School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rancho Mirage High School
Address	31001 Rattler Rd Rancho Mirage, CA 92270
County-District-School (CDS) Code	054702
Principal	Teresa Haga, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024-6/30/2025
Schoolsite Council (SSC) Approval Date	10/2/24
Local Board Approval Date	11/12/24

X This certifies that updates to my SPSA are completed

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

Table of Contents

School Vision and Mission

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

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

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

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

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

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

School Profile

Rancho Mirage High School opened in September 2013 and serves students from Rancho Mirage, Palm Desert, Thousand Palms, and Cathedral City. As a result of the PSUSD open enrollment policy, students also attend from other neighboring communities. The school is situated on a 64-acre site and serves approximately 1450 students in grades nine through twelve. Approximately one hundred and twenty faculty and staff members serve an ethnically diverse student population which includes: 72% Hispanic, 17% white, 5% Filipino, 3% African-American, and 3% other.

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

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

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

In addition to mainstreaming special education students in CP and honors classes, special education instruction may also occur within a collaborative service delivery model that reflects content and performance standards and ensures

access to the core curriculum for all students. Identified special education services are delivered through: pull out programs, within the regular education classes through paraprofessional support, and/or consultation from special education personnel. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds. RMHS also services Special Education students in the Functional Life Skills program for those in need of intensive interventions.

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

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

Purpose and Description

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

- X Schoolwide Program
- X Additional Targeted Support and Improvement
- Homeless students and Students with Disabilities

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

Rancho Mirage High School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon 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 and common formative assessment results, 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. The Rancho Mirage High 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

SSC Election Dates and Results:

Parent/community member

Cynthia Torres and Michelle McMullen (parent) will continue to serve their 2nd year on the SSC.

There was one open Parent/Community member position for this year. On August 15, 2024, a nomination form was emailed to all parents of RMHS students as well as posted on the school website.

The following nominations were received:
Ana Lazarski

Perla Juarez

On August 26, 2024 a ballot listing the above names as well as a line for write-in candidates was distributed through email as well as posted on the school website.
Voting closed on August 30, 2024.

Ana Lazarski was invited to serve as a Parent/Community member.

Teacher/certificated staff
The following staff will continue to serve this year:
Teacher: Marginia Orantes, Jorge Jimenez, Caesar Hernandez
There was one open Teacher position and one open Other Staff position.

On Monday, August 15, 2024 a nomination Google Form was emailed to all staff stating the open positions, the expectations of the position, and requesting nominations.

The following teacher nominations were received:
Rich Rundhaug
Taylor Sandoval

The following Other Staff nominations were received:
None

On August 26, 2024, a ballot listing the above names as well as a line for a write-in candidate was distributed to all RMHS staff using Google Forms. The voting closed at the end of the school day on Auguste 30, 2024.

The results were as follows:
Rich Rundhaug--13 votes
Taylor Sandoval--25 votes

Taylor was invited to serve as Certificated members.

For Other Staff:
Cecilia Valdez--3 write in votes
Yvonne Henderson--1 write in vote
Gloria Avila -- 1 write in vote

Cecilia Valdez was invited to serve as an Other Staff member.

Students

Three student seats were available for this year.

On Monday, August 15, 2024 a nomination Google Form was emailed to all students stating the open positions, the expectations of the position, and requesting nominations.

The following nominations were received:
Sandra Alverdin
Viandi Campos
Abidin Jr. V. Demir
Philip Gonzales
Jayla Hall
Desiree Harper-Ruff
Jamailah Jannaiah Jamora
Kimberly Lara Chavez
Adrian Mercado
Melissa Molina
Davian Morales
Sarah O'Campo
Blanca Ramirez

Melina Sanchez
Zyearie Scott

On August 26, 2024, a ballot listing the above names as well as a line for a write-in candidate was distributed to all RMHS students using Google Forms. The voting closed at the end of the school day on August 30, 2024.

The results were as follows:
Sandra Alverdin--9 votes
Viandi Campos--10 votes
Abidin Jr. V. Demir--5 votes
Philip Gonzales--20 votes
Jayla Hall--20 votes
Desiree Harper-Ruff--2 votes
Jamailah Jannaiah Jamora--10 votes
Kimberly Lara Chavez--7 votes
Adrian Mercado--2 votes
Melissa Molina--5 votes
Davian Morales--4 votes
Sarah O'Campo--36 votes
Blanca Ramirez--15 votes
Melina Sanchez--9 votes
Zyearie Scott--1 vote

Sarah O'Campo, Jayla Hall, and Philip Gonzales were invited to join as Student SSC members.

ELAC representatives
  • Dr. Omier, Assistant Principal, reached out to the Spanish-speaking parents to identify those interested in participating in the school's ELAC committee and SSC. Rosalba de Leon, Linda Ponce, Erica Becerra, Erika Leon Torres, and Chirlin Sandoval compose this year's ELAC. Rosalba de Leon will serve as the ELAC rep on SSC and the DELAC representative. Linda Ponce will serve as alternates for DELAC.

SSC Meeting Dates and Topics

September 11, 2024: SSC Training
October 2, 2024 Review of by-laws, data review including focus on achievement data for Homeless and Students with Disabilities, review of SPSA budget allocations, gathering of input from ELAC--needs assessment review
November 6, 2024 Information regarding Attendance and monitoring of the SPSA was provided
February 5, 2025: LCAP Presentation and discussion, SPSA monitoring, discussion of ATSI status and ideas to address student needs
March 12, 2025: Discussion of budget proposals with input provided by the ELAC and approval of SPSA budget for 2025-2026
April 30, 2025 Planning for next year

Leadership Team Meeting Dates and Topics

August 11, 2023: Discussion of goals for the year, budget discussion, plans for Back to School Night
September 12, 2023: Review of data on student achievement with a focus on support for ATSI student groups, College-Kickoff Day discussion
October 2, 2023: site goals focus on ATSI student groups.
November 1, 2023: site policy review, crisis response protocol and safety review,
December 5, 2023: Course selection process, ELPAC testing, CAASPP discussion, Panorama Survey
January 30, 2024 WASC visit preparations, Budget proposals for SSC
February 27, 2024: Meeting with WASC Visiting Committee
March 19, 2024: Course registration, Review of upcoming testing, discussion of ATSI and professional development focus for next year
April 23, 2024: Preparation for end of the year
May, 28, 2024: Planning for next year

July 30, 2024: Full Day Leadership Team Training and planning session
August 13, 2024: Discussion of goals for the year, budget discussion, plans for Back to School Night
September 11, 2024: Review of data including student achievement, attendance, and suspension rates with a proactive approach related to Homeless students and Students with Disabilities, College-Kickoff Day discussion
October 1, 2024: site goals including A-G completion and support for Homeless students and Students with Disabilities

English Learner Advisory Committee Meeting Dates and Topics:

October 2, 2023: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items.
November 1, 2023: Parent resource information for SEL, ELPAC discussion, report on SSC items.
February 7, 2024: Review of Needs Assessment, ELPAC exam and R-FEP criteria, school information including SPSA input and discussion of ATSI
March 13, 2024: Review of LCAP, site information including response to SPSA, testing and Summer School review

August 28, 2024: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items. Comprehensive needs assessment conducted and shared at 10/2/24 SSC meeting.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section), district benchmarks, ELAC input, Leadership Team input and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:

- -Provide funding for staff professional development related to classroom management/student engagement, leadership development, and co-teacher training.
- -Provide funding for the purchase of literature texts to be used in PE to increase literacy rates as well as develop sportsmanship traits.
- -Provide funding for additional tutoring opportunities through the creation of an AP Scholar Lab.
- -Provide funding to support AP Mock exams on Saturday to ensure all students are prepared for the exams.
- -Provide funding for technology to directly support students in the classroom with a focus on EL student needs.

Resource Inequities

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

Rancho Mirage High School has been identified for ATSI for our suspension rates for our homeless students and students with disabilities. This data was considered throughout the process of resource allocation to ensure additional support for these students.

