



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Painted Hills Middle School
<b>Address</b>	9250 Sonora Dr Desert Hot Springs, CA 92240
<b>County-District-School (CDS) Code</b>	33-67173-0123703
<b>Principal</b>	Mr. Mark Acker

<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/24-6/30/25
<b>Schoolsite Council (SSC) Approval Date</b>	Oct. 29, 2024
<b>Local Board Approval Date</b>	12/17/24

This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

## Our Vision Statement:

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

## Our Mission Statement:

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

# School Profile

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

# Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Painted Hills Middle School (PHMS) Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I and LCFF funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The PHMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps. The plan also includes Comprehensive Support and Improvement (CSI) funds that are being utilized to address four key areas of concern: student achievement in mathematics and language arts, chronic absenteeism, and school connectedness. Throughout the year, performance metrics linked to each of these four areas will be analyzed to determine effectiveness and modifications will be made accordingly.

# Educational Partner Involvement

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

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

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

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

The Painted Hills Middle School School Site Council (SSC) met usually on the first Tuesday of the calendar month and takes a very proactive essential role in the annual review and development of the School Plan for Student Achievement. The twelve-member council comprised of six persons working at or attending the school, and six parents and/or community members. Each year SSC nominations are taken a few weeks into school, and elections are held shortly after using Google forms. Nominations were taken on August 22, 2023, and elections were held electronically using Google forms on September 4th, 2023.

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

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

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

- October 3, 2023--Title I Parent and Family Engagement Policy, Home/School Compact, SSC Bylaws, Uniform Complaint Procedures, Parent Education Opportunities
- October 23, 2023--SPSA Goal Review, SPSA Target Progress, Modifications for SPSA Goals, Strategies, Funding
- February 13, 2024--SPSA Goal Review, SPSA Target Progress, Modifications for SPSA Goals, Responded to ELAC ideas/input
- March 19, 2024--Funding Updates, ATSI, Modifications for SPSA Goals, Strategies, Funding
- April 23, 2024--Review and approval of 2023/24 SPSA
- May 18, 2023--SPSA revisions and approval

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

- October 5, 2023
- October 17, 2023
- January 23, 2024 ELAC Submitted input to SSC
- March 19, 2024
- April 16, 2024

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

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

During the school year different stakeholder groups were included in the conversation around and development of the SPSA. These include site leadership, ESL classes for parents, and content departments. All groups were proactively involved in the development of the current school plan and were provided with opportunities to provide formal input, feedback, and suggestions.

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

For the 2024/25 school year PHMS was identified as a Additional Targeted Supports and Improvement. Painted Hills currently has identified the following areas as areas of needed refinement following an analysis of students achievement data, feedback from the Panorama survey and suggestions made by the SSC team: (a) improved student achievement scores in mathematics; (Homeless Youth) (b)improved student achievement scores in language arts; (African American) (c) reduction in the level of chronic absenteeism; (HY & AA) and (d) decrease suspension rates (HY & AA).

February 13, 2024 - A SSC meeting was held. Our proposed School Plan was discussed, as were ideas brought from ELAC. ELAC members suggested additional hours for the aides that work with English learners. Members in attendance discussed and reflected on the proposed actions. The SSC voted to approve adjustments to the current SPSA and to consider additional hours for aides if it was feasible in the budget.

March 19, 2024 - Mr. Acker presented the ATSI identification process and procedures. A discussion was facilitated regarding possible solutions at the District and School Level. At the meeting participants brainstormed and discussed possible actions to address the identified school needs and specific needs of the sub groups of students that needed additional supports.

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

- The English learner program will continue to be improved for the 2024/25 school year. Strategic placement of ELs and supports will be coordinated to better meet the needs of English learners.
- Professional development in the areas of professional learning communities, school culture and team building, instruction, and strategies for working with English learners, Homeless Youth, and African American students for the staff at Painted Hills Middle School.

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#### 2024-2025 UPDATE:

SSC met 9/24/24 and discussed the school's data, evaluated actions, and made appropriate changes to the SPSA with the SSC team. The team approved the updated SPSA at the 10/29/24 SSC Meeting.

## Resource Inequities

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

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

- Student achievement expectations differ among grade levels and within departments.
- African American need additional supports in English, and need supports to lower the suspension rate and decrease chronic absenteeism. There was targeted supports for AA students in the form of Affinity Groups, where we pulled students in and gave them support and surveyed them. We also reached out to their parents.
- Homeless students need additional supports in math, and need supports to decrease the suspension rate and lower chronic absenteeism. We have identified creating stronger system of support to identify homeless students and to identify how they need support, because we found that there is a very wide range of need among this group of students. The district does have some supports for students experiencing homelessness.



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

## Needs Assessment – Review of Performance

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

Moderate increases in English and math achievement have been observed within the educational setting, owing largely to the effective implementation of systems, staff buy-in, and enhanced student engagement. Increased in were 5.3 points in English and 5.6 points in math. 98% of students are classified as low-income. There is still work to do with African American, students with disabilities, and homeless/foster students in English and math, and the goal is to see all students continue to see incremental increased. These improvements signify a notable progression in student learning outcomes, although they may not represent dramatic shifts. Through their collective commitment to professional development, collaboration, and the adoption of instructional practices, the school community has demonstrated a steadfast dedication to improving student achievement. Furthermore, the cultivation of increased student engagement through interactive, relevant, and personalized learning experiences has played a vital role in fostering a dynamic and supportive academic environment.

### Reflections: Success

Based on data sourced from the CDE website, Painted Hills has been experiencing a high rate of student suspensions. While addressing this issue remains a priority for the school, there are promising developments noted in local data for the current year. Our analysis of local metrics indicates a projected reduction of over 25% in suspensions for African American students compared to the previous year. Moreover, students with disabilities are expected to experience a significant decrease of more than 10% in suspension rates, with their rate even lower than the school's average. Additionally, English Language (EL) students are anticipated to see a reduction in suspension rates as well. Furthermore, Hispanic students are projected to have a decreased suspension rate as well, indicating progress towards creating a more inclusive and equitable disciplinary environment.

ELPAC Progress--We dedicated many resources to our English learners and we saw moderate growth with a prospective for continued and sustainable growth for years to come. English learners score 42.5 points above standard putting PHMS in the yellow section on the dashboard. We will continue to refine our systems to better serve our students.

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

### Reflections: Identified Need

ELA Indicator – ELA performance was in the red/Very Low (113.2 points below standard) for African American students and this led to Painted Hills being identified for ATSI. African American students, English learners, students experiencing homelessness, and Students with disabilities saw performance gaps in comparison to the rest of the school. The gaps may be attributed to a need for better systems of intervention, first instruction, and planning. Though English learners, students experiencing homelessness did see moderate increases their scores remain low. We plan to have to Reading intervention teacher to help support academic achievement and to create systems for student success. Targeted student groups will be placed in support groups and they will be monitored throughout the year for growth.

Math Indicator – Math performance was red/Very Low for students experiencing homelessness and this lead to Painted Hills being identified for ATSI. African American students, English learners, students



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

Suspension-Suspensions remain red/very high for all students. In particular, African American students and students experiencing homelessness are suspended at a higher rate than the average of the school and this lead to Painted Hills being identified for ATSI. We plan to continue to further develop systems of support for students, so they are able to have strategies to deal with situations or to utilize resources before engaging in fighting or the usage of illegal drugs or alcohol, which were the two areas where a vast majority of suspensions occurred. The gap in suspension rate for African American students could be attributed to a need for increased parent and community involvement to strengthen the partnership between the school and the families to provide a better network of support for students. Targeted student groups will be placed in support groups and they will be monitored throughout the year for progress towards goals.

