

School Year: **2023-24**



## 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>	7/1/23-6/30/24
<b>Schoolsite Council (SSC) Approval Date</b>	10/27/23
<b>Local Board Approval Date</b>	12/12/23

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 will provide the opportunity for success in all aspects of life by empowering students to develop a strong, safe, collaborative community and become respectful and responsible members of society.

## 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 newer 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 10th year of operation and served approximately 800 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). Approximately 95% of our students are receiving a free or discounted lunch and 100% of our students receive free breakfast in our innovative Breakfast-In-The-Classroom program.

PHMS has unique programs that are not in place in some other middle schools in our district. In August 2016, we implemented the Positive Behavior Intervention and Supports (PBIS) framework to support positive social and emotional development as well as provide students with targeted interventions. The PBIS framework in conjunction with our established progressive privileges and discipline program allows students to earn merit points, tracked by PBIS Rewards, that can be exchanged for rewards and privileges. Our comprehensive fine arts program has been expanded with the addition of advanced band and advanced art.

# 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

Comprehensive 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 1 funded school and was identified for Comprehensive School Improvement (CSI) and provided with CSI allocated funds.

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 during Back to School Night and elections are held shortly after using Google forms. Nominations were taken on August 22, 2022, and elections were held electronically using Google forms on August 29th, 2022.

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

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

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

- September 28, 2022--(Title I Parent and Family Engagement Policy, Home/School Compact, SSC Bylaws, Uniform Complaint Procedures, Parent Education Opportunities)
- October 12, 2022--(SPSA Goal Review, SPSA Target Progress, Modifications for SPSA Goals, Strategies, Funding)
- November 29th, 2022--(Funding Updates (District Information), School Safety Plan, EL Program, Site Developed Data)
- February 7, 2023--(SPSA Goal Review, SPSA Target Progress, Modifications for SPSA Goals, Strategies, Funding)
- March 30, 2023--(Funding Updates (District Information CSI Meeting), Modifications for SPSA Goals, Strategies, Funding)
- April 26, 2023--(District Information CSI Meeting), Modifications for SPSA Goals, Strategies, Funding)
- April 27, 2023--(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:

- November 14, 2022
- February 2, 2023
- March 9, 2023
- May 4, 2023

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 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 2023/24 school year PHMS was identified as a Comprehensive Support and Improvement school. It is projected that PHMS will receive CSI funds for the 2023/24 school year in the amount of approximately \$160,000. At that time, the District Educational Services department will facilitate discussions and planning sessions regarding school improvement needs, strategies to address those needs, and the purposeful use of CSI funds. This CSI process includes ongoing support from the district office and is facilitated by different directors and members of district leadership. 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 CSI team: (a) improved student achievement scores in mathematics; (b) improved student achievement scores in language arts; (c) reduction in the level of chronic absenteeism; and (d) improve overall school connectedness ratings. Acting on guidance from SSC, Mr. Acker, the school principal, revised the 2022/23 plan by adding many of the suggestions offered by members of SSC including the provision of tutoring support, academic coaching services, and mental health services.

#### District Involvement in Supporting the CSI Plan Development -

March 21, 2023 - A SSC meeting was held. Our proposed School Plan was discussed, including CSI related actions and expenditures. Members in attendance discussed and reflected on the proposed actions. The SSC voted to approve the proposed plan including the outlined use of CSI funds.

March 22, 2023 - CSI District Planning Meeting - A meeting was held between the Educational Services team and the staff of PHMS to plan for the CSI follow-up. During the meeting, the staff worked together to recognize any resource inequalities and discussed the significance of selecting interventions that are supported by evidence to meet the needs of students. Collaboratively with the Educational Services team, the staff identified strategies and actions that will be incorporated into the School Plan. Additionally, the group discussed how to effectively monitor and evaluate the effectiveness of the actions included in the plan.

April 26th, 2023 - A Parent and Community CSI Meeting was held. The Director of State and Federal Programs was present to discuss the CSI identification process and procedures. CSI funding amounts and guidelines were discussed. A discussion was facilitated regarding possible Resource Inequities at the District and School Level. At the meeting participants brainstormed and discussed possible actions to address the identified school needs.

May 4, 2023 - ELAC Meeting was held. Input was given by parents and students about the future of the school plan. The group worked collaboratively on identifying strategies and solutions to increase the number of students reclassifying and progressing on the ELPAC. A more systemic approach to the EL program was also suggested. Closer monitoring of student achievement in the area of English language proficiency was noted as well.

