-level and ELPAC meetings. Continue hosting information night for our main feeder schools. Athletic teams will hold individual end-of-season banquets for parents to attend. ELAC meetings will continue with five meetings per year for English Learner parents. The number of informational morning meetings for parents will increase from three to four. |

Planned Strategies/Activities

Strategy/Activity 1

Provide ongoing parent education sessions throughout the year to ensure understanding of graduation requirements, credit evaluation, and post-high school options. Equip parents with tools for student success, including tutoring schedules, test preparation websites, and college information, while utilizing ParentSquare for communication. Facilitate parent involvement through volunteer opportunities and increase grade-level parent meetings and conferences, especially in the absence of a PTA or Academic Booster. Additionally, conduct freshmen orientation programs for incoming students and their parents. With increased funding for parent engagement, offer opportunities for parents to attend conferences focused on strategies to support student success. Monitor attendance and participation rates of parents in the education sessions and grade-level meetings to assess effectiveness.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ All
- ☒ Specific Student Groups:
African American

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 7001.00 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Motivational Speaker for Parent Meeting |

Strategy/Activity 2

Materials & Supplies for Parent Meetings i.e. FAFSA Meetings, College Meetings, Counseling Meetings, to create a more welcoming environment.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 1000.00 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials & Supplies for Parent Informational Meetings on campus. |

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Increase student attendance and foster a stronger sense of school connectedness by creating a supportive and inclusive environment.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.



















Identified Need

Based on parent and student feedback from the Panorama Survey, the following actions will take place to ensure a secure and safe environment:

- Improving overall attendance from 90.4% to at least 93% across all demographic groups to help strengthen students' sense of connectedness to PSHS, which currently stands at 54% according to the Panorama survey data.
- Implement strategies to reduce the suspension rate for EL students (9.6%) and Students with Disabilities (12.5%).
- Implement strategies to reduce chronic absenteeism (31.4%), with a focus on EL students (33.3%) and Students with Disabilities (44.6%).

Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| Student Attendance Rates All Students (ALL) | Student Attendance Rates All Students (ALL) - 90.4% | Student Attendance Rates All Students (ALL) - 93% |
| Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) | Chronic Absenteeism Rates All Students (ALL) - 31.4% English Learner (EL) - 33.3% Hispanic (Hisp) - 31.6% African American (AA) - 27.6% Socioeconomically Disadvantaged (SED) - 31.3% Students with Disabilities (SWD) - 44.6% | Chronic Absenteeism Rates All Students (ALL) - 28.4% English Learner (EL) - 30.3% Hispanic (Hisp) - 28.6% African American (AA) - Socioeconomically Disadvantaged (SED) - 28.3% Students with Disabilities (SWD) - 41.6% |