All students have access to tutoring in all subjects, each student has a Chromebook provided by the district, and all students have access to teachers who have been trained in AVID strategies which are a schoolwide focus on Writing, Inquiry, Reading, Collaboration, and Rigor (WICOR). Additionally, all teachers have been trained in Universal Design for Learning (UDL) strategies and implementation in the classroom has begun.

An area of inequity identified by our Needs Assessment was for our English Learner students based on the 2023 CA School Dashboard results. English Learners scored 93.6 points below standard while All students scored 1.7 points above standard. Additionally, English learners scored 183.1 points below standard while All students scored 114.1 points below standard. The graduation rate for English Learners was 83.3% while the graduation rate for All students was 95.3%. 2023-2024 STAR test results indicate a continuing differential for EL students in both reading and mathematics.

Fall 2024 STAR testing data shows that 58% of students met or exceeded the standard for Reading and 54.1% of students met or exceeded the standard for Math.

In Goal 1 of our 2024-2025 plan, we are addressing this inequity through two specific actions to support our English Language Learners:

- ELD classroom teacher for four (4) periods and one (1) class period devoted to coaching all staff on ELD needs and supports.
- Two bilingual paraprofessionals to support students in class, during tutoring, and in collaboration with the ELD teacher's coaching period.

Our suspension data shows a rate for the 2022-2023 school year of 12.8% for All students with a 13.1% rate for English Learners, 17.2% rate for Homeless students and a 21.3% rate for Students with Disabilities. The suspension data for our Homeless and Students with Disabilities are the contributing factors in our ATSI status.

District end-of-year suspension data shows that for 2023-2024, the suspension rate was 10.3% which is a significant decline for all students. Homeless students and Students with Disabilities are still disproportionately suspended compared to all students. This remains an area of focus which will be addressed through professional development for staff and improvement of student engagement strategies.

In Goal 1, Goal 2, and Goal 3 of our 2024-2025 plan, we are addressing this inequity through three specific items:
- -Staff professional development in classroom management and student engagement strategies.
- -Professional development for leadership team
- -Co-teacher training for math intervention teachers, math teachers, special education teachers, and general education teachers. The training will focus on ways to support Students with Disabilities who participate in inclusion classes.
- -AVID training for staff
- -Professional development for teachers in UDL strategies to offer support for all students with a focus on Homeless students and Students with Disabilities.

Needs Assessment – Review of Performance

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

Reflections: Success

The graduation rate for the class of 2023 was 95.3%. English Learner students had a graduation rate of 83.3% which was a decline from 89.8% in 2022. Hispanic students were at 94% graduation rate which was a decline of 2.6%. Socioeconomically disadvantaged students had a 95.2% graduation rate which was also a decline of 1.8%. While each group did decline, these rates remain higher than the state's graduation rate of 86.4%.

On this year's STAR assessments, 11th grade ELA students have consistently shown growth in meeting or exceeding the standard. According to these results 48.2% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP.
Unofficial CAASPP data for 2024 shows that 52% of students met or exceeded the standard for ELA.

On this year's STAR assessments, 11th grade Math students have consistently shown growth in meeting or exceeding the standard. According to these results 13.6% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP.
Unofficial CAASPP data for 2024 shows that 17% of students met or exceeded the standard for Math.

Supporting Actions: Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after school tutoring.
ELA teachers continued their work with Solution Tree building on common assessments and curriculum maps.
The Integrated Math I intervention team of three teachers and IM II intervention teacher continued to support students through push-in and pull-out interventions. All math teachers participated in three days of collaboration with Irvine Math Project to focus on engaging instructional strategies.
Social Studies teachers participated in three collaboration sessions with Solution Tree to begin creating a common curriculum map.

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

Reflections: Identified Need

ELA Indicator--The Fall 2023 California School Dashboard reported that English Language Learners scored in the very low performance level. The performance gap is two levels below the overall school result indicating a need for ongoing support. This performance gap continues to be reflected in the STAR Reading data with EL students projected to meet or exceed standard on the CAASPP at a rate of 42.4% lower than the All Students group.

Math Indicator--The Fall 2023 California School Dashboard reported that English Language Learners scored in the very low performance level. The performance gap is one level below the overall school result indicating a need for ongoing support. This performance gap continues to be reflected in the STAR Math data with EL students projected to meet or exceed standard on the CAASPP at a rate of 13.7% lower than the All Students group.

Suspension Rate Indicator--The Fall 2023 California School Dashboard reported that All students have a very high suspension rate of 12.8%. Three subgroups in particular have the highest rates: Homeless students with 17.2%, Students with Disabilities with 21.3%, and African American with 31.6%. A root cause analysis was conducted for each of these subgroups using the 5 Why's protocol. Suggestions to decrease suspension rates are related to increasing student connectedness to school and student engagement in the classroom. This will be supported through various activities supported with LCAP funding.

Unofficial CAASPP data shows no growth in ELA with 52% of students meeting or exceeding the standard. Math CAASPP data shows a decline of 2% to 17% of students meeting or exceeding the standard.
District data shows a decline to 10.3% suspension rate, but work still needs to be done to decrease the suspension rate of our Students with disabilities.

Supporting Actions:
A continued school wide focus on reading and writing across the curriculum will support students' growth in English Language Arts. Additionally, the use of AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies will help students improve in all academic areas. Curriculum for English as well as the program/pathway for English Language Learners was introduced in the fall of 2017. We continue to support our teachers with professional development and planning/collaboration time to allow them to fully access all of the scaffolds and extensions available with StudySync. Throughout the 2023/2024 school year, the ELA department participated in workshops and coaching days with a trainer from Solution Tree. The focus of these days was on curriculum alignment and instructional mapping. The site plans to continue to offer additional planning and collaboration time for ELA teachers as we address student needs in ELA. Additionally, the ELA department received an Anderson Grant to support classroom libraries. Each teacher now provides students with 10 minutes of silent reading daily to increase vocabulary development and language acquisition.

To support improvement in mathematics, we will continue to provide professional development for all teachers related to the Carnegie mathematics curriculum. However, there will be newly adopted curriculum for 2024-2025 where teachers will receive training and support for implementation. Additionally, our math department staff participated in workshop and coaching days with the Irvine Math Project. The focus of these days was on instructional strategies and student engagement. We also offer tutoring specifically focused on supporting students' math needs. Cross-curricular collaboration with science and math and within CTE academies will also address the performance gaps in math. We will continue to offer additional planning and collaboration time for all math teachers to help them create vertical and horizontal alignment to standards and address student learning needs. Starting in the 2021-2022 school year, the district provided an addition math teacher to provide support for all Integrated Math I classes. As a result of the successful pass rate due, in part, to the added support, we added an additional Math teacher to support the IM II students in 2022-2023. For the 2023-2024 school year, we altered the IM II support model to involve two teachers.

To address the suspension rates, we added a Dean of Students to work on Tier I and Tier II intervention supports for students. Additionally, an MTSS coach and Wellness Center were added to the campus in the fall of 2023. Both of these additions work to support SEL needs of students as well as to increase academics. The Dean and MTSS Coach have also provided professional development to staff on Restorative Practices and offer regular classroom support to teachers.

In reviewing data from semester one, our students continue to need additional support in mathematics. To address these needs, we will continue to support student learning through funding the teacher for the Math Lab after school. Additionally, professional development was provided to all general education and special education math teachers prior to the start of the 24-25 school year on co-teaching strategies. These strategies will allow the intervention teachers to provide greater support to students in the classroom with a focus on supporting Homeless students and Students with Disabilities.