Chronic Absenteeism continues to be red/very high for all students and particularly high for African American, English learner, Hispanic, Homeless, SED, SWD, and white students. African American students and students experiencing homelessness have higher absenteeism rates, and this lead to Painted Hills being identified for ATSI. We will continue to have our prevention specialist meet with parents and students about chronic absenteeism. Also, we are going to overhaul our short term independent studies program to accommodate students and parents when they are gone for a few days to two weeks, to capture more average daily attendance. This is the first year that we have had a full time social worker. We believe this will also assist in reducing chronic absenteeism by providing resources for students and families.

ELPI- Specific site-wide collective strategies have shown promise. In the English learner progress indicator from the dashboard, 42.9% of ELs are making progress towards English language proficiency. Our localized metrics show a 42.9% increase in ELPAC proficiency among English learners, which can be primarily attributable to bilingual assistance and supplementary support systems. Next year, we aim to enhance and extend these initiatives by introducing reading interventions within the regular school schedule. Some reason for the gaps in English learner progress may be attributed to chronic absenteeism and a need for better systems for intervention and first instruction.

#### Supporting Actions:

We will continue to review data from short cycle assessments and teacher collaboration around mutually agreed upon instructional agreements and place focus on the academic performance of the subgroups where achievement gaps exist. African American students will be recommended to BRAAF (Building Resilience in African American Families) Rites of Passage program for additional academic and social support. A paraprofessional has been assigned to help support improved outcomes both academically and behaviorally for our students with disabilities. Special education staffing has been adjusted to better meet the needs of students as well as dedicated time for collaboration around rigorous instruction. We will also be adding a full time reading intervention teacher and will continue to have a full time math intervention teacher as well. We plan to continue to develop systems that provide resources and support services, such as counselors, social workers, and mental health professionals, to address underlying issues affecting student behavior.

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

At SSC meeting on 9/24/24, SSC asked for more support for students before and after school, as well as the allocation of funding for professional development for teachers.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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

# School and Student Performance Data

## Student Population

The 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
<b>741</b>	<b>98.4</b>	<b>27.8</b>	<b>0.7</b>
Total Number of Students enrolled in Painted Hills Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	27.8
Foster Youth	5	0.7
Homeless	102	13.8
Socioeconomically Disadvantaged	729	98.4
Students with Disabilities	102	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	5.8
American Indian	1	0.1
Asian	3	0.4
Filipino	5	0.7
Hispanic	573	77.3
Two or More Races	31	4.2
White	85	11.5

### Conclusions based on this data:

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

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

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

# School and Student Performance Data

## Overall Performance

The 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."



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

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

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



# School and Student Performance Data

## Academic Performance English Language Arts

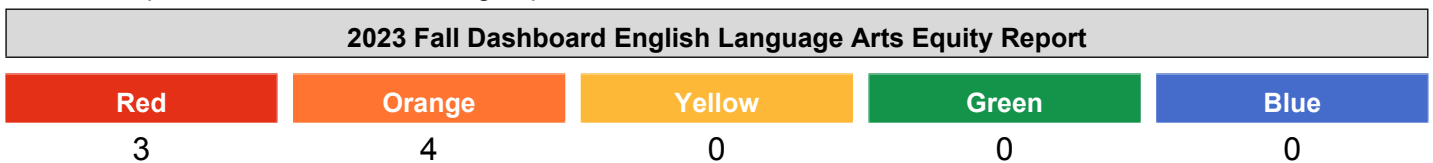
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 70.7 points below standard Increased +5.3 points 647 Students	 Red 97.1 points below standard Maintained +0.8 points 238 Students	Less than 11 Students  6 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Orange 98.2 points below standard Increased +8.9 points 81 Students	 Orange 71.5 points below standard Increased +4.9 points 639 Students	 Red 146.4 points below standard Decreased -6.5 points 97 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 113.2 points below standard Decreased -13 points 32 Students	Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74 points below standard Increased +8.1 points 509 Students	83.8 points below standard Decreased Significantly - 31.3 points 26 Students	 No Performance Color 0 Students	 Orange 37.1 points below standard Decreased -5.5 points 76 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
128.3 points below standard Maintained +1.8 points 171 Students	17.4 points below standard Maintained -0.4 points 67 Students	70.3 points below standard Maintained +2.9 points 328 Students

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance Mathematics

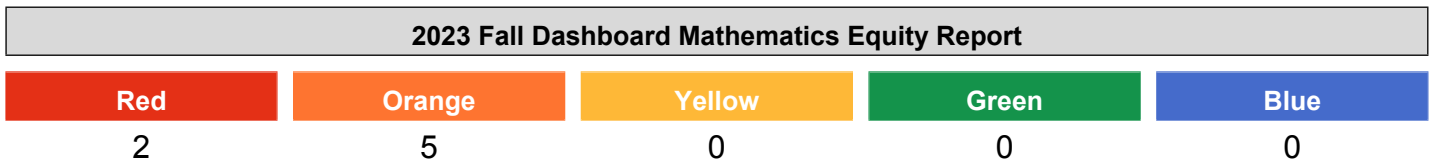
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>129.2 points below standard</p> <p>Increased +5.6 points</p> <p>647 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>150.8 points below standard</p> <p>Increased +5 points</p> <p>237 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Red</p> <p>156.6 points below standard</p> <p>Maintained -0.3 points</p> <p>80 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>129.9 points below standard</p> <p>Increased +4.8 points</p> <p>639 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>204.9 points below standard</p> <p>Increased +11.2 points</p> <p>98 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 177.4 points below standard Increased +6 points 32 Students	Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 131.6 points below standard Increased +7.4 points 508 Students	145.3 points below standard Decreased Significantly - 40.8 points 26 Students	 No Performance Color 0 Students	 Red 97.7 points below standard Decreased -3.5 points 77 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
178.3 points below standard Increased +5.4 points 170 Students	81.3 points below standard Increased +4.2 points 67 Students	133 points below standard Maintained +2.1 points 329 Students

#### Conclusions based on this data:

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

# School and Student Performance Data

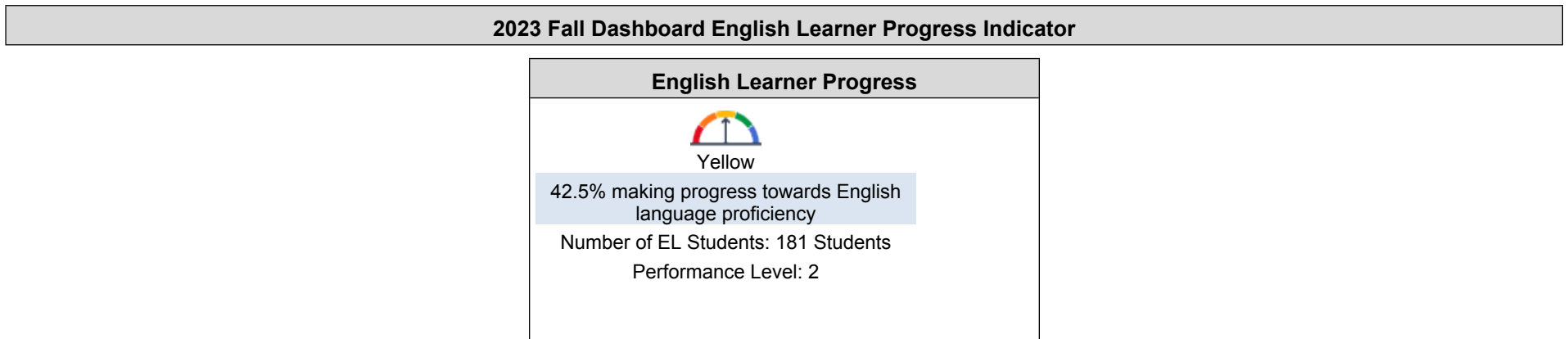
## Academic Performance English Learner Progress