Based on the above meetings and topics discussed, revisions to the SSC recommended for the 2023/24 School Plan include:

- The English learner program will continue to be improved for the 2023/24 school year. Strategic placement of ELs and supports will be coordinated to better meet the needs of English learners.
- The continued support of offering electives that clearly relate and support core curriculum in an effort to increase student achievement.
- Professional development in the areas of professional learning communities, school culture and team building, instruction, and strategies for working with English learners for the staff at Painted Hills Middle School.
- Consultants and professional development to support the development of Multi-Tiered Systems of Supports, reading instruction and math instruction.



# 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:

- The level of support provided to (SWD) Students with Disabilities and (ELs) English learners is insufficient for them to meet the required grade level standards.
- Student achievement expectations differ among grade levels and within departments.
- The academic intervention systems require improvement.
- The relevance of the curriculum is not apparent to struggling students.

## 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.

For the past three years, the focus at Painted Hills has been on building the morale of the school, creating systems to respond to student's academic and emotional needs. Creating systems can take time and while some of the data may seem stagnant or even declining, the sentiment at the school is strong, and the systems are built on a sturdy foundation that will set Painted Hills up for success for years to come. Prior to the 2020/21 school year the metrics on Panorama Survey and in student focus groups indicated a very low morale from staff and students. According to the Panorama survey results, our staff reported a high increase of school connectedness, indicating a strong sense of belonging (increase of 9%). Staff also felt the school climate as supportive of academic learning (83%) and felt well-informed about discipline, rules, and norms (increase of 13%). Supportive actions of this progress have been a focus on professional learning communities, and a focus on teacher voice in school decision making.

## Reflections: Success

The suspension rate data presents a mixed picture. Using the state data from the CDE website, it appears that Painted Hills is suspending students at a very high rate. While the suspension rate continues to be an area that the school will work to improve, using local data we find a silver lining for this year. Using local metrics, we anticipate a slight increase (3.6%) in suspensions for African American students compared to the previous year, and the percentage is higher than the overall student population's average rate (11.5% above average). We anticipate significant decrease (more than 6%) in suspensions for students with disabilities compared to last year, and their suspension rate is even lower than the school's average. We anticipate EL students will have a decrease in suspension rate nearly 5%. We anticipate Hispanic students will be suspended at a rate of about one percent less than the school wide average.

ELPAC Progress--Although the movement was not significant, we are encouraged by the implementation of certain measures related to ELPAC proficiency, and we are hopeful for more substantial improvements in the coming school years. Through local measures, the growth for English learners was 42.9% in ELPAC proficiency. The supportive actions for this area are the bilingual aids and systems of additional support for ELs. Next year we plan to expand these supports and make them more robust through reading intervention during the school day.



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 Very Low for African American students, English learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. 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 have to Reading intervention teacher to help support academic achievement and to create systems for student success. Teachers will receive time cards to create content area lessons that will be shared with their departments that are focused on Universal Design for Learning.

Math Indicator – Math performance was Very Low for African American students, English learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. 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 have to math intervention teacher to help support academic achievement and to create systems for student success. We plan to have pull-out classes that support real-world application of content area standards through specific intervention for math. We will have one period dedicated to peer mediation and restorative practices run by our Diversity and Equity lead. Teachers will receive time cards to create content area lesson that will be shared with their departments that are focused on Universal Design for Learning. We will buyout teacher's preparation periods to lower the class size in math classes.

Suspension-Suspensions remain very high for all students. In particular, African American students are suspended at a higher rate than the average of the school. 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.

Chronic Absenteeism-Absenteeism continues to be very high for African American, English learner, Hispanic, Homeless, SED, SWD, and white students. 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 ADA. Most of the school year we had a part time social worker. After spring break our social worker became full time. We believe this will also assist in reducing chronic absenteeism by providing resources for students and families.