| Metric/Indicator | Baseline | Expected Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|----------------|----------------|--------|-----|---|---------------------------------|----------------|----|---|---------------------------------|----------------|------|---|---------------------------------|----------------|----|---|---------------------------------|---------------|-----|---|---------------------------------|----------------|-----|--|----------------------------------|----------------|--|-----------|-------|----------------|--------|-----|--------|---------------------------------|--------------|----|--------|---------------------------------|------------|------|--------|---------------------------------|--------------|----|--------|---------------------------------|------------|-----|--------|---------------------------------|--------------|-----|--------|----------------------------------|------------|
| Students with Disabilities (SWD) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) | High School 4-Year Dropout Rate All Students (ALL): 1.6% English Learner (EL): 1.7% Hispanic (Hisp): 1.6% African American (AA): 0% Socioeconomically Disadvantaged (SED): 1.7% | High School 4-Year Dropout Rate All Students (ALL) - 0.8% English Learner (EL) - 0.8% Hispanic (Hisp) - 0.8% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | <table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>6.1% suspended at least one day</td><td>Increased 0.3%</td></tr><tr><td>EL</td><td> Orange</td><td>9.6% suspended at least one day</td><td>Increased 0.5%</td></tr><tr><td>Hisp</td><td> Orange</td><td>6.1% suspended at least one day</td><td>Increased 0.3%</td></tr><tr><td>AA</td><td> Yellow</td><td>9.8% suspended at least one day</td><td>Declined 2.1%</td></tr><tr><td>SED</td><td> Orange</td><td>6.3% suspended at least one day</td><td>Increased 0.4%</td></tr><tr><td>SWD</td><td> Red</td><td>12.5% suspended at least one day</td><td>Increased 5.1%</td></tr></table> | St. Group | Color | DFS/Percentage | Change | All |  Orange | 6.1% suspended at least one day | Increased 0.3% | EL |  Orange | 9.6% suspended at least one day | Increased 0.5% | Hisp |  Orange | 6.1% suspended at least one day | Increased 0.3% | AA |  Yellow | 9.8% suspended at least one day | Declined 2.1% | SED |  Orange | 6.3% suspended at least one day | Increased 0.4% | SWD |  Red | 12.5% suspended at least one day | Increased 5.1% | <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>5.6% suspended at least one day</td><td>Decline 0.5%</td></tr><tr><td>EL</td><td>Yellow</td><td>8.6% suspended at least one day</td><td>Decline 1%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>5.6% suspended at least one day</td><td>Decline 0.5%</td></tr><tr><td>AA</td><td>Yellow</td><td>8.8% suspended at least one day</td><td>Decline 1%</td></tr><tr><td>SED</td><td>Yellow</td><td>5.8% suspended at least one day</td><td>Decline 0.5%</td></tr><tr><td>SWD</td><td>Yellow</td><td>10.5% suspended at least one day</td><td>Decline 2%</td></tr></table> | St. Group | Color | DFS/Percentage | Change | All | Yellow | 5.6% suspended at least one day | Decline 0.5% | EL | Yellow | 8.6% suspended at least one day | Decline 1% | Hisp | Yellow | 5.6% suspended at least one day | Decline 0.5% | AA | Yellow | 8.8% suspended at least one day | Decline 1% | SED | Yellow | 5.8% suspended at least one day | Decline 0.5% | SWD | Yellow | 10.5% suspended at least one day | Decline 2% |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All |  Orange | 6.1% suspended at least one day | Increased 0.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL |  Orange | 9.6% suspended at least one day | Increased 0.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp |  Orange | 6.1% suspended at least one day | Increased 0.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA |  Yellow | 9.8% suspended at least one day | Declined 2.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED |  Orange | 6.3% suspended at least one day | Increased 0.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD |  Red | 12.5% suspended at least one day | Increased 5.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Yellow | 5.6% suspended at least one day | Decline 0.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Yellow | 8.6% suspended at least one day | Decline 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Yellow | 5.6% suspended at least one day | Decline 0.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | Yellow | 8.8% suspended at least one day | Decline 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Yellow | 5.8% suspended at least one day | Decline 0.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Yellow | 10.5% suspended at least one day | Decline 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Expulsion Rates All Students (ALL) - 0.1% English Learner (EL) - 0% Hispanic (Hisp) - 0.1% African American (AA) - 0.5% | Expulsion Rates All Students (ALL) - 0.1% English Learner (EL) - 0% Hispanic (Hisp) - 0.1% African American (AA) - 0.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Panorama Survey – School Connectedness | Panorama Survey – School Connectedness All Students (ALL) - 54% | Panorama Survey – School Connectedness All Students (ALL) - 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | English Learner (EL) - 56% Hispanic (Hisp) - 54% African American (AA) - 42% | English Learner (EL) - 61% Hispanic (Hisp) - 59% African American (AA) - 47% |
| Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Panorama Survey – School Safety All Students (ALL) - 76% English Learner (EL) - 80% Hispanic (Hisp) - 77% African American (AA) - 68% | Panorama Survey – School Safety All Students (ALL) - 79% English Learner (EL) - 83% Hispanic (Hisp) - 80% African American (AA) - 71% |
| Williams Facilities Inspection Results | Williams Facilities Inspection Results: 100% | Williams Facilities Inspection Results remain at 100% |

Planned Strategies/Activities

Strategy/Activity 1

PSHS will increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gents Alliance, Kings Circle, FCA, BSU, GSA, and Peer counseling, along with daily classroom greeting. PSHS will use restorative practices, such as conflict resolution, to help decrease the suspension rates which is currently at 6.1%. PSHS will measure student participation in connectedness activities (such as PBIS points), and monitor changes in suspension rates to evaluate the effectiveness of these efforts.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 to June 30, 2026

Person(s) Responsible

Assistant Principal over Safety Committee

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------------------|
| Amount | 1000.00 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Increase school connectedness |

Strategy/Activity 2

PSHS will support student SEL and behavioral needs in an effort to reconnect students with the learning environment. As part of this strategy, a Paraprofessional will be funded to support students and return them to instruction as quickly as possible. This duty will be monitored through suspension and attendance rates.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2025 through June 30, 2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 51816.00 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | 1 FTE Paraprofessional Salary |
| Amount | 39668.00 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |

Description

1 FTE Paraprofessional Benefits

Centralized Services for Planned Improvements in Student Performance

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

| School Goal #1: Increase Academic Achievement | | | | |
|--|-----------------------------------|---|-----------------------|---|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development | Start Date Completion Date | Proposed Expenditure | Estimated Cost | Funding Source (itemize for each source) |
| Secondary Literacy 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 | Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12 | 30,624 | Title I |

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

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 | \$347,688 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$506,748.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|------------------------------------|---------|---------|
| Title I | 340,687 | 0.00 |
| Title I Part A: Parent Involvement | 7,001 | 0.00 |
| LCFF | 159,060 | 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 | \$340,687.00 |
| Title I Part A: Parent Involvement | \$7,001.00 |