To increase our A-G rate, graduation rate, and CCI metrics, we plan to fund an AP Scholar Lab. The lab will provide tutoring support and guidance to students in Honors and AP classes to ensure student success and increased access to these programs. Additionally, funding will be provided for AP teachers to host mock AP exams on a Saturday so students will have the opportunity to practice the full length exam.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.60%	0.6%	0.68%	9	9	10
African American	2.51%	2.35%	1.98%	38	35	29
Asian	0.73%	0.6%	0.68%	11	9	10
Filipino	2.98%	2.82%	2.80%	45	42	41
Hispanic/Latino	79.70%	81.42%	82.45%	1205	1214	1207
Pacific Islander	0.07%	0.13%	0.20%	1	2	3
White	11.04%	9.32%	8.81%	167	139	129
Multiple/No Response	2.38%	2.75%	2.39%	36	41	35
			Total Enrollment	1512	1491	1464

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	382	419	373
Grade 10	421	396	386
Grade 11	357	379	350
Grade 12	352	297	355
Total Enrollment	1,512	1,491	1,464

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	262	279	278	15.70%	17.3%	19.0%
Fluent English Proficient (FEP)	561	538	552	36.70%	37.1%	37.7%
Reclassified Fluent English Proficient (RFEP)				8.4%		

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1491	**97.3**	**18.7**	**0.5**
Total Number of Students enrolled in Rancho Mirage 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	279	18.7
Foster Youth	8	0.5
Homeless	121	8.1
Socioeconomically Disadvantaged	1451	97.3
Students with Disabilities	157	10.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	2.3
American Indian	9	0.6
Asian	9	0.6
Filipino	42	2.8
Hispanic	1214	81.4
Two or More Races	41	2.7
Pacific Islander	2	0.1
White	139	9.3

Conclusions based on this data:

1. The majority of students at RMHS are considered socioeconomically disadvantaged.

2. The homeless and students with disabilities populations continue to grow.

3. The English learner and Hispanic populations also continue to increase.

School and Student Performance Data
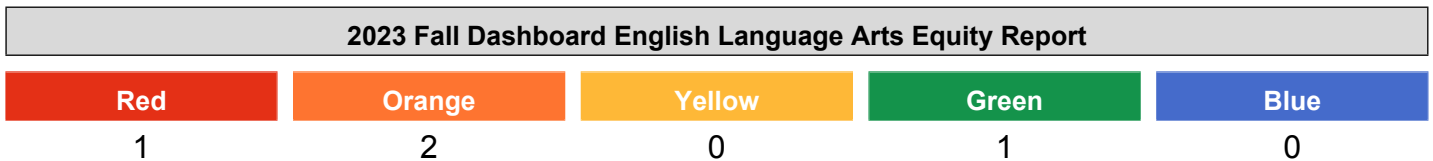
Overall Performance

The 2023 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Blue	**Suspension Rate** Red
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Red		
College/Career Medium		

Conclusions based on this data:

1. While we did see an increase in Math data, performance on the CAASPP exam for mathematics remains low for all students which is a continuing area of focus.

2. Suspension rates for all students has increased and is very high which makes this an area of focus for improvement.

3. English Learner Progress is very low which continues to be an area of focus.

School and Student Performance Data

Academic Performance
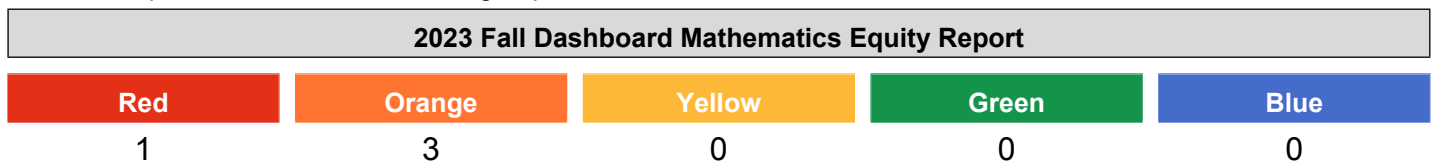## English Language Arts

The 2023 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
1.7 points below standard	93.6 points below standard	0 Students
Decreased -6.1 points	Decreased -5 points	
328 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
45.6 points below standard		116.3 points below standard
Increased Significantly +46.8 points	Orange	Decreased -10 points
18 Students	3.4 points below standard	44 Students
	Decreased -8.4 points	
	321 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	29.5 points above standard
			Decreased -14.1 points
9 Students	4 Students	2 Students	11 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	Green
7.4 points below standard			39.9 points above standard
Decreased -6.8 points	10 Students	1 Student	Increased +11.1 points
256 Students			35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125 points below standard	0.9 points above standard	5.4 points above standard
Decreased -4.1 points	Decreased -3.5 points	Decreased -5.7 points
51 Students	17 Students	152 Students

Conclusions based on this data:

1. English Learners scored 93.6 points below standard which is significantly lower than All students who scored 1.7 points below standard.

2. Hispanic students scored 7.4 points below standard which is lower than All students who scored 1.7 points below standard

3. Socioeconomically disadvantaged students scored 3.4 points below standard which is lower than All students who scored 1.7 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
114.1 points below standard	183.1 points below standard	0 Students
Maintained -1.7 points	Increased +10.4 points	
328 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
127.7 points below standard	Orange	198.9 points below standard
Increased Significantly +48.9 points	114.4 points below standard	Decreased -5.5 points
18 Students	Maintained -1.9 points	44 Students
	321 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	102.8 points below standard
9 Students	4 Students	2 Students	Increased +3.1 points
			11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	Less than 11 Students	Orange
121.4 points below standard	10 Students	1 Student	65 points below standard
Maintained +0.8 points			Decreased -13.7 points
256 Students			35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
205 points below standard	117.2 points below standard	108.6 points below standard
Increased Significantly +16.6 points	Decreased -6.3 points	Decreased -14.5 points
51 Students	17 Students	152 Students

Conclusions based on this data:

1. All students scored in the low range with 114.1 points below standard.

2. English Learners scored in the low range with 183.1 points below standard.

3. Hispanic students scored in the very low range with 121.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
31% making progress towards English language proficiency
Number of EL Students: 229 Students
Performance Level: 1
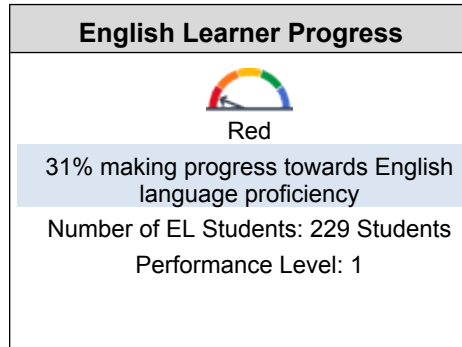
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
62	93	0	71

Conclusions based on this data:

1. English Learners Progress remains in the low range with only 31 % of students making progress towards English language proficiency which is a decline of 6.5%.

2. Sixty-two English learners decreased one ELPI level.

3. Seventy-one English learners progressed by one ELPI level.
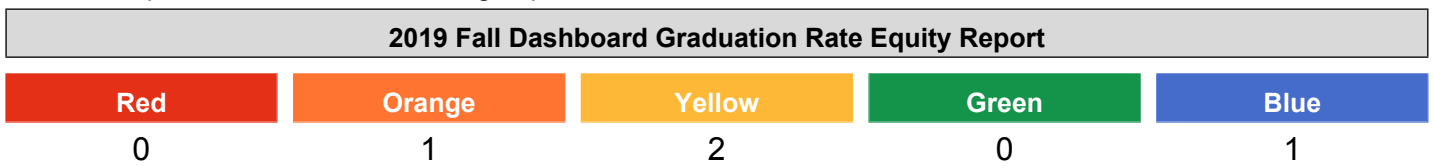
School and Student Performance Data

Academic Performance
College/Career

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0
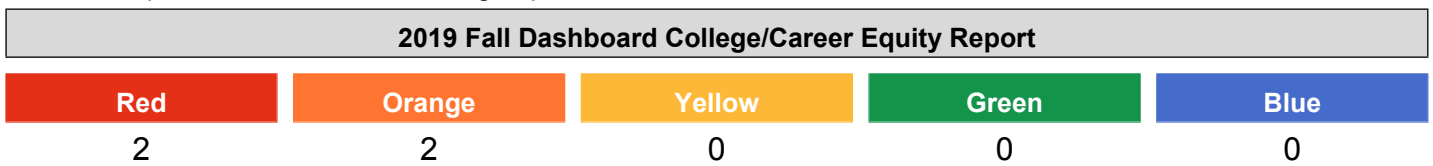
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
21.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.8
Declined Significantly -17	2	4	Declined Significantly -28.2
14			22