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



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
35	69	0	77

**Conclusions based on this data:**

1. Positive Progress Towards English Proficiency: The English Learner Progress Indicator shows a positive trend, with English learners making progress towards English language proficiency. The indicator is rated as "Yellow," indicating that 42.5 points above the standard, suggesting significant progress among this student group. This is a promising sign that the school is effectively supporting English learners in their language acquisition journey.
2. Variety of Progress Outcomes: The Student English Language Acquisition Results reveal various outcomes among current English learner students. While a significant portion (77 students) progressed at least one English Language Proficiency Index (ELPI) level, there are also students who experienced setbacks, with 35 students decreasing at least one ELPI level. Additionally, a substantial number of students (69) maintained their ELPI levels in the lower categories (levels 1, 2L, 2H, 3L, or 3H). This diversity in outcomes underscores the importance of individualized support and interventions tailored to meet the specific needs of English learner students.
3. Challenges in Maintaining Higher Proficiency Levels: While there are positive signs of progress among English learner students, there is room for improvement in maintaining the highest proficiency levels. None of the students maintained ELPI Level 4, suggesting challenges in sustaining proficiency once achieved. Addressing factors contributing to this decline and implementing strategies to support students in maintaining higher proficiency levels could be beneficial in ensuring continued progress and success in English language acquisition.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

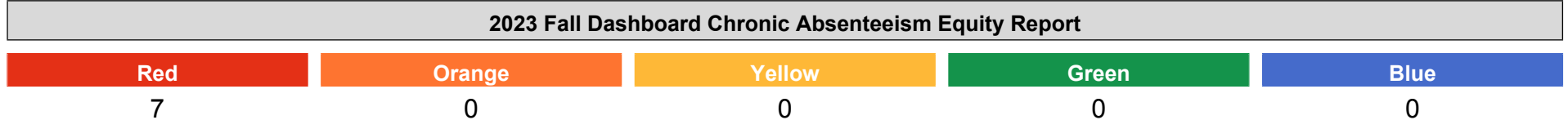
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.




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





**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**


<b>All Students</b>
 Red
51.1% Chronically Absent Increased Significantly 12.1
816 Students

<b>English Learners</b>
 Red
45.4% Chronically Absent Increased Significantly 8.7
218 Students





<b>Foster Youth</b>
41.7% Chronically Absent 0
12 Students

<b>Homeless</b>
 Red
56.7% Chronically Absent Increased 8.3
120 Students

<b>Socioeconomically Disadvantaged</b>
 Red
51.1% Chronically Absent Increased Significantly 11.7
802 Students

<b>Students with Disabilities</b>
 Red
60% Chronically Absent Increased 13.4
120 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 65.3% Chronically Absent Increased 3 49 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 50.2% Chronically Absent Increased Significantly 13 632 Students	38.7% Chronically Absent Increased 4.2 31 Students	 No Performance Color 0 Students	 Red 54.7% Chronically Absent Increased 11.7 95 Students

**Conclusions based on this data:**

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

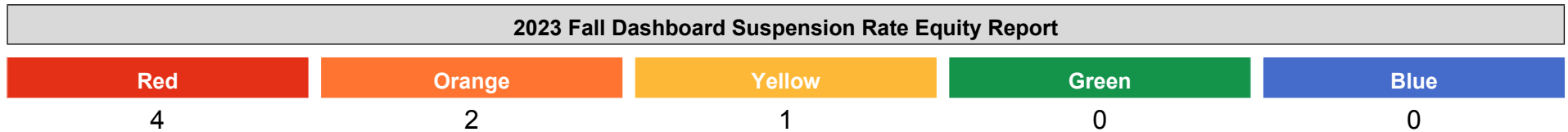
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This section provides number of student groups in each level.




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


**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


<b>All Students</b>
 Red
15.9% suspended at least one day
Increased 0.7 836 Students

<b>English Learners</b>
 Yellow
10.9% suspended at least one day
Declined Significantly -3.5 221 Students





<b>Foster Youth</b>
33.3% suspended at least one day
Increased 6.1 12 Students

<b>Homeless</b>
 Red
26.8% suspended at least one day
Increased 8.4 123 Students

<b>Socioeconomically Disadvantaged</b>
 Red
16.1% suspended at least one day
Increased 0.5 819 Students

<b>Students with Disabilities</b>
 Orange
13.9% suspended at least one day
Declined -8.8 122 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 26.9% suspended at least one day Increased 4.5 52 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.1% suspended at least one day Increased 1.1 642 Students	12.5% suspended at least one day Declined -8.2 32 Students	 No Performance Color 0 Students	 Orange 16.8% suspended at least one day Declined -1.8 101 Students

**Conclusions based on this data:**

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

# Annual Review and Update










## SPSA Year Reviewed: 2023-24

### Goal 1 – Increased Academic Achievement

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2023/24 year the LCAP aligned goal is to return to pre-pandemic achievement rates in the number of students meeting standards proficiency in both mathematics and language arts.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All	Orange	73.1 points below standard		All	 Orange	70.7 points below standard	Increased +5.3 points
	EL	Orange	94 points below standard		EL	 Red	97.1 points below standard	Maintained +0.8 points
	Hisp	Orange	78 points below standard		Hisp	 Orange	74 points below standard	Increased +8.1 points
	AA	Orange	97 points below standard		AA	 Red	113.2 points below standard	Decreased -13 points
	SED	Orange	73 points below standard		SED	 Orange	71.5 points below standard	Increased +4.9 points
	SWD	Orange	136 points below standard		SWD	 Red	146.4 points below standard	Decreased -6.5 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	Orange	130 points below standard		All	 Orange	129.2 points below standard	Increased +5.6 points
	EL	Orange	153 points below standard		EL	 Orange	150.8 points below standard	Increased +5 points
	Hisp	Orange	136 points below standard		Hisp	 Orange	131.6 points below standard	Increased +7.4 points
	AA	Yellow	180 points below standard					




**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Students with Disabilities (SWD)

SED	Yellow	130 points below standard	
SWD	Yellow	213 points below standard	

AA	 Orange	177.4 points below standard	Increased +6 points
SED	 Orange	129.9 points below standard	Increased +4.8 points
SWD	 Orange	204.9 points below standard	Increased +11.2 points


California Science Test - Percent of Students Who Meet or Exceed Standard  
Grade 8 -14.46%

California Science Test - Percent of Students Who Meet or Exceed Standard  
Grade 8 - 7.98% goal of increasing 5% to 12.98%.

California Science Test - Percent of Students Who Meet or Exceed Standard  
Grade 8 - 7.98% goal of increasing 5% to 12.98%.

California School Dashboard - English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Purple	30.2%	

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Yellow	42.5%	Increased

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner re-designated Fluent English Proficient (RFEP) Reclassification Rate - Increase all reclassification rates over previous year's data by 3% to 11.02%

English Learner re-designated Fluent English Proficient (RFEP) Reclassification Rate - 17%

8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) (Percent of Students who Met or Exceeded Standard) All Students (ALL)

8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - Increase proficiency by 5% to 16.45% of students meeting standards  
English Learners (EL) -Increase proficiency by 5% to 5% of students meeting standards  
Hispanic (Hisp)- Increase overall proficiency by 5% to 15.79 of students meeting standards  
African American (AA)- Increase overall proficiency by 6% to 6% of students meeting standards.  
Socioeconomically Disadvantaged (SED)- Increase overall proficiency by 6% to 17.45%  
Students with Disabilities (SWD)- Increase overall proficiency by 6% to 8.63% of students meeting standards.