Subtotal of additional federal funds included for this school: \$347,688.00

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 | \$159,060.00 |

Subtotal of state or local funds included for this school: \$159,060.00

Total of federal, state, and/or local funds for this school: \$506,748.00

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| LCFF | 159,060.00 |
| Title I | 340,687.00 |
| Title I Part A: Parent Involvement | 7,001.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 189,395.00 |
| 2000-2999: Classified Personnel Salaries | 88,541.00 |
| 3000-3999: Employee Benefits | 169,539.00 |
| 4000-4999: Books And Supplies | 14,772.00 |
| 5000-5999: Services And Other Operating Expenditures | 24,501.00 |
| 5700-5799: Transfers Of Direct Costs | 14,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF | 18,077.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 54,673.00 |
| 3000-3999: Employee Benefits | LCFF | 49,174.00 |
| 4000-4999: Books And Supplies | LCFF | 12,636.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 14,500.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 6,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 171,318.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 33,868.00 |
| 3000-3999: Employee Benefits | Title I | 120,365.00 |
| 4000-4999: Books And Supplies | Title I | 2,136.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 3,000.00 |
| 5700-5799: Transfers Of Direct Costs | Title I | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 7,001.00 |

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
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Mr. Erik Cross | | X | | | |
| Ms. Veronica Silva | | X | | | |
| Ms. Allyson Boylan | | X | | | |
| Miss. Stephanie Lopez | | | | | X |
| Mr. Michael Ventura | X | | | | |
| Ms. Carla Schieldge | | X | | | |
| Mr. Jay Whittier | | | | X | |
| Miss Italy Acosta | | | | | X |
| Miss Leslie Medina Cornejo | | | | | X |
| Mr. Bryan Stephens | | | | X | |
| Mr. Josiah Mitchell | | | | X | |
| Ms. Patricia Warren | | | X | | |
| Ms. Sandra Lindblom | | | | X | |
| Ms. Anne Hebert | | | X | | |
| Numbers of members of each category: | 1 | 4 | 2 | 4 | 3 |

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

Recommendations and Assurances

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

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

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

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

Signature

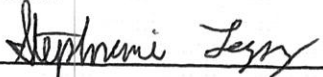

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2025.

Attested:

Principal, Michael Ventura on 5/16/25

SSC Chairperson, Stephanie Lopez on 5/16/25

Title I and LCFF Funded Program Evaluation

| Goal #1: | | | |
|--|--|---|---|
| Ensure all students are taught with the rigor needed to master grade-level content and graduate prepared for college and career success by equipping staff with effective instructional strategies, providing student support systems, and offering engaging, standards-aligned supplemental materials. | | | |
| 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> |
| Access staff development services aimed at supporting the implementation of State Standards and fostering improved student achievement across all demographic groups. Overall CAASPP scores at PSHS have declined from the previous year, highlighting a need for focused improvement. To address this, professional development will concentrate on Universal Design for Learning (UDL) and AVID strategies to enhance teaching effectiveness delivered through school site professional development days. Special emphasis will be placed on improving English Learner (EL) performance across all content areas and state testing. Progress will be measured using a range of metrics, including state testing results, A-G completion rates, passing rates, and other academic indicators from the CA Dashboard. | | | |
| Provide Extra Duty Salary to enhance support for both students and teachers, with the goal of improving instructional quality and increased student achievement across all demographics. Enhance academic performance by providing additional assistance to meet academic standards by offering supplementary sessions outside regular school hours, such as winter intersession and practice ELPAC testing. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, and various | | | |

| | | | |
|--|--|--|--|
| academic indicators sourced from the CA Dashboard. | | | |
| Deliver supplementary materials and supplies to aid students and teachers in meeting state standards across all subject areas. Additionally, provide online subscriptions and licensed services offering support for research and citation, gamification for study and review, as well as assistance in writing, grammar, and math skill development. Interactive content for assessment and review is also available. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, graduation rates, and various academic indicators sourced from the CA Dashboard. | | | |
| Offer substitutes to facilitate teacher collaboration, attend conferences, and participate in trainings, ensuring continuity of instruction and professional development opportunities. Student achievement improvements will be assessed using a range of metrics, including, but not limited to, state testing results, A-G rates, graduation rates, and various academic indicators sourced from the CA Dashboard. | | | |
| Science Laboratory Equipment Repair | | | |
| Provide salary and benefits for one supplemental full-time equivalent (FTE) English Language Development (ELD) teacher, ensuring dedicated support for English Learners and facilitating their academic progress. One metric for assessing the impact of funding an ELD teacher will be the growth in English proficiency among English Learners, measured through ELPAC. Monitoring their academic progress in subjects like math and literacy, comparing grades, test scores, and graduation rates will provide further insight. | | | |
| Allocate funding for two Bilingual Paraprofessionals to support ELD 1 and 2 level students during their EL class and core content area classes throughout the school year, each working seven-hour days. One metric will be the progress of ELD 1 and 2 students' English proficiency measured through ELPAC. Another | | | |