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

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

1. Based on 2023 data, all students showed a rate of 44.1% prepared.

2. English Learners demonstrated low performance on the 2023 data.

3. Hispanic and Socioeconomically disadvantaged students showed medium performance on this indicator for the 2023 data.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
94.9	88.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -2.8	1
354	52	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
87.8	94.5	66.7
Declined -7.7	Declined -1.2	Declined -12.5
41	309	30

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
93.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	100
Increased +1			Maintained 0
15	2	4	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Yellow
95	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93.9
Declined -1.4			Declined -1.1
240	4	2	65

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
96.3	94.9

Conclusions based on this data:

1. The All students graduation rate for 2023 was 95.3% which was a decline of 1.2% from the previous year.

2. English Leaners had an 83.3% graduation rate in 2023 which was a decline of 6.5% from the previous year.

3. Hispanic students had a graduation rate of 94% in 2023 which was also a decline of 2.6% from the previous year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	1	1	0	1

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Red

12.8% suspended at least one day

Increased 2.3

1565 Students

English Learners

Orange

13.1% suspended at least one day

Declined -0.3

306 Students

Foster Youth

66.7% suspended at least one day

12 Students

Homeless

Red

17.2% suspended at least one day

Increased 5

134 Students

Socioeconomically Disadvantaged

Red

13% suspended at least one day

Increased 2.4

1513 Students

Students with Disabilities

Red

21.3% suspended at least one day

Increased Significantly 6.6

169 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	Less than 11 Students	Blue
31.6% suspended at least one day	9 Students	9 Students	0% suspended at least one day
Increased 22.1			Maintained 0
38 Students			43 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Yellow	Less than 11 Students	Red
13% suspended at least one day	7.1% suspended at least one day	3 Students	11.8% suspended at least one day
Increased 1.6	Declined -9.1		Increased Significantly 6.6
1269 Students	42 Students		152 Students

Conclusions based on this data:

1. All students have a very high suspension rate of 12.8%.

2. Homeless students (17.2%), Students with Disabilities (21.3%) and African American (31.6%) have very high suspension rates.

3. Students with two or more races declined by 9.1% to a rate of 7.1%.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

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)

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

St. Group	Color	DFS/Percentage	Change
All	Medium	7.3 points above atandard	Increase +3 points
EL	Very Low	82.6 points below standard	Increase +6 points
Hisp	Low	2.3 points above standard	Increase +3 points
AA	No performance level		N/A
SED	Medium	8 points above standard	Increase + 3 points
SWD	No performance level	100.3 points below standard	Increase +6 points

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	1.7 points below standard	Decreased -6.1 points
EL	Red	93.6 points below standard	Decreased -5 points
Hisp	Orange	7.4 points below standard	Decreased -6.8 points
AA			Less than 11 Students
SED	Orange	3.4 points below standard	Decreased -8.4 points
SWD		116.3 points below standard	Decreased -10 points

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Low	109.5 points below standard	Increase +3 points
EL	Very Low	187.5 points below standard	Increase +6 points
Hisp	Very Low	119.2 points below standard	Increase +3 points
AA	No performance level		

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	114.1 points below standard	Maintained -1.7 points
EL	Orange	183.1 points below standard	Increased +10.4 points
Hisp	Red	121.4 points below standard	Maintained +0.8 points
AA			Less than 11 Students

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator

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

Expected Outcomes

SED	Low	109.6 points below standard	Increase +3 points
SWD	No performance level	187.4 points below standard	Increase +6 points

Actual Outcomes

SED	Orange	114.4 points below standard	Maintained - 1.9 points
SWD		198.9 points below standard	Decreased - 5.5 points

Metric/Indicator

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

Expected Outcomes

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

Actual Outcomes

California Science Test--17.41% of students Met or Exceeded Standard in 2024

Metric/Indicator

California School Dashboard – English Learner Progress Indicator (ELPI)

Expected Outcomes

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	31%	

Metric/Indicator

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

Expected Outcomes

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 37.2%

Metric/Indicator

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

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

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Very High	98%	Increase +1.5 %
EL	Medium	91.3%	Increase +1.5%
Hisp	Very High	98.1%	Increase +1.5%
AA	No Performance level	Less than 11 students	
SED	Very High	98%	Increase +1%
SWD	High	90.4%	Increase +1.5%

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Blue	95.3% graduated	Decreased - 1.2
EL	Orange	83.3% graduated	Decreased Significantly - 6.5
Hisp	Yellow	94% graduated	Decreased - 2.6
AA			Less than 11 Students
SED	Blue	95.2% graduated	Decreased - 1.8

Metric/Indicator	Expected Outcomes				Actual Outcomes			

Actual Outcomes

St. Group		DFS/Percentage	Change
SWD		81% graduated	Decreased Significantly - 7.9

Metric/Indicator	Expected Outcomes				Actual Outcomes			

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

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

Expected Outcomes

St. Group	Color	DFS/Percentage	Change

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Medium	44.1 Prepared	
EL	Low	14.6 Prepared	
Hisp	Medium	44.2 Prepared	
AA	No Status Level		Less than 11 Students
SED	Medium	44.5 Prepared	
SWD	No Status Level	14.3 Prepared	

Metric/Indicator	Expected Outcomes	Actual Outcomes
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%	UC and/or CSU Entrance Requirement Completion Rate 22-23 All Students (ALL) 69% English Learners (EL) 47.5% Hispanic (Hisp) 67.1% African American (AA) N/A Socioeconomically Disadvantaged (SED) 69.4% Students with Disabilities (SWD) 23.5%
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 Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 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: 44.1%
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 47.6% English Learners (EL) -0% Hispanic (Hisp) - 43.3% African American (AA) -N/A Socioeconomically Disadvantaged (SED) -%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.	With the assistance of the district, we will be sending five teachers, one administrator, and one counselor to the AVID Summer Institute in June. Two Special Education teachers attend a conference. They then shared the new knowledge with their department.	AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning. Conferences and trainings may be conducted virtually as needed. 5000-5999: Services And Other Operating Expenditures LCFF 15,000	AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning. Conferences and trainings may be conducted virtually as needed. 5000-5999: Services And Other Operating Expenditures LCFF 15,000
		Substitute and registration for Special Education teachers to participate in a conference. 5000-5999: Services And Other Operating Expenditures LCFF 2,700	Substitute and registration for Special Education teachers to participate in a conference. 5000-5999: Services And Other Operating Expenditures LCFF 2,700
Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.	Two teachers provide support for students completing credit recovery during zero period four days per week. Approximately 120 students are benefiting from this program.	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.8 FTE).	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.8 FTE).

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Math Lab tutoring occurs four days per week supporting at least 10 students each day. Different teachers from the Math department support this tutoring program. Two teachers provide push-in and pull-out intervention support to all sections of Integrated Math II.	1000-1999: Certificated Personnel Salaries Title I 108,800	1000-1999: Certificated Personnel Salaries Title I 108,800
		Extra duty pay for teachers to facilitate tutoring in the Math Lab. 1000-1999: Certificated Personnel Salaries LCFF 7,500	Extra duty pay for teachers to facilitate tutoring in the Math Lab. 1000-1999: Certificated Personnel Salaries LCFF 7,500
		Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.2 FTE). 1000-1999: Certificated Personnel Salaries LCFF 27,200	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.2 FTE). 1000-1999: Certificated Personnel Salaries LCFF 27,200
		Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries LCFF 15,000.00	Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries LCFF 15,000
		Extra duty pay for teachers to provide additional Math Lab tutoring. 1000-1999: Certificated Personnel Salaries Title I 6,000	Extra duty pay for teachers to provide additional Math Lab tutoring. 1000-1999: Certificated Personnel Salaries Title I 6,000
Science Learning Opportunities to demonstrate real-world applications of math and science	Forty students participated in the Whitewater Preserve field trip to conduct biological, physical, and	Transportation and substitute costs for students who are in	Transportation and substitute costs for students who are in