8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Eighth Grade - 10.82% of students meeting standards  
English Learners (EL) -0% of students meeting standards  
Hispanic (Hisp)- 7.56% of students meeting standards  
African American (AA)- 7.69% of students meeting standards.  
Socioeconomically Disadvantaged (SED)- 9.78%  
Students with Disabilities (SWD)- 0% of students meeting standards.



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

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Creation of multi-tiered system of supports for academic improvement	<ul style="list-style-type: none"> <li>We bought out preps for multiple teacher in an effort to lower class size in math and to provide a media class.</li> <li>Part of a science teacher was allocated that did not fit in the general budget.</li> <li>We sent a group of educators to a conference to solidify our systems around instructional strategies, professional collaboration, and academic interventions.</li> <li>We provided extra duty for classified employees to help with instruction.</li> </ul>	0.5 FTE for 2023/24 school year to lower class size in science. 1000-1999: Certificated Personnel Salaries LCFF 60108	0.5 FTE for 2023/24 school year to lower class size in science. 1000-1999: Certificated Personnel Salaries LCFF 60108
		Prep buyout to lower math class sizes. 1000-1999: Certificated Personnel Salaries Title I 14,924.37	Prep buyout to lower math class sizes. 1000-1999: Certificated Personnel Salaries Title I 14,924.37
		Time cards for before and after school interventions, to develop protocols, to monitor student needs by way of focus groups, and for Professional Learning Communities implementation for core subjects. Prep buyouts for the creation of interventions during the school day to support student achievement. UDL Lesson planning timecards or subs.	Time cards for before and after school interventions, to develop protocols, to monitor student needs by way of focus groups, and for Professional Learning Communities implementation for core subjects. Prep buyouts for the creation of interventions during the school day to support student achievement. UDL Lesson planning timecards or subs.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries CSI Funding 65000	1000-1999: Certificated Personnel Salaries CSI Funding 65000
		Prep buyout to support yearbook and media class. 1000-1999: Certificated Personnel Salaries Title I 14924.37	Prep buyout to support yearbook and media class. 1000-1999: Certificated Personnel Salaries Title I 14924.37
		Prep buyout to lower class size in sixth grade. 1000-1999: Certificated Personnel Salaries Title I 14,722.93	Prep buyout to lower class size in sixth grade. 1000-1999: Certificated Personnel Salaries Title I 14,722.93
		Purchase of curriculum, supplies, and materials for elective classes and targeted interventions to provide more rigorous experiences for student and to make a greater connection to content area standards. 4000-4999: Books And Supplies CSI Funding 24836	Purchase of curriculum, supplies, and materials for elective classes and targeted interventions to provide more rigorous experiences for student and to make a greater connection to content area standards. 4000-4999: Books And Supplies CSI Funding 24836
		Conferences for professional development 5000-5999: Services And Other Operating Expenditures CSI Funding 15000	Conferences for professional development 5000-5999: Services And Other Operating Expenditures CSI Funding 15000
		Extra duty for classified employees to assist in supporting student learning.	Extra duty for classified employees to assist in supporting student learning.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries Title I 8210	2000-2999: Classified Personnel Salaries Title I 8210
		Extra duty for certificated personnel to elevate student learning by way of enhanced lesson plans, home visits, and student learning. 1000-1999: Certificated Personnel Salaries Title I 12000	Extra duty for certificated personnel to elevate student learning by way of enhanced lesson plans, home visits, and student learning. 1000-1999: Certificated Personnel Salaries Title I 12000
Utilization of books and supplies to support student learning, first instruction, and to provide intervention supports.	<ul style="list-style-type: none"> <li>• Purchased supplemental curriculums for art and other elective classes. Project Lead the Way. Teachers also attended professional development.</li> <li>• Purchased materials for STEM, Esports, and Medical Mysteries classes.</li> <li>• Purchased laptops for the Robotics class.</li> </ul>	Purchasing books and supplies to increase or improve services to students. 4000-4999: Books And Supplies LCFF 21691.63	Purchasing books and supplies to increase or improve services to students. 4000-4999: Books And Supplies LCFF 21691.63
		Purchasing supplies for professional learning, parental engagement, and to raise student achievement. 4000-4999: Books And Supplies Title I 20992.33	Purchasing supplies for professional learning, parental engagement, and to raise student achievement. 4000-4999: Books And Supplies Title I 20992.33
		Creation of Reading Lab for Middle School. Teacher and student technology, storage, materials, curriculum, equipment, etc. 4000-4999: Books And Supplies CSI Funding 10000	Creation of Reading Lab for Middle School. Teacher and student technology, storage, materials, curriculum, equipment, etc. 4000-4999: Books And Supplies CSI Funding 10000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplemental materials to support rigorous, standards based instruction. 4000-4999: Books And Supplies Title I 10000	Supplemental materials to support rigorous, standards based instruction. 4000-4999: Books And Supplies Title I 10000
		Classroom equipment for elective classes such as laptops and materials to support and engage students. 4000-4999: Books And Supplies Title I 10000	Classroom equipment for elective classes such as laptops and materials to support and engage students. 4000-4999: Books And Supplies Title I 10000
Additional support for English learners and students with disabilities.	<ul style="list-style-type: none"> <li>Funded a senior paraprofessional position to support the reading lab.</li> <li>Funded additional hours for supervision aides.</li> <li>Funded two paraprofessional position to work with English learners.</li> </ul>	Para bilingual classroom support 2000-2999: Classified Personnel Salaries Title I 30833	Para bilingual classroom support 2000-2999: Classified Personnel Salaries Title I 30833
		Senior Para--Intervention classroom support 2000-2999: Classified Personnel Salaries LCFF 60465	Senior Para--Intervention classroom support 2000-2999: Classified Personnel Salaries LCFF 60465
		Bilingual classroom aide 2000-2999: Classified Personnel Salaries Title I 56606	Bilingual classroom aide 2000-2999: Classified Personnel Salaries Title I 56606
		Additional hours for supervision aide. 2000-2999: Classified Personnel Salaries LCFF 10000	Additional hours for supervision aide. 2000-2999: Classified Personnel Salaries LCFF 10000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development for staff.	<ul style="list-style-type: none"> <li>We did not have the math PD. Unable to connect on dates.</li> <li>Provided training to the senior paraprofessional and to other health aides on phonics instruction.</li> </ul>	Consulting for math instructional PD 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 12000	Consulting for math instructional PD 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 0
		Consulting for reading intervention 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 18000	Consulting for reading intervention 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 22000
		Time cards for staff to participate in committees around professional development and CSI funds. 1000-1999: Certificated Personnel Salaries CSI Funding 2000	Time cards for staff to participate in committees around professional development and CSI funds. 1000-1999: Certificated Personnel Salaries CSI Funding 2000

## Analysis

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

This year's implementation of strategies faced challenges such as the increase in the cost of goods and the minimal effect of the prep buyout for data analysis. Professional development around systems implementation was highly effective. We have seen a very positive change in the morale of the school which is supported by the results of the Panorama Staff Survey. Zero period was also found to be effective, although attendance was not as high as planned, students that attended saw a marked improvement on the STAR assessment for Reading of 56 points on average. We also used consultants for reading intervention in general education and in special education. In reading, we consulted to build our school capacity around early literacy, which has improved but still is an issue for which we want staff prepared. We have also paid for 0.5 FTE to lower class sizes in science classes.