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| metric is tracking academic performance in core subjects. Additionally, evaluating the frequency and effectiveness of tutoring sessions beyond school hours provides insight into support quality. | | | |
| Provide substitutes for AVID team meetings and events, ensuring continuity and participation in the program for both students and teachers. One metric could be the level of engagement and participation in AVID team meetings and events, measured by attendance and feedback. Additionally, tracking successful completion of program activities with substitute support offers insight into program effectiveness. | | | |
| Provide transportation support through the Ophelia Project for at-risk female students attending bi-monthly mentor meetings. This initiative aims to facilitate their college readiness and includes opportunities for college visits. A metric for evaluating the effectiveness of the Ophelia Project support could involve tracking the participation of at-risk female students in college visits and bi-monthly meetings with mentors. Additionally, assessing students' progress towards college enrollment, such as the number of college applications submitted or acceptance letters received, will provide insight into the program's impact on academic achievement. | | | |
| Enhance classroom technology availability by acquiring supplemental resources such as calculators, computers, ELMOs, LCD projectors, and other necessary technology to ensure that all classrooms meet a minimum standard of technological resources for both students and teachers. Measure the percentage of classrooms meeting the minimum standard of technological resources both before and after acquiring supplemental technology as a metric for assessing improvement. | | | |
| Provide student incentives for attendance and academic performance to support both students and teachers in fostering a positive learning environment. Offer busing services for incoming 9th | | | |

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| graders to attend the Annual Freshmen Orientation Activities, aimed at familiarizing them with our campus and fostering a smooth transition into high school. Track the increase in attendance rates and academic performance among students who participate in the incentive program as a metric for assessing its effectiveness in promoting engagement and achievement. | | | |
| Organize professional development on cultural literacy and equity, led by our equity lead, to promote collaboration among educators. We will measure the frequency and attendance of these professional development sessions, as well as track the integration of culturally relevant content into the curriculum-related activities. This data will help us assess the impact of the training on educational practices. | | | |
| Extend the hours of the library technician to enhance student access to curricular materials and technology-based instruction. The technician will also support textbook and technology checkouts, check-ins, inventory management through Destiny, and the processing of discards. The efficiency of these processes will be monitored to assess the impact of the technician's expanded role. | | | |
| Offer curriculum-based field trips, approved by the site, to enrich learning experiences. Trips may include visits to plays, musicals, museums, schools, and colleges. Measure the frequency and participation rates of students and teachers in the site-approved, curriculum-based field trips. | | | |

Goal #2:

Enhance parent engagement by offering meaningful and accessible opportunities for involvement throughout the year, fostering stronger school-family partnerships.

| Actions/ Activities (Strategies) | What is working and why? (Effective indicators) | What is not working and why? (Ineffective indicators) | Modification(s) based on evaluation results |
|---|--|---|--|
| | <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> |

| | | | |
|---|--|--|--|
| Provide ongoing parent education sessions throughout the year to ensure understanding of graduation requirements, credit evaluation, and post-high school options. Equip parents with tools for student success, including tutoring schedules, test preparation websites, and college information, while utilizing ParentSquare for communication. Facilitate parent involvement through volunteer opportunities and increase grade-level parent meetings and conferences, especially in the absence of a PTA or Academic Booster. Additionally, conduct freshmen orientation programs for incoming students and their parents. With increased funding for parent engagement, offer opportunities for parents to attend conferences focused on strategies to support student success. Monitor attendance and participation rates of parents in the education sessions and grade-level meetings to assess effectiveness. | | | |
| Materials & Supplies for Parent Meetings i.e. FAFSA Meetings, College Meetings, Counseling Meetings, to create a more welcoming environment. | | | |

Goal #3:

Increase student attendance and foster a stronger sense of school connectedness by creating a supportive and inclusive 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> |
|--|--|---|---|
| PSHS will increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gents Alliance, Kings Circle, FCA, BSU, GSA, and Peer counseling, along with daily classroom greeting. PSHS will use restorative practices, such as conflict resolution, to help decrease the suspension rates which is currently at 6.1%. PSHS will measure student participation in | | | |

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| connectedness activities (such as PBIS points), and monitor changes in suspension rates to evaluate the effectiveness of these efforts. | | | |
| PSHS will support student SEL and behavioral needs in an effort to reconnect students with the learning environment. As part of this strategy, a Paraprofessional will be funded to support students and return them to instruction as quickly as possible. This duty will be monitored through suspension and attendance rates. | | | |

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

Developed by the California Department of Education, January 2049