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
principles. Additionally, these learning opportunities will help students make the connections between mathematics and science. Field trips for AVID students to participate in college exploration visits.	chemical water quality testing in the field. Forty-eight students attended a college tour of La Sierra University. Forty-eight students attended a college tour of CSU San Marcos. Thirty-nine students attended a college tour of CSU Fullerton and UCI. Sixty students attended a college tour of CSUSB and University of Redlands.	AVID to participate in College Readiness field trips. 5000-5999: Services And Other Operating Expenditures LCFF 7000	AVID to participate in College Readiness field trips. 5000-5999: Services And Other Operating Expenditures LCFF 6,400
		Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve. 5000-5999: Services And Other Operating Expenditures LCFF 1000	Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve. 5000-5999: Services And Other Operating Expenditures LCFF 915.00
Support for Teaching Staff	Math TOSA regularly collaborated with and assisted in all math classrooms throughout the year. Nine teachers worked with consulting teachers for support in clearing their teaching credentials. Science TOSA regularly collaborated with science teachers and long-term sub. ELA, Math, and Social Studies TOSAs participated in Solution Tree and Irvine Math Project planning days with staff to ensure implementation of curriculum and standards. Staff were provided with weekly collaboration time in whole staff, department, or special programs collaboration teams. The school	Mathematics coach assigned to work with Math teachers to improve instructional practice. 0.0	Mathematics coach assigned to work with Math teachers to improve instructional practice. 0
		Consulting teachers to work with new teaching staff to clear their teaching credentials 0.0	Consulting teachers to work with new teaching staff to clear their teaching credentials 0
		Science TOSAs to support implementation of NGSS. 0.0	Science TOSAs to support implementation of NGSS. 0
		ELA and Math TOSAs to support CCSS and curriculum implementation	ELA and Math TOSAs to support CCSS and curriculum implementation

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	also worked on completing a WASC process to engage all stakeholders.

Staffing ratios are determined by the district and class sizes remain within district expectations.

ELD teacher and language development collaboration team provided professional development and support to staff to improve lesson design to support ELL students. | 0.0

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

0.0

Increase to schoolwide staffing ratio to support reduced class sizes.

0.0

Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students

0.0 | 0

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

0

Increase to schoolwide staffing ratio to support reduced class sizes.

0

Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students

0 |
| 4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and one period of ELD coaching for all teachers (0.2). | ELD teacher worked with English Learner students in support of their language acquisition as well as preparation for the ELPAC exam.

ELD coordinator provided professional development and support to staff throughout the year. | Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE)
1000-1999: Certificated Personnel Salaries
Title I
115,000

ELD coordinator period for certificated teacher to provide English Learner support to students and staff. (0.2 FTE) | Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE)
1000-1999: Certificated Personnel Salaries
Title I
115,000

ELD coordinator period for certificated teacher to provide English Learner support to students and staff. (0.2 FTE) |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF 29,000	1000-1999: Certificated Personnel Salaries LCFF 29,000
Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.	Two bilingual paraprofessionals supported ten sections of English Learner students in their core classes. During ELPAC testing, these two bilingual paraprofessionals supported the students through test completion and encouragement.

The Library Technician provided direct support to students at the beginning of the school year to ensure all students had the proper textbooks and technology. She will provide additional support to students at the end of the year when students return textbooks and technology. | 80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 49,000 | 80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 49,000 |
		80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 29,000	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 29,000
		Additional Library Tech hours to support student access to technology and curricular materials in the Library. 2000-2999: Classified Personnel Salaries LCFF 4,000.00	Additional Library Tech hours to support student access to technology and curricular materials in the Library. 2000-2999: Classified Personnel Salaries LCFF 4,000.00
		20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents	20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 13,000	students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 13,000
		20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 7,000	20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 7,000
Materials and supplies for the Visual Arts, math, PE, and science departments will provide students with additional hands-on, real-world learning opportunities.	.Materials and supplies including 150 canvas boards and 150 stretched canvases were purchased to support students in participating in gallery shows and art contests. Class sets of calculators were purchased for our 13 math teachers to support students with technology in the classroom. Chemicals, specimens, and glassware were purchased to enhance students learning opportunities in all levels of science. The purchase of locks for the PE classes using Title I funds was denied by the fiscal services	Materials and supplies to provide additional competitive learning opportunities in Visual Arts. 4000-4999: Books And Supplies LCFF 900	Materials and supplies to provide additional competitive learning opportunities in Visual Arts. 4000-4999: Books And Supplies LCFF 857.21
		13 class sets of TI-30XII calculators to support math instruction for all students. 4000-4999: Books And Supplies Title I 7,500	13 class sets of TI-30XII calculators to support math instruction for all students 4000-4999: Books And Supplies Title I 6,633.66
		Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures LCFF 8,075	Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures LCFF 7,353.66

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	department. Therefore general funds were used for this purchase	Locks for PE lockers to provide a safe space for students to store their clothing while participating in PE classes that are required for graduation. 4000-4999: Books And Supplies Title I 7,600	Locks for PE lockers to provide a safe space for students to store their clothing while participating in PE classes that are required for graduation. 4000-4999: Books And Supplies Title I 0
AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements. Providing students with materials and supplies to participate in the AVID program will enhance their learning experience.	Agendas, binders, and other materials were purchased to support all students in the AVID classes to increase their organizational skills.	Materials and supplies for the AVID program including agendas for students. 4000-4999: Books And Supplies LCFF 2275	Materials and supplies for the AVID program including agendas for students. 4000-4999: Books And Supplies LCFF 2,472.72
Instructional Technology including site licenses for an online journalism publication, and EBSCO for academic research. All of these products can help improve reading, writing, and research abilities for all students. Additional instructional technology will be purchased to support all students' access to the curriculum and up-to-date Chromebooks for testing and classroom loaners.	Instructional materials and technology, including the EBSCO license were purchased in increase students' ability to conduct academic research. 160 Chromebooks were purchased to support students for CAASPP, CAST, and AP exams as well as for classroom loaners so students will always have access to curriculum during class.	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Including online journalism publication license. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies LCFF 8,000	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Including online journalism publication license. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies LCFF 5,000
		Purchase of 80 Chromebooks to support students taking online AP	Purchase of 80 Chromebooks to support students taking online AP

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		exams, ELPAC testing, as well as CAASPP and CAST exams. 4000-4999: Books And Supplies Title I 28,000	exams, ELPAC testing, as well as CAASPP and CAST exams. 4000-4999: Books And Supplies Title I 24,239.20
		Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures LCFF 5,000.00	Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures LCFF 4,241.00
		Purchase of 80 Chromebooks to support classroom loaners so students may have access to curriculum as needed. 4000-4999: Books And Supplies Title I 28,000	Purchase of 80 Chromebooks to support classroom loaners so students may have access to curriculum as needed. 4000-4999: Books And Supplies Title I 24,239.20

Analysis

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

The intervention/support personnel whose salaries are paid for from both Title I and LCFF funds have shown to benefit students academically. Data shows that more students were reclassified English proficient this school year than in past years. Additionally, the intervention support for Integrated Math II has shown a decrease in D's and F's compared to previous years which may result in a higher A-G rate among these students. The field trips and educational supplies provided enhanced learning opportunities for all students.

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 only major difference occurred with the purchase of the locks for the PE classes. While the SSC deemed this to be an appropriate expense to ensure students could access a graduation required class, it was not deemed a direct service to students by the district's fiscal services department. Therefore, the expense to purchase the new locks was supported through general funds.

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.

The majority of these expenses will be included in the goal for 2024-2025 to continue to increase support and opportunity for students in the classroom. Instead of including locks for PE, we plan to provide headphones to the World Language department so students can practice listening and speaking as well as software to support additional curriculum for our AP Statistics classes.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150	Parent Participation in Stakeholder Input Processes --average meeting attendance by parents was 10
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -84%, maintained previous metric Hispanic (Hisp) -88% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey • All Students (ALL) • Hispanic (Hisp) • African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -85%, decrease by 5% Hispanic (Hisp) -89% African American (AA) -N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: average attendance was 10

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of materials and supplies to increase parent education and engagement in school activities.	The district decided to purchase ParentSquare to increase communication between home and school; therefore, we did not continue with our purchase of our own software.	Purchase of technology to increase school/home communication and collaboration. 4000-4999: Books And Supplies Title I 8079	Purchase of technology to increase school/home communication and collaboration. 4000-4999: Books And Supplies Title I 0
Parent Outreach Support through increasing the number of parents who attend the CABE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school.	Three staff members and two parents will be attending the regional CABE in April. They will share their learning at our ELAC meeting and an upcoming staff meeting.	Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 6891	Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 6800

Analysis

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

Parent participation remains a struggle. We are able to get parents to attend sporting events and performances; however there are few parents who attend other meetings offered by the school. We will continue to work towards increasing our parent participation.