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

It was discovered that a portion of a teacher was being funded out of CSI funds. Once we discovered this, we corrected the funding. We planned to continue working with the consultant for High Impact math, but between scheduling conflicts and staffing changes, we decided against it. We planned to spend monies on home visits and for UDL lesson planning, but those monies were not spent down. That was reallocated to a conference in the spring.

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 Project Lead The Way curriculum for electives will offer more comprehensive, robust lessons to connect to core standards. We will look to add hours to our senior para position in an effort to support student learning. Professional development opportunities will be provided to support increased academic achievement, which will be paid for out of Title 1 funds. A prep buyout will be utilized to reduce class sizes in PE out of LCFF funds. We will discontinue buying out preps for math and yearbook and reduce the number of electives we offer freeing up space in the master schedule.

# Annual Review and Update

**SPSA Year Reviewed: 2023-24**

## Goal 2 – Parent Engagement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes The goal is to improve the number of parents that took the Panorama survey by 20% from the previous school year. Parent teacher conference times and sporting events will be used to complete the survey.	Parent Participation in Stakeholder Input Processes We saw an 66% increase of parents respond to our input survey from 2022/23 to 2023/24.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Improve the overall favorability ratings over the 2022/23 Panorama survey with a strategic focus on the School Connectedness and Safety topics. Hispanic (Hisp) - Improve the overall favorability ratings over the 2022/23 Panorama survey with a strategic focus on the School Connectedness and Safety topics. African American (AA) - Improve the overall favorability ratings over the 2022/23 Panorama survey with a strategic focus on the School Connectedness and Safety topics.	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - All areas improved. 92% of families reported favorably. Safety is up 16% and Connectedness up 8%. Hispanic (Hisp) - Safety up 20% and Connectedness up 8%. African American (AA) - Unable to report due to privacy restraints.
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Hispanic (Hisp) - African American (AA) -	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Increase of 14%, with 95% of families reporting favorably. Hispanic (Hisp) - Increase of 10% African American (AA) - Unable to report due to privacy restraints.



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

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provisions for parents, community members, and students attending meetings.	Provisions for parents, community members, and students attending meetings.	Provisions for parent meetings. 0001-0999: Unrestricted: Locally Defined LCFF 200	Provisions for parent meetings. 0001-0999: Unrestricted: Locally Defined LCFF 200
Parent Academy	Parent Academy	Parent workshops to engage and inform PHMS families. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2241	Parent workshops to engage and inform PHMS families. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2241
Professional Development for Parent Engagement	Professional Development for Parent Engagement	Professional development - CAFE or similar event 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1200	Professional development - CAFE or similar event 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1200

## Analysis

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

English language classes were provided for parents and community members who were non-native English speakers. Meetings were held for the English Learner Advisory Committee and School Site council to provide updates and gather feedback. Title 1 parent meetings were conducted to provide information about the program and gather input from parents. Goal two is an area where we need to improve. We are seeing parents want to get more involved as the year has progressed. Our Family and Community Engagement Specialist and our Spanish teacher attended CAFE, and they came back with some great ideas and strategies to make our community and family outreach more effective moving forward. Some of the topics that were brought back from CAFE were strategies to get parents more involved in ELAC meetings, which was a struggle the past few years. Another idea was to parent empowerment and leadership. Overall, we need to improve utilization of these funds and focus on engaging parents in a more meaningful way.

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

While the ESL classes were very effective at getting parents and community members on campus, we need to utilize our Title 1 parent funds even more effectively to engage families. The parent academy did not happen because the cost was greater than what we budgeted. We decided to push for ESL classes through Coachella Valley Adults School, and to pay for Drum Circle using LCFF to try to engage the community. Moving forward, we can use some of this budget for supplies for the parents and community members attending the ESL classes.

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.

Attendance at sporting events is very high. We may try to connect sporting events with parent meetings and engagement next school year. We plan to set up youth football and soccer events to get more participation in Panorama Surveys. Expansion of the ESL classes with an evening session is also a change that we anticipate will increase parental involvement and connections. We have been supported in the ESL classes by the family engagement center and by flexing the hours of our Family and Community Engagement Specialist. We will also provide incentives for parents to complete Panorama Surveys. Some incentives would be movie tickets, gift baskets, mugs, cups, and other PHMS related materials.



















# Annual Review and Update







SPSA Year Reviewed: 2023-24

## Goal 3 – Safe and Healthy Learning Environment

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - Improve the overall attendance rate for all students by 1%. African American students (AA); Improve the overall attendance rate by 5%. Students with disabilities (SWD): Improve the overall attendance rate by 5%.	Student Attendance Rates All Students (ALL) - As of 4/4/24 the overall attendance rate for all students is 88.4%. Up 2.8% from a year ago. African American students (AA); As of 4/4/24 the overall attendance rate is 84.9%. Up 4.2% from a year ago. Students with disabilities (SWD): As of 4/4/24 the overall attendance rate is 88.6%. Up 3.7% from a year ago.																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>38%</td> <td></td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>36%</td> <td></td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>36%</td> <td></td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>60%</td> <td></td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>38%</td> <td></td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>46%</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	38%		EL	Orange	36%		Hisp	Orange	36%		AA	Orange	60%		SED	Orange	38%		SWD	Orange	46%		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>51.1% Chronically Absent</td> <td>Increased Significantly 12.1</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>45.4% Chronically Absent</td> <td>Increased Significantly 8.7</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>50.2% Chronically Absent</td> <td>Increased Significantly 13</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>65.3% Chronically Absent</td> <td>Increased 3</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>51.1% Chronically Absent</td> <td>Increased Significantly 11.7</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>60% Chronically Absent</td> <td>Increased 13.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	51.1% Chronically Absent	Increased Significantly 12.1	EL	 Red	45.4% Chronically Absent	Increased Significantly 8.7	Hisp	 Red	50.2% Chronically Absent	Increased Significantly 13	AA	 Red	65.3% Chronically Absent	Increased 3	SED	 Red	51.1% Chronically Absent	Increased Significantly 11.7	SWD	 Red	60% Chronically Absent	Increased 13.4
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Metric/Indicator	Expected Outcomes				Actual Outcomes			
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Orange	14.9%		 Red	15.9% suspended at least one day	Increased 0.7	
	EL	Orange	14%		 Yellow	10.9% suspended at least one day	Declined Significantly - 3.5	
	Hisp	Orange	13.6%		 Red	15.1% suspended at least one day	Increased 1.1	
	AA	Orange	22%		 Red	26.9% suspended at least one day	Increased 4.5	
	SED	Orange	14.6%		 Red	16.1% suspended at least one day	Increased 0.5	
	SWD	Orange	18%		 Orange	13.9% suspended at least one day	Declined -8.8	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% students.				2 Expulsion occurred in the 2023/24 school year.			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - (45%) English Learner (EL) - (51%) Hispanic (Hisp.) - (45%) African American (AA) - (50%)				Panorama Survey – School Connectedness All Students (ALL) - (47%) English Learner (EL) - (47%) Hispanic (Hisp.) - (48%) African American (AA) - (39%)			
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 58% English Learner (EL) - (50%) Hispanic (Hisp) - (51%) African American (AA) - (54%)				Panorama Survey – School Safety Perception All Students (ALL) - 55% English Learner (EL) - (55%) Hispanic (Hisp) - (56%) African American (AA) - (47%)			
Williams Facilities Inspection Results	Williams Facilities Inspection Results. It is expected that 100% compliance will be met.				100% compliance was met.			