ELPI-Despite limited progress, certain ELPAC-related strategies have shown promise. In the English learner progress indicator from the dashboard, 30.2% 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. The master schedule will be adjusted and additional supplies and materials will be continue to be purchased for elective offerings

that are of high interest to students and that support the rigor of the core content areas. The instructional consulting will be focused on reading intervention. 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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0.13%	1		1
African American	7.4%	6.10%	5.8%	57	46	43
Asian	0.4%	0.53%	0.4%	3	4	3
Filipino	0.5%	0.53%	0.67%	4	4	5
Hispanic/Latino	75.1%	78.25%	77.33%	583	590	573
Pacific Islander	0.1%	%	0%	1		0
White	12.9%	11.41%	11.47%	100	86	85
Multiple/No Response	3.5%	3.18%	4.18%	27	24	31
	<b>Total Enrollment</b>			776	754	741

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	266	255	236
Grade 7	262	251	262
Grade 8	248	248	243
<b>Total Enrollment</b>	776	754	741

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	222	223	209	27.1%	27.1%	26.90%
Fluent English Proficient (FEP)	191	181	166	23.3%	22.0%	21.40%
Reclassified Fluent English Proficient (RFEP)	30	15	14	14.4%	6.8%	6.7%

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
754	98.3	30.1	0.8
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	227	30.1
Foster Youth	6	0.8
Homeless	72	9.5
Socioeconomically Disadvantaged	741	98.3
Students with Disabilities	105	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	6.1
American Indian		
Asian	4	0.5
Filipino	4	0.5
Hispanic	590	78.2
Two or More Races	24	3.2
Pacific Islander		
White	86	11.4

### Conclusions based on this data:

1.

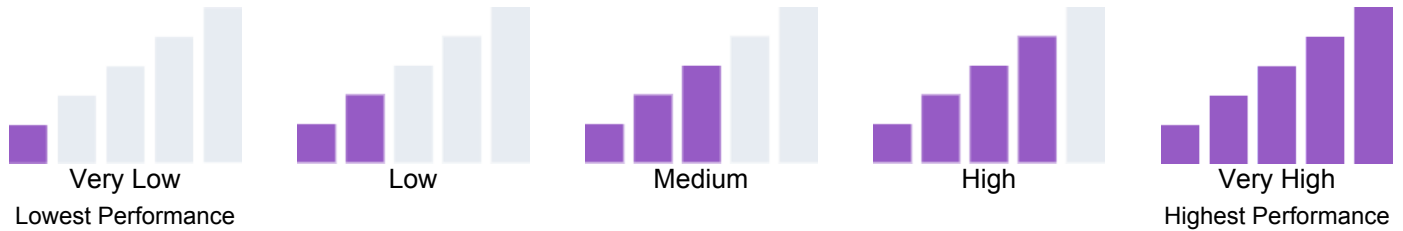


# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> <p>Very Low</p>	<b>Chronic Absenteeism</b> <p>Very High</p>	<b>Suspension Rate</b> <p>Very High</p>
<b>Mathematics</b> <p>Very Low</p>		
<b>English Learner Progress</b> <p>Very Low</p>		

#### Conclusions based on this data:

- 1.

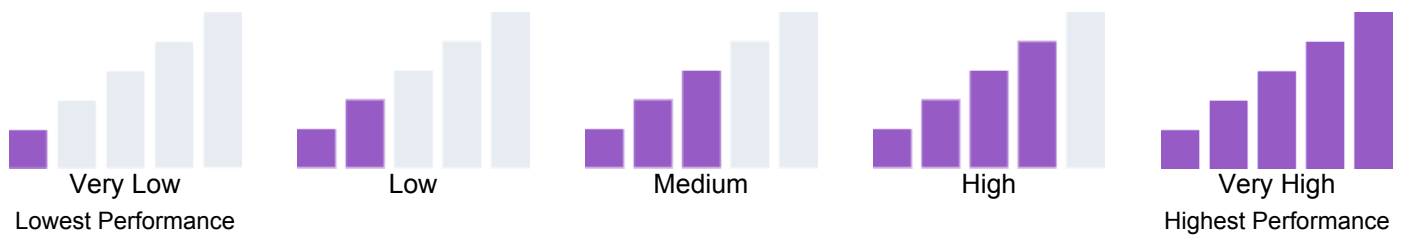


# School and Student Performance Data

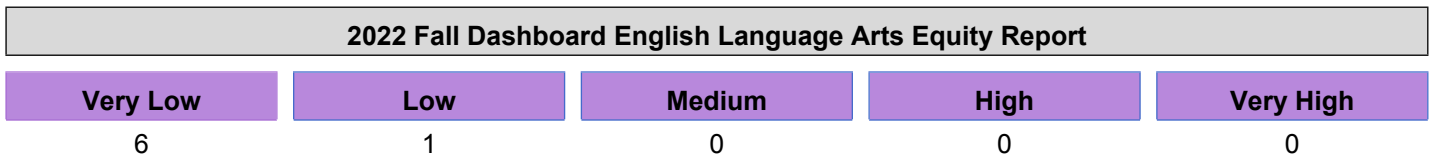
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