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 major difference was that funding was not spent to purchase communication software as the district provided staff with access to ParentSquare. This funding was then used to purchase technology to provide greater access and support to students in the classroom.

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

We will continue to support parent and staff attendance at CABE to attempt to increase our outreach to all parents with a focus on our parents of English Learners.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

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

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.
- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - increase by 2%	Student Attendance Rates All Students (ALL) - 91.5%, which is a 1.1 % increase from last year as of April 5, 2024.
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) decrease by 4% English Learner (EL) decrease by 4% Hispanic (Hisp) decrease by 4% African American (AA) decrease by 6% Socioeconomically Disadvantaged (SED) decrease by 4% Students with Disabilities (SWD) decrease by 6%	Chronic Absenteeism Rates All Students (ALL) % English Learner (EL) % Hispanic (Hisp) % African American (AA) % Socioeconomically Disadvantaged (SED) % Students with Disabilities (SWD) %
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) -maintain 0.0% Hispanic (Hisp) - decrease by 0.4% African American (AA) - decrease by 3%	High School 4-Year Dropout Rate All Students (ALL) - 3.7% English Learner (EL) -14.6% Hispanic (Hisp) -4.7% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 3.8%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Socioeconomically Disadvantaged (SED)	Socioeconomically Disadvantaged (SED) - decrease by 0.5%	

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	10.8	Decrease -0.3%
EL	Red	13.8	Decrease -0.6 %
Hisp	Red	10.6	Decrease -0.3%
AA	Red	14.1	Decrease -0.6%
SED	Red	10.3	Decrease -0.3%
SWD	Red	22.3	Decrease -0.6

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	12.8% suspended at least one day	Increased 2.3
EL	Orange	13.1% suspended at least one day	Declined -0.3
Hisp	Red	13% suspended at least one day	Increased 1.6
AA	Red	31.6% suspended at least one day	Increased 22.1
SED	Red	13% suspended at least one day	Increased 2.4
SWD	Red	21.3% suspended at least one day	Increased Significantly 6.6

Metric/Indicator	Expected Outcomes	Actual Outcomes
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%	Expulsion Rates All Students (ALL) -0.8% English Learner (EL) -1.0% Hispanic (Hisp) -0.6% African American (AA) - 5.3%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%	Panorama Survey – School Connectedness All Students (ALL) - 46%, which is an increase of 3% English Learner (EL) -51% Hispanic (Hisp) -45% African American (AA) -41%
Panorama Survey – School Safety All Students (ALL)	Panorama Survey – School Safety All Students (ALL) - increase by 4%	Panorama Survey – School Safety All Students (ALL) - 69%, which is an increase of 5%

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) - increase by 2% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	English Learner (EL) -68 % Hispanic (Hisp) 69% African American (AA) -61%
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.	The PLUS program offered a monthly student input session through the PLUS forum with different grade levels being represented each month. Data from the students was share with the Leadership team to address student concerns. The Link Crew offered a Freshmen Orientation to assist new students and bi-monthly lessons through the 9th grade ELA classes to support students.	The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF 4,000	The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF 4000
		The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF	The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4,000	4000
Campus Safety will be enhanced through the purchase and use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams.	Each student was provided with an ID card, cover, and lanyard at Validation. Additionally, 250 seniors were provided with an SBAC Scholar lanyard signifying a proficient or advanced score on the CAASPP exam. Students and staff are expected to wear their ID badges daily on a lanyard around their neck.	Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam. 4000-4999: Books And Supplies LCFF 8,000	Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam. 4000-4999: Books And Supplies LCFF 6104.34
Social Services	RMHS worked closely with the Student Services department to support our students with mental health services and resources for homeless and foster youth. Additionally we opened a Wellness Center on campus to further support student needs. The Attendance team works closely with the district to monitor and support student attendance through the SART and SARB process. The prevention specialist and AP who oversees attendance will conduct home visits as needed. The PLUS students supported the anti-bullying efforts on campus this year.	Mental health services, homeless and foster youth programs offered through community and district staff. 0.0	Mental health services, homeless and foster youth programs offered through community and district staff. 0
		Student Assistance Programs, Insight, SARB, community Liaisons, prevention specialists to support student needs. 0.0	Student Assistance Programs, Insight, SARB, community Liaisons, prevention specialists to support student needs. 0
		Bullying prevention program through The Center. 0.0	Bullying prevention program through The Center. 0

Analysis

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

The PLUS and Link Crew programs are instrumental in increasing student connectedness to school. They offer support and guidance to students throughout the year as part of various activities which they conduct. The addition of the Wellness Center to campus has also provided students with additional support for their well-being.

School safety remains a top priority and the expectation of students and staff wearing an ID on a lanyard is part of the safety plan. Additionally, the ID assist with Nutrition Services being able to feed 800 students in only 10 minutes.

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

There were no major differences.

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

We will continue to fund the lanyards and the PLUS/Link Crew programs. The goal of the PLUS/Link Crew program will be to expand student connectedness to campus with a focus on our homeless students and students with disabilities.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

1. The Fall 2022 California School Dashboard indicates overall school performance in the Medium performance level for ELA and the Low performance level for Math. This indicates a need for continued improvement in both first instruction and intervention supports in both subjects.
2. English Learners and Hispanic students are progressing in ELA at a lower rate than the All Students group which indicated a need for additional targeted support in ELA for these subgroups.
3. English Learners, Hispanic students, and Socioeconomically Disadvantaged students are progressing at a lower rate than the All Students group in Math which indicate the need for additional targeted support in mathematics for these student groups.
4. Our English Learner students are in the Low performance level on the ELPI, therefore additional support is needed for students to maintain progress toward graduation and English Learner Progress towards reclassification through strategies for best first instruction and targeted interventions.
5. Homeless students, Students with Disabilities, and students of Two or More ethnicities have Very High suspension rates indicating a need for greater implementation of best first instructional practices.
6. There is a need to improve the A-G eligibility rate of 51.8% for All students with only 20.9% for English Learners and 6.0% for Students with Disabilities to ensure that more students have the opportunity to enroll in a 4-year college/university upon completion of high school.

Measuring and Reporting Results

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

Baseline

St. Group	Color	DFS/Percentage	Change
All	Orange	1.7 points below standard	Decreased - 6.1 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	1.3 points above standard	Increase by 3 points
EL	Orange	90.6 points below standard	Increase by 3 points

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator:
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

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

Baseline:

EL	Red	93.6 points below standard	Decreased - 5 points
Hisp	Orange	7.4 points below standard	Decreased - 6.8 points
AA			Less than 11 Students
SED	Orange	3.4 points below standard	Decreased - 8.4 points
SWD		116.3 points below standard	Decreased - 10 points

Expected Outcome:

Hisp	Yellow	4.4 points below standard	Increase by 3 points
SED	Yellow	0.4 points below standard	Increase by 3 points
SWD		113.3 points below standard	Increase by 3 points

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

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	114.1 points below standard	Maintained - 1.7 points
EL	Orange	183.1 points below standard	Increased +10.4 points
Hisp	Red	121.4 points below standard	Maintained +0.8 points
AA			Less than 11 Students
SED	Orange	114.4 points below standard	Maintained - 1.9 points
SWD		198.9 points below standard	Decreased - 5.5 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	111 points below standard	Increase by 3 points
EL	Yellow	180 points below standard	Increase by 3 points
Hisp	Orange	118 points below standard	Increase by 3 points
SED	Yellow	111 points below standard	Increase by 3 points
SWD		195 points below standard	Increase by 3 points

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

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

California School Dashboard was not updated for Science in Fall of 2021 due to the pandemic.