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional 2 hours per day of clerical duty for support with students and families.	Additional 2 hours per day of clerical duty for support with students and families.	Provide two additional hours for office specialist to support the students, staff, and families. 2000-2999: Classified Personnel Salaries LCFF 19374.37	Provide two additional hours for office specialist to support the students, staff, and families. 2000-2999: Classified Personnel Salaries LCFF 19374.37
Students are awarded positive merits for demonstrating appropriate behavior related to site expectations.	Students are awarded positive merits for demonstrating appropriate behavior related to site expectations.	Incentives will be purchased (Shirts, hats, water bottles, etc). 5000-5999: Services And Other Operating Expenditures LCFF 10000	Incentives will be purchased (Shirts, hats, water bottles, etc). 5000-5999: Services And Other Operating Expenditures LCFF 10000
School culture and team building development	School culture and team building development	We recognize the need for students socio-emotional needs to be met. Systematic programs will be brought in to encourage team building and empathy amongst students. We will time card staff to come in and help with new student orientation before school year begins. 1000-1999: Certificated Personnel Salaries CSI Funding 10000	We recognize the need for students socio-emotional needs to be met. Systematic programs will be brought in to encourage team building and empathy amongst students. We will time card staff to come in and help with new student orientation before school year begins. 1000-1999: Certificated Personnel Salaries CSI Funding 10000

## Analysis

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

The implementation of positive rewards and incentives has yielded successful results, based on the feedback students gave in the focus groups. Also the students grades and STAR data have improved as the school year has progressed in part due to the motivation of incentives. The new student orientation program has proven to be effective and beneficial for new students, with a participation rate of over a hundred students in the past year. The additional hours for the office specialist have been effective in recruiting high quality staff. The office run much more smoothly with a fourth full time employee.

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

None.

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 with the new student orientation, and we will utilize our own staff rather than working with an outside consultant. We have worked with the same group for a couple years and the staff feels we can deliver the same or better product for new students at a lower cost, which will allow us to put more resources towards other initiatives. New student orientation will be funded through LCFF.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Palm Springs Unified School District Long Term Academic Achievement Goal:

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

### LCAP Goal

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

### Identified Need

ELA Indicator – The Fall 2023 California School Dashboard shows that the school's performance in ELA is at the Very Low performance level. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Achievement gaps can be seen within the subgroups of African American students, EL students, students with disabilities compared to all students. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

Math Indicator – The Fall 2023 California School Dashboard shows that the school's performance in Math is at the Very Low performance level. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Achievement gaps can be seen within the subgroups of African American students, EL students, students with disabilities compared to all students. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for students choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

Science Indicator- On the CAST more than 90% of student did not score at meets or exceeds. As a result, there is a need for ongoing improvement in both first instruction and intervention supports. Students group with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed.

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







### Measuring and Reporting Results

**Metric/Indicator**

**Baseline**







**Expected Outcome**

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	70.7 points below standard	Increased +5.3 points
EL	 Red	97.1 points below standard	Maintained +0.8 points
Hisp	 Orange	74 points below standard	Increased +8.1 points
AA	 Red	113.2 points below standard	Decreased - 13 points
SED	 Orange	71.5 points below standard	Increased +4.9 points
SWD	 Red	146.4 points below standard	Decreased - 6.5 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	67 points below standard	Increase +3.3
EL	Orange	94 points below standard	Increase +3.1
Hisp	Yellow	71 points below standard	Increase +3.0
AA	Orange	110.2 points below standard	Increase +3.0
SED	Yellow	68.5 points below standard	Increase +3.0
SWD	Orange	143.4 points below standard	Increase +3.0

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	129.2 points below standard	Increased +5.6 points
EL	 Orange	150.8 points below standard	Increased +5 points
Hisp	 Orange	131.6 points below standard	Increased +7.4 points
AA	 Orange	177.4 points below standard	Increased +6 points
SED	 Orange	129.9 points below standard	Increased +4.8 points
SWD	 Orange	204.9 points below standard	Increased +11.2 points




St. Group	Color	DFS/Percentage	Change
All	Yellow	126.2 points below standard	Increased +3.0
EL	Yellow	147.8 points below standard	Increased +3.0
Hisp	Yellow	128.6 points below standard	Increased +3.0
AA	Yellow	174.4 points below standard	Increased +3.0
SED	Yellow	126.9 points below standard	Increased +3.0
SWD	Yellow	201.9 points below standard	Increased +3.0

California School Dashboard -  
English Learner Progress Indicator  
(ELPI)

California Science Test - Percent of Students Who Meet or Exceed Standard (9.92%)  
Grade 8 - Increase the overall percentage of students meeting standards by 6% to 15.92%

California Science Test - Percent of Students Who Meet or Exceed Standard  
Grade 8 - 7.98% goal of increasing 5% to 12.98%.



Metric/Indicator	Baseline	Expected Outcome																
California School Dashboard - English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Yellow</td> <td>42.5%</td> <td>Increased</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Yellow	42.5%	Increased	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Yellow</td> <td></td> <td>Increased</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Yellow		Increased
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Yellow	42.5%	Increased															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Yellow		Increased															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 8.02%	English Learner re-designated Fluent English Proficient (RFEP) Reclassification Rate - Increase all reclassification rates over previous year's data by 3% to 11.02%																
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 11.45% English Learners (EL) - 0% Hispanic (Hisp)- 9.79% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 11.45% Students with Disabilities (SWD)- 2.63%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - Increase proficiency by 5% to 16.45% of students meeting standards English Learners (EL) -Increase proficiency by 5% to 5% of students meeting standards Hispanic (Hisp)- Increase overall proficiency by 5% to 15.79 of students meeting standards African American (AA)- Increase overall proficiency by 6% to 6% of students meeting standards. Socioeconomically Disadvantaged (SED)- Increase overall proficiency by 6% to 17.45% Students with Disabilities (SWD)- Increase overall proficiency by 6% to 8.63% of students meeting standards.																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance Full compliance in all areas.	Williams Textbook/Materials Compliance. It is expected that Painted Hills Middle School will meet all Williams obligations with 100% compliance.																

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

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

### Timeline

07.01.24-06.30.25

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional Development (Thinking Maps or similar) stipends to increase capacity amongst staff.
<b>Amount</b>	15000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional development conferences to enhance teaching.
<b>Amount</b>	9000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Prep buyout to support student learning and programs.
<b>Amount</b>	5000
<b>Source</b>	LCFF

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra duty for classified classroom aides for assistance on ELPAC and other assessments.
<b>Amount</b>	10302
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before and after school intervention to enhance student learning.

## Strategy/Activity 2

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

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

Services under this strategy will include:

- Providing materials and curriculum that reflect the diverse histories and experiences of African American students and highlight their contributions to society.
- Offering resources and teaching strategies designed to meet the social-emotional and academic needs of students experiencing homelessness, ensuring a safe and inclusive learning environment.
- Enhancing language development and acquisition programs by incorporating relatable content that resonates with diverse cultural backgrounds, ensuring equitable language proficiency growth.
- Connecting students experiencing homelessness with additional community and school-based resources, such as tutoring, mentorship, and counseling services, to support academic success and stability.

## Students to be Served by this Strategy/Activity

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

## Timeline

07.01.24- 06.30.25

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	36692
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchasing books and supplies to increase or improve services to students.
<b>Amount</b>	6808.96
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of supplementary curricular materials.
<b>Amount</b>	11000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of supplementary math curriculum to enhance student achievement.