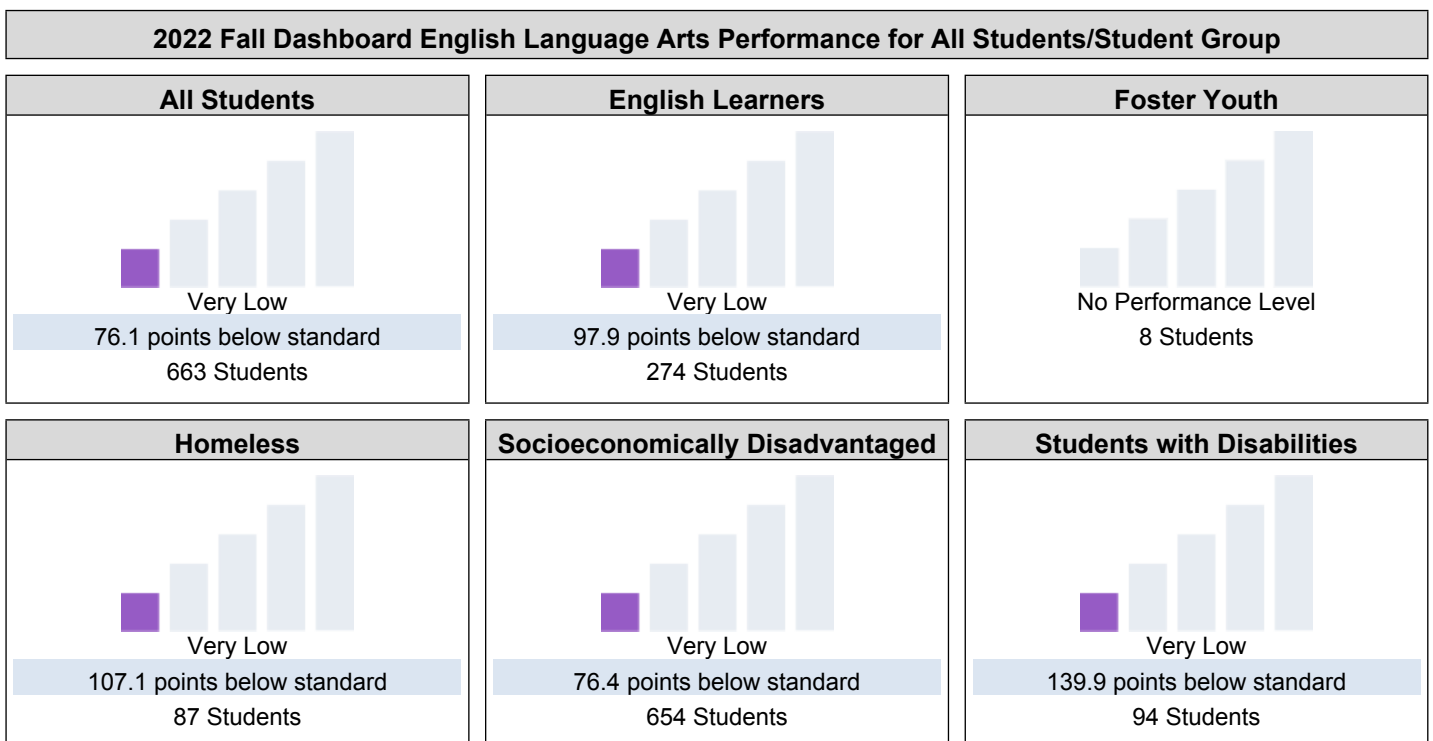
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