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

Metric/Indicator:
California School Dashboard – English Learner Progress Indicator (ELPI)

Baseline:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	31%	

Expected Outcome:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	33 points above standard	Increase by 2%

Metric/Indicator	Baseline	Expected Outcome
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 34.2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 37.2%

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

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Blue	95.3% graduated	Decreased -1.2
EL	Orange	83.3% graduated	Decreased Significantly -6.5
Hisp	Yellow	94% graduated	Decreased -2.6
AA			Less than 11 Students
SED	Blue	95.2% graduated	Decreased -1.8
SWD		81% graduated	Decreased Significantly -7.9

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Blue	96.3% graduated	Increase by 1%
EL	Yellow	84.3% graduated	Increase by 1%
Hisp	Green	95% graduated	Increase by 1%
SED	Blue	96.2% graduated	Increase by 1%
SWD		82% graduated	Increase by 1%

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

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Medium	44.1 Prepared	
EL	Low	14.6 Prepared	
Hisp	Medium	44.2 Prepared	

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	46% Prepared	Increase by 2%
EL	Yellow	16.6% Prepared	Increase by 2%
Hisp	Green	46.2% Prepared	Increase by 2%
SED	Green	46.5% Prepared	Increase by 2%
SWD	Yellow	16.3% Prepared	Increase by 2%

Metric/Indicator	Baseline	Expected Outcome

AA	No Status Level		Less than 11 Students
SED	Medium	44.5 Prepared	
SWD	No Status Level	14.3 Prepared	

Metric/Indicator	Baseline	Expected Outcome
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL): 49.8% English Learners (EL) 15.6% Hispanic (Hisp) 46.7% African American (AA) 50.0% Socioeconomically Disadvantaged (SED) 47.1% Students with Disabilities (SWD) 18.5%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course CTE program completion rate is currently unavailable.	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) 38%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4%

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

Planned Strategies/Activities

Strategy/Activity 1

Participate in County, District and Site Level Professional Development Opportunities to increase student achievement and decrease suspension data. Effectiveness of the us of AVID strategies will be determined by an increase in graduation rate, CCI, and CAASPP scores.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024-
6/30/2025

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount 16,000

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning. Funds to include travel, hotel, registration, and sub costs. Conferences and trainings may be conducted virtually as needed.

Strategy/Activity 2

Tutoring and credit recovery for students in the core subject areas to increase graduation rate, A-G completion rate, and number of students participating in the Advanced Placement program. Students who are homeless and students with disabilities will receive priority access to tutoring supports.

Students to be Served by this Strategy/Activity

X   All

X   Specific Student Groups:
Emphasis on students with disabilities and homeless students.

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	120,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.8 FTE) to increase A-G readiness.

Amount	8,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to facilitate tutoring in the Math Lab to improve student achievement in Math. Students who are homeless and students with disabilities will receive priority access to tutoring supports.

Amount	33,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.2 FTE) to increase A-G readiness.

Amount	17,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for certificated staff to facilitate Credit Recovery outside the regular school day to increase graduation rates and A-G eligibility.

Amount	23,318
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to provide support and increase student access to Advanced Placement courses through tutoring in the AP Scholar Lab.

Strategy/Activity 3

Student participation in college exploration field trips and science learning field trips to engage more students in advanced coursework and post-secondary opportunities. Effectiveness of this activity will be determined by an increase in CCI and AP scores.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025	

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation and substitute costs for AVID students to participate in College Readiness field trips to encourage academic achievement.

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve to increase engagement and support Advanced Placement test scores.

Amount	800
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute costs for teachers to support RACE academy students' participation in a mechanical/history lesson at the Palm Springs Air Museum.

Strategy/Activity 4

Support for Teaching Staff with curriculum, instruction, and mental health services for students.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024-
6/30/2025

Person(s) Responsible

Ed Svcs

Proposed Expenditures for this Strategy/Activity

Amount	
Amount	0.0
Description	Mathematics TOSA assigned to work with Math teachers to improve instructional practice.
Amount	0.0
Description	Consulting teachers to work with new teaching staff to clear their teaching credentials
Amount	0.0
Description	Science TOSAs to support implementation of NGSS.
Amount	0.0
Description	ELA and Math TOSAs to support CCSS and curriculum implementation
Amount	0.0
Description	Providing collaboration time on a weekly basis as built into the work schedule tp support student achievement.
Amount	0.0
Description	MTSS coach to work with staff in all content areas to improve lesson design (UDL) and preparation for ELL students.

Strategy/Activity 5

Provide Tier II support and intervention for English Language Learners to improve academic achievement and advancement on the ELPAC exam to increase ELPI.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2024-
6/30/2025

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	100,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE)
Amount	26,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD coordinator period for certificated teacher to provide English Learner support to students and staff to increase student achievement. (0.2 FTE)

Strategy/Activity 6

Increased support for English Language Learners to access the curriculum in all classes through funding for Classified salary and benefits. Staff will focus on increasing student achievement on the CAASPP, ELPAC, and in core academic classes

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	53,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Amount	32,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Amount	4,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Library Tech hours to support student access to technology and curricular materials in the Library.

Amount	13,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Amount	8,000

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

Strategy/Activity 7

Provide access to increased support for academic achievement, increased access to Advanced Placement coursework, and increased literacy for students.

Students to be Served by this Strategy/Activity

X	All
X	Specific Student Groups: Emphasis on students with disabilities and homeless students.

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8285
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to provide enrichment opportunities for upper level science students to participate in problem based learning for laboratory work to increase CAST scores.
Amount	1,500
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Purchase of literary texts to increase reading, writing, and sportsmanship for athletes to assist with improvement of ELA CAASPP scores.
Amount	348
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of site license for AP Statistics supplementary program website access to increase achievement on Advanced Placement exams.
Amount	1200
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Funding support for site security on Saturdays to support Mock Advanced Placement exams.

Strategy/Activity 8

AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements. Providing students with materials and supplies to participate in the AVID program will enhance their learning experience.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

AVID Teachers, Administrators, and
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for the AVID program including agendas for students to support students' executive functioning skills and academic achievement in meeting A-G requirements.

Strategy/Activity 9

Instructional technology to enhance learning opportunities for English Language Learners as well as students participating in a World Language to increase the number of students receiving the Seal of Biliteracy.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Administrators, Teachers, and
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of headsets for World Language and ELL classes to support students' listening and speaking skills.
Amount	26,671
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description   Funding support for technology to enhance students' access to the curriculum and demonstration of knowledge.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

School connectedness and family engagement continue to be areas that need to be improved. By improving family engagement, attendance rates may improve and chronic absenteeism rates may decline.
The number of parents participating in Parent meetings remains low and is a continued area of focus for improvement.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 97	Parent Participation in Stakeholder Input Processes -150
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 90% Hispanic (Hisp) 90% African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4%

Metric/Indicator	Baseline	Expected Outcome
• All Students (ALL) • Hispanic (Hisp) • African American (AA)	• All Students (ALL) 95% • Hispanic (Hisp) 99% • African American (AA) N/A	Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events : average 6	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%

Planned Strategies/Activities

Strategy/Activity 1

Parent Outreach Support through increasing the number of parents who attend the CABE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school. Data will be collected for all parent meetings to determine effectiveness of parent participation strategies.

Students to be Served by this Strategy/Activity

<u>X</u>   English Learner

Timeline

7/1/2024-
6/30/2025

Person(s) Responsible

Teachers, Counselors, and Administrators.