### Strategy/Activity 3

Additional support for English learners and students with disabilities, as well as Foster/homeless students. This strategy will be measured by suspension rates and student connectedness on the Panorama Survey. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed.

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

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

**Timeline**

07.01.24- 06.30.25

**Person(s) Responsible**

Principal/APs/Intervention team/ELD team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	30833
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Paraprofessional bilingual classroom support to support English learners progress.
<b>Amount</b>	56606
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Paraprofessional--Intervention classroom support
<b>Amount</b>	60465
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classroom aide for enhanced student learning, including English learners.
<b>Amount</b>	29646.04
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional hours for senior para professional to enhance student learning.
<b>Amount</b>	12000
<b>Source</b>	LCFF

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Additional hours for supervision aide.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

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

### LCAP Goal

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

### Identified Need

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

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes: A total of 33 parents took the Panorama Survey during the 2023/24 school year.	Parent Participation in Stakeholder Input Processes The goal is to improve the number of parents that took the Panorama survey by 20% from the previous school year. Parent teacher conference times and sporting events will be used to complete the survey.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 92% reported favorable ratings. Hispanic (Hisp) - 91% reported favorable ratings. African American (AA) - Unable to report due to privacy restrictions.	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Improve the overall favorability ratings over the 2023/24 Panorama survey with a strategic focus on the School Connectedness and Safety topics. Hispanic (Hisp) - Improve the overall favorability ratings over the 2023/24 Panorama survey with a strategic focus on the School Connectedness and Safety topics.

Metric/Indicator	Baseline	Expected Outcome
		African American (AA) - Improve the overall favorability ratings over the 2023/24 Panorama survey with a strategic focus on the School Connectedness and Safety topics.
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) - 95% reported favorable ratings. Hispanic (Hisp) - 94% reported favorable ratings. African American (AA) - Unable to report due to privacy restrictions.	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. Hispanic (Hisp) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. African American (AA) - Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

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



**Timeline**

07.01.23-06.30.24

**Person(s) Responsible**

Family Engagement Specialist/School Secretary

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

593

**Source**

LCFF

**Budget Reference**

0001-0999: Unrestricted: Locally Defined

**Description**

Provisions for parent meetings.

**Strategy/Activity 2**

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

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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
African American students and their families

**Timeline**

07.01.24-6.30.25

**Person(s) Responsible**

Principal; Teacher

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

2525

<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent workshops to engage and inform PHMS families.

### Strategy/Activity 3

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

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

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

### Timeline

07.01.24- 06.30.25

### Person(s) Responsible

School secretary; Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1200
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Professional development - CAFE or similar event

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

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

### LCAP Goal

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

### Identified Need

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

Suspension rates for African American AA students--Suspension rates for African American students is higher than the school average and higher than the previous school year. In terms of addressing the issue of disproportionate suspension rates requires a multi-faceted approach that promotes equity, cultural competency, and restorative practices. Staff has gone through training, and will require additional training, to recognize and limit implicit biases, develop a deeper understanding of cultural diversity, and implement strategies that foster a more inclusive and supportive learning environment.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates As of April 18th, 2023 the percent of enrolled days attended is 85.7% which is an increase of 2.9%. African American students (AA): 80.6% which is an increase of 1.8% Students with disabilities (SWD): 84.9% which is an increase of 4.3%	Student Attendance Rates All Students (ALL) - Improve the overall attendance rate for all students by 1%. African American students (AA); Improve the overall attendance rate by 5%. Students with disabilities (SWD): Improve the overall attendance rate by 5%.

**Metric/Indicator**

**Baseline**

**Expected Outcome**

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

St. Group	Color	DFS/Percentage	Change
All	Red	51.1% Chronically Absent	Increased Significantly 12.1
EL	Red	45.4% Chronically Absent	Increased Significantly 8.7
Hisp	Red	50.2% Chronically Absent	Increased Significantly 13
AA	Red	65.3% Chronically Absent	Increased 3
SED	Red	51.1% Chronically Absent	Increased Significantly 11.7
SWD	Red	60% Chronically Absent	Increased 13.4

St. Group	Color	DFS/Percentage	Change
All	Yellow	41.1%	Decrease - 10%
EL	Yellow	40.4% Chronically Absent	Decrease -5%
Hisp	Yellow	40.2% Chronically Absent	Decrease - 10%
AA	Yellow	55.3% Chronically Absent	Decrease - 10%
SED	Yellow	41.1% Chronically Absent	Decrease - 10%
SWD	Yellow	50% Chronically Absent	Decrease - 10%

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

St. Group	Color	DFS/Percentage	Change
All	Red	15.9% suspended at least one day	Increased 0.7
EL	Yellow	10.9% suspended at least one day	Declined Significantly -3.5
Hisp	Red	15.1% suspended at least one day	Increased 1.1
AA	Red	26.9% suspended at least one day	Increased 4.5
SED	Red	16.1% suspended at least one day	Increased 0.5
SWD	Orange	13.9% suspended at least one day	Declined - 8.8

St. Group	Color	DFS/Percentage	Change
All	Yellow	% suspended at least one day	Decrease - 12.9%
EL	Yellow	7.9% suspended at least one day	Decrease -3%
Hisp	Yellow	13.1% suspended at least one day	Decrease -3%
AA	Yellow	20% suspended at least one day	Decrease - 6.9%
SED	Yellow	13.1% suspended at least one day	Decrease -3%
SWD	Yellow	10% suspended at least one day	Decrease - 3.9%

Expulsion Rates  
 All Students (ALL)  
 English Learner (EL)  
 Hispanic (Hisp)  
 African American (AA)

Expulsion Rates  
 All Students (ALL) - 0.2% (2022/23) 1 student

Expulsion Rates  
 All Students (ALL) - .26% 2 students.

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 49% English Learner (EL) - 53% Hispanic (Hisp) - 49% African American (AA) - 49%	Panorama Survey – School Connectedness All Students (ALL) - (45%) English Learner (EL) - (51%) Hispanic (Hisp.) - (45%) African American (AA) - (50%)
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All Students (ALL) - 58% English Learner (EL) - 57% Hispanic (Hisp) - 59% African American (AA) - 61%	Panorama Survey – School Safety Perception All Students (ALL) - 58% English Learner (EL) - (50%) Hispanic (Hisp) - (51%) African American (AA) - (54%)
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% Williams compliant	Williams Facilities Inspection Results. It is expected that 100% compliance will be met.

## Planned Strategies/Activities

### Strategy/Activity 1

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

Some services provided by this strategy are:

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

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

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

### Timeline

07.01.24- 06.30.25

### Person(s) Responsible

Principal/APs

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24415
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide two additional hours for office specialist to support the students, staff, and families.
<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional hours by timecard for classified employees.

### Strategy/Activity 2

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

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

- English Learner
- Foster Youth
- Students with Disabilities

X Specific Student Groups:  
African American students and students experiencing homelessness.

## Timeline

07.01.24- 06.30.25

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Incentives will be purchased (Shirts, hats, water bottles, etc).
<b>Amount</b>	8000
<b>Source</b>	LCFF
<b>Budget Reference</b>	0001-0999: Unrestricted: Locally Defined
<b>Description</b>	The facilitation of field trips to enhance learning and engagement for students. The use of funds for bussing, entrance fees, and associated costs of field trips for educational purposes.