Proposed Expenditures for this Strategy/Activity

Amount	7516
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success and increase parent engagement with the school.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.
- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

LCAP Goal

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

Identified Need

1. While overall attendance dropped to 90.5% as of April 13, 2023.
2. The Chronic Absenteeism rate according to the CA Dashboard is 38.7%. English Learners (43.2%) and African American students (44.2%) have especially high rates. This data shows that attendance needs to be improved.
3. The overall high school 4-year dropout rate remains low, except for the African American students whose rate is 6.7%. This is an area that needs to be addressed through school connectedness.
4. The Fall 2022 Dashboard shows a suspension rate of 10.5% for All students. Homeless students (12.2%), Students with Disabilities (14.7%), and Two or more ethnicities (16.3%) also show Very High suspension data. This shows that there is a need to handle student discipline differently. In addition to working on Social Emotional Learning and Restorative Practices, RMHS will work to improve positive connections to school for students.
5. The Panorama survey data also shows that not all students feel safe on campus or connected to the school. Therefore, there is a need to improve school climate.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.7%	Student Attendance Rates All Students (ALL) - increase by 2%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) 14.2% English Learner (EL) 16.3% Hispanic (Hisp) 13.5% African American (AA) 24.5% Socioeconomically Disadvantaged (SED) 14.6% Students with Disabilities (SWD) 32.6%	Chronic Absenteeism Rates All Students (ALL) decrease by 4% English Learner (EL) decrease by 4% Hispanic (Hisp) decrease by 4% African American (AA) decrease by 6% Socioeconomically Disadvantaged (SED) decrease by 4% Students with Disabilities (SWD) decrease by 6%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 1.1% English Learner (EL) 0.0% Hispanic (Hisp) 0.8% African American (AA) 7.1% Socioeconomically Disadvantaged (SED) 1.0%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) -maintain 0.0% Hispanic (Hisp) - decrease by 0.4% African American (AA) - decrease by 3% Socioeconomically Disadvantaged (SED) - decrease by 0.5%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	12.8% suspended at least one day	Increased 2.3
EL	Orange	13.1% suspended at least one day	Declined - 0.3
Hisp	Red	13% suspended at least one day	Increased 1.6
AA	Red	31.6% suspended at least one day	Increased 22.1
SED	Red	13% suspended at least one day	Increased 2.4

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Orange	12.5% suspended at least one day	Decrease by 0.3%
EL	Orange	12.8% suspended at least one day	Decrease by 0.3%
Hisp	Orange	12.7% suspended at least one day	Decrease by 0.3%
AA	Orange	31.3% suspended at least one day	Decrease by 0.3%
SED	Orange	12.7% suspended at least one day	Decrease by 0.3%
SWD	Orange	21.0% suspended at least one day	Decrease by 0.3%

Metric/Indicator	**Baseline**	**Expected Outcome**
	SWD — Red — 21.3% suspended at least one day — Increased Significantly 6.6	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.55% English Learner (EL) 0.48% Hispanic (Hisp) 0.50% African American (AA) 0.0%	Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) 47% English Learner (EL) 37.8% Hispanic (Hisp) 47% African American (AA) 41%	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 69% English Learner (EL) 72% Hispanic (Hisp) 70% African American (AA) 67%	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 2% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the

incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.

Students to be Served by this Strategy/Activity

X   All

X   Specific Student Groups:
      emphasis on homeless students and students with disabilities

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Administrators, counselors, and activities director

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	0000: Unrestricted
Description	The PLUS program supplemental materials to provide students with the opportunity to connect to the school environment and increase their voice regarding school climate. Materials, resources, and consultants are used to support these programs.
Amount	2,000
Source	LCFF
Budget Reference	0000: Unrestricted
Description	The Link Crew program supplemental materials to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs.

Strategy/Activity 2

Campus Safety will be enhanced through the use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams. This helps to increase students' connectedness to campus as well as provide students with achievement goals for recognition.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Administrators,
Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student IDs, Lanyards and covers for identification will be purchased to be worn at all times on the RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam to support academic achievement.

Strategy/Activity 3

SEL support from district Student Services department to address students' mental health needs. Students need to be ready to learn to achieve academic success, by supporting students SEL needs, it may improve their achievement and decrease discipline issues that lead to suspension.

Students to be Served by this Strategy/Activity

X   All

X   Specific Student Groups:
         emphasis on support for homeless students and students to address suspension rates

Timeline

7/1/2024-
6/30/2025

Person(s) Responsible

Ed Svcs, Site Administration, Counselors, and staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Mental health services, homeless and foster youth programs offered through community and district staff.
Amount	0.0
Description	Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.

Strategy/Activity 4

Professional development for staff with an emphasis on effective leadership, classroom management, co-teaching strategies, and building relationships to decrease suspension data for all students specifically our homeless students and students with disabilities.

Students to be Served by this Strategy/Activity

X   All

X   Specific Student Groups:
Emphasis on students with disabilities and homeless students.

Timeline

7/1/2024 -
6/30/2025

Person(s) Responsible

Administration, teachers, counselors, and staff

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Professional development stipends for teachers to participate in Leadership Development training, Co-teaching Strategies training, and Classroom Management Practices training.

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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

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, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	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)**
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	$390,353
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$542,138.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	382,837	0.00
Title I Part A: Parent Involvement	7,516	0.00
LCFF	151,785	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	$382,837.00
Title I Part A: Parent Involvement	$7,516.00

Subtotal of additional federal funds included for this school: $390,353.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$151,785.00

Subtotal of state or local funds included for this school: $151,785.00

Total of federal, state, and/or local funds for this school: $542,138.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	151,785.00
Title I	382,837.00
Title I Part A: Parent Involvement	7,516.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	347,318.00
2000-2999: Classified Personnel Salaries	112,200.00
4000-4999: Books And Supplies	49,804.00
5000-5999: Services And Other Operating Expenditures	28,816.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF	84,000.00
2000-2999: Classified Personnel Salaries	LCFF	26,000.00
4000-4999: Books And Supplies	LCFF	17,285.00
5000-5999: Services And Other Operating Expenditures	LCFF	20,500.00
1000-1999: Certificated Personnel Salaries	Title I	263,318.00
2000-2999: Classified Personnel Salaries	Title I	86,200.00
4000-4999: Books And Supplies	Title I	32,519.00
5000-5999: Services And Other Operating Expenditures	Title I	800.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	7,516.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jorge Jiménez		X			
Ana Lazarski				X	
Michelle McMullen				X	
Teresa Haga	X				
Sarah O'Campo					X
Cynthia Torres				X	
Taylor Sandoval		X			
Jayla Hall					X
Philip Gonzales					X
Marginia Orantes		X			
Cecilia Valdez			X		
Ceasar Hernandez		X			
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/2/24.

Attested:

	Principal, Teresa Haga, Ed.D. on 10/2/24
	SSC Chairperson, Taylor Sandoval on 10/2/24

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Participate in County, District and Site Level Professional Development Opportunities to increase student achievement and decrease suspension data. Effectiveness of the us of AVID strategies will be determined by an increase in graduation rate, CCI, and CAASPP scores.			
Tutoring and credit recovery for students in the core subject areas to increase graduation rate, A-G completion rate, and number of students participating in the Advanced Placement program. Students who are homeless and students with disabilities will receive priority access to tutoring supports.			
Student participation in college exploration field trips and science learning field trips to engage more students in advanced coursework and post-secondary opportunities. Effectiveness of this activity will be determined by an increase in CCI and AP scores.			
Support for Teaching Staff with curriculum, instruction, and mental health services for students.			
Provide Tier II support and intervention for English Language Learners to improve academic achievement and advancement on the ELPAC exam to increase ELPI.			
Increased support for English Language Learners to access the curriculum in all classes through funding for Classified salary and benefits. Staff will focus on increasing student achievement on			

the CAASPP, ELPAC, and in core academic classes			
Provide access to increased support for academic achievement, increased access to Advanced Placement coursework, and increased literacy for students.			
AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements. Providing students with materials and supplies to participate in the AVID program will enhance their learning experience.			
Instructional technology to enhance learning opportunities for English Language Learners as well as students participating in a World Language to increase the number of students receiving the Seal of Biliteracy.			

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Parent Outreach Support through increasing the number of parents who attend the CABE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school. Data will be collected for all parent meetings to determine effectiveness of parent participation strategies.			

Goal #3:

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

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.
- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.			
Campus Safety will be enhanced through the use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams. This helps to increase students' connectedness to campus as well as provide students with achievement goals for recognition.			
SEL support from district Student Services department to address students' mental health needs. Students need to be ready to learn to achieve academic success, by supporting students SEL needs, it may improve their achievement and decrease discipline issues that lead to suspension.			
Professional development for staff with an emphasis on effective leadership, classroom management, co-teaching strategies, and building			

relationships to decrease suspension data for all students specifically our homeless students and students with disabilities.			

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.

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

  B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

      i.   strengthen the academic program in the school,

      ii.   increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i.   strategies to improve students' skills outside the academic subject areas;

      ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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