## Strategy/Activity 3

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

Some services provided by this strategy are:

- Providing training and resources on conflict resolution skills and restorative practices to help students resolve conflicts peacefully.
- Promote accountability, and restore relationships within the school community.
- (Specific to African American and Homeless Youth--ATSI identified groups) Assign trained mentors to provide support for students, focusing on academic progress, personal development, and navigating challenges.
- (Specific to African American and Homeless Youth--ATSI identified groups) Develop a data-driven system to monitor attendance, grades, and behavioral data, identifying students in need of additional support and providing timely interventions.
- (Specific to African American and Homeless Youth--ATSI identified groups) Regularly meet with students to set and review personal, academic, and career goals, ensuring alignment with their interests and aspirations.

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

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

### Timeline

07.01.24- 06.30.25

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7500
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	We recognize the need for students socio-emotional needs to be met. Systematic programs will be brought in to encourage team building and empathy amongst students. We will time card staff to come in and help with new student orientation before school year begins.
<b>Amount</b>	8000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Creation of a system for the purpose of mentoring and monitoring the progress of students experiencing homelessness and African American students. Facilitating affinity groups for students experiencing homelessness and African American students. Prep buyouts for timecards, tutoring, and supplies.



# Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 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**

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 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
Middle School Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

**School Goal #2: Increase Parent and Community Partnerships**

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 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**

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education Professional Development	July 1, 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

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

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$193,431
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$357,086.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	189,706	0.00
Title I Part A: Parent Involvement	3,725	0.00
LCFF	163,655	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	\$189,706.00
Title I Part A: Parent Involvement	\$3,725.00

Subtotal of additional federal funds included for this school: \$193,431.00

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

State or Local Programs	Allocation (\$)
LCFF	\$163,655.00

Subtotal of state or local funds included for this school: \$163,655.00

Total of federal, state, and/or local funds for this school: \$357,086.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	163,655.00
Title I	189,706.00
Title I Part A: Parent Involvement	3,725.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	8,593.00
1000-1999: Certificated Personnel Salaries	58,802.00
2000-2999: Classified Personnel Salaries	225,190.04
4000-4999: Books And Supplies	54,500.96
5000-5999: Services And Other Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	8,593.00
1000-1999: Certificated Personnel Salaries	LCFF	30,500.00
2000-2999: Classified Personnel Salaries	LCFF	71,061.04
4000-4999: Books And Supplies	LCFF	43,500.96
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	28,302.00
2000-2999: Classified Personnel Salaries	Title I	150,404.00
4000-4999: Books And Supplies	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,725.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
James Oliger		X			
Esmeralda Rodriguez		X			
Dr. James Prager			X		
Mr. Mark Acker	X				
Steffany De La Torre		X			
Tanaiah Mitchell		X			
Tricina Sheppard				X	
Matthew Rittenhouse				X	
Jordan Miller					X
Ashley Marquez					X
Penelope Williamson					X
Yvonne Lopez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



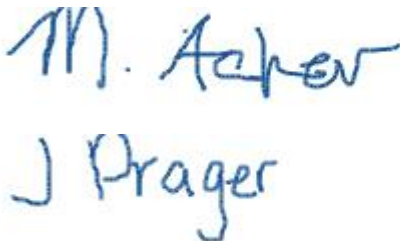
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Oct. 29, 2024.

Attested:



Principal, Mr. Mark Acker on 11/13/24

SSC Chairperson, James Prager on 11/13/24

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
<p>Palm Springs Unified School District Long Term Academic Achievement Goal:          All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2024/25 year the LCAP aligned goal is to maintain growth in achievement rates in the number of students meeting standards proficiency in both mathematics and language arts.</p>

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>	<b>What is not working and why? (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
<p>Creation of multi-tiered system of supports for academic improvement. This strategy will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC. Some services provided for this strategy are regular monitoring of student progress through ongoing assessment and evaluation to determine the effectiveness of interventions and make data-driven decisions for improvement.</p>			
<p>The school will prioritize the strategic utilization of books, culturally relevant materials, and supplies that affirm the identities and lived experiences of African American students and students experiencing homelessness. These resources will support student learning through high-quality first instruction and targeted intervention programs designed to close opportunity gaps.</p> <p>Progress will be measured using performance data from the STAR Assessment, ELA and Math CAASP, and the ELPAC, with specific attention to the achievement and growth of African American students and those experiencing homelessness.</p> <p>Services under this strategy will include:</p> <ul style="list-style-type: none"> <li>• Providing materials and curriculum that reflect the</li> </ul>			

<p>diverse histories and experiences of African American students and highlight their contributions to society.</p> <ul style="list-style-type: none"> <li>• Offering resources and teaching strategies designed to meet the social-emotional and academic needs of students experiencing homelessness, ensuring a safe and inclusive learning environment.</li> <li>• Enhancing language development and acquisition programs by incorporating relatable content that resonates with diverse cultural backgrounds, ensuring equitable language proficiency growth.</li> <li>• Connecting students experiencing homelessness with additional community and school-based resources, such as tutoring, mentorship, and counseling services, to support academic success and stability.</li> </ul>			
<p>Additional support for English learners and students with disabilities, as well as Foster/homeless students. This strategy will be measured by suspension rates and student connectedness on the Panorama Survey. Some services provided for this strategy are the facilitation of collaboration among teachers, support staff, and administrators to develop individualized plans for students, monitor progress, and to make adjustments as needed.</p>			

**Goal #2:**

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

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

**Goal #3:**  
All students attending Painted Hills Middle School will be educated in a safe bully-free and drug-free learning environment.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
<p>Clerical support to assist students and families. This strategy will be measured by parents responses to connectedness on the Panorama Survey.</p> <p>Some services provided by this strategy are:</p> <ul style="list-style-type: none"> <li>Offering translation services and creating materials in accessible formats to ensure all families can fully engage with school communications,</li> </ul>			

<p>regardless of language barriers or other challenges.</p> <ul style="list-style-type: none"> <li>• Ensuring clerical staff are trained to communicate effectively and respectfully with families experiencing homelessness, acknowledging their experiences and addressing their specific concerns.</li> <li>• Answering phone calls and responding to emails with a focus on empathy and problem-solving to address the immediate and long-term needs of students and their families.</li> <li>• Supporting families experiencing homelessness by distributing critical resources and information about available services, such as housing assistance, food programs, and transportation support.</li> </ul>			
<p>Students are awarded positive merits for demonstrating appropriate behavior related to site expectations. This strategy will be measured by student responses regarding school connectedness on the Panorama Survey. Some services provided by this strategy are an implementation of evidence-based strategies for reinforcing positive behavior, such as praise, acknowledgment, and positive reinforcement techniques in classrooms, hallways, and other school settings.</p>			
<p>School culture, inclusivity, and team building development. This strategy will be measured by student responses to connectedness on the Panorama Survey.</p> <p>Some services provided by this strategy are:</p> <ul style="list-style-type: none"> <li>• Providing training and resources on conflict resolution skills and restorative practices to help students resolve conflicts peacefully.</li> <li>• Promote accountability, and restore relationships</li> </ul>			

<p>within the school community.</p> <ul style="list-style-type: none"> <li>• (Specific to African American and Homeless Youth--ATSI identified groups) Assign trained mentors to provide support for students, focusing on academic progress, personal development, and navigating challenges.</li> <li>• (Specific to African American and Homeless Youth--ATSI identified groups) Develop a data-driven system to monitor attendance, grades, and behavioral data, identifying students in need of additional support and providing timely interventions.</li> <li>• (Specific to African American and Homeless Youth--ATSI identified groups) Regularly meet with students to set and review personal, academic, and career goals, ensuring alignment with their interests and aspirations.</li> </ul>			
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# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

## Purpose

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

## Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need



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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (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/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049

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