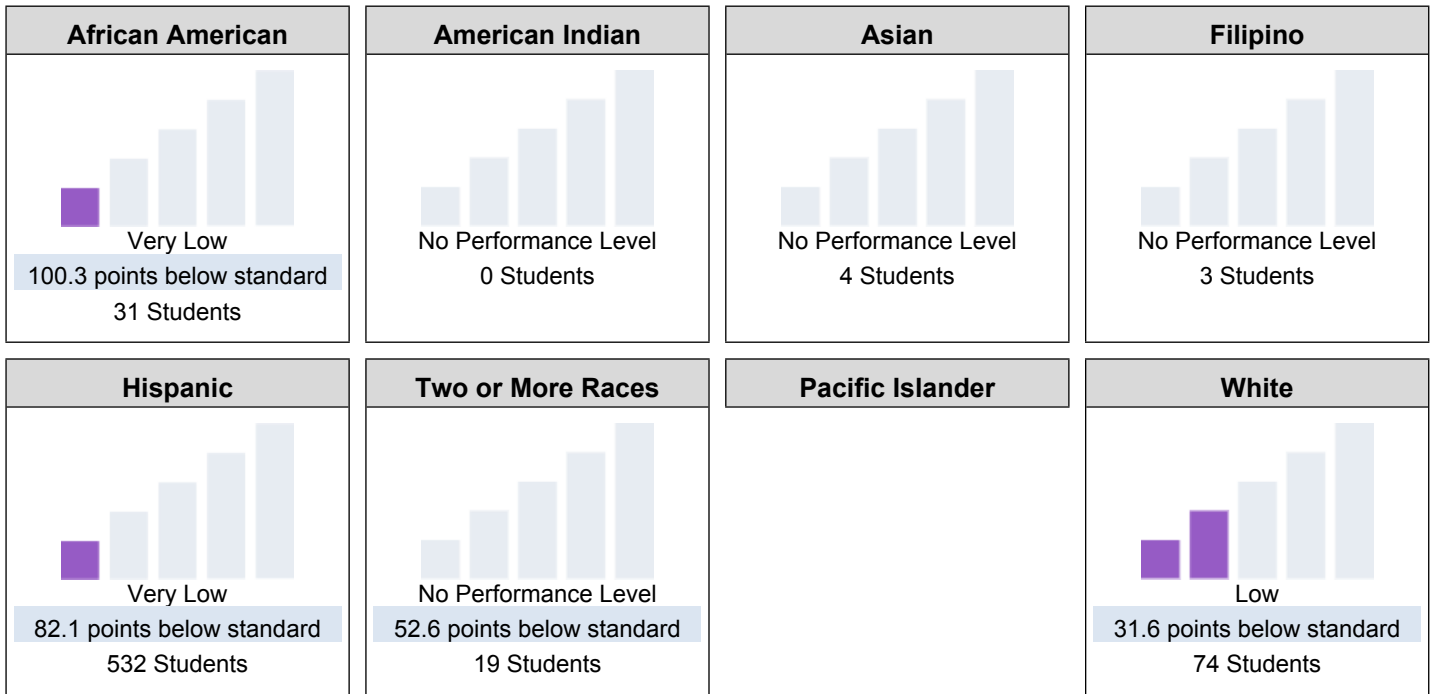
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
130.1 points below standard 196 Students	17.0 points below standard 78 Students	73.2 points below standard 325 Students

**Conclusions based on this data:**

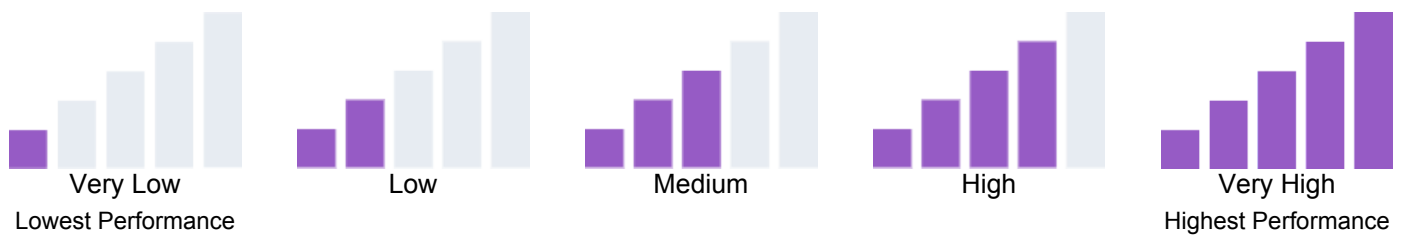
- 1.

# School and Student Performance Data

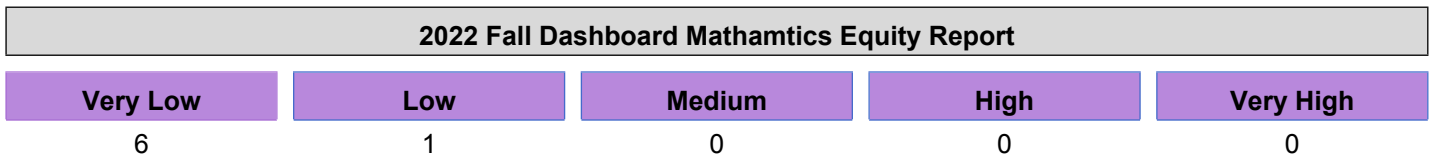
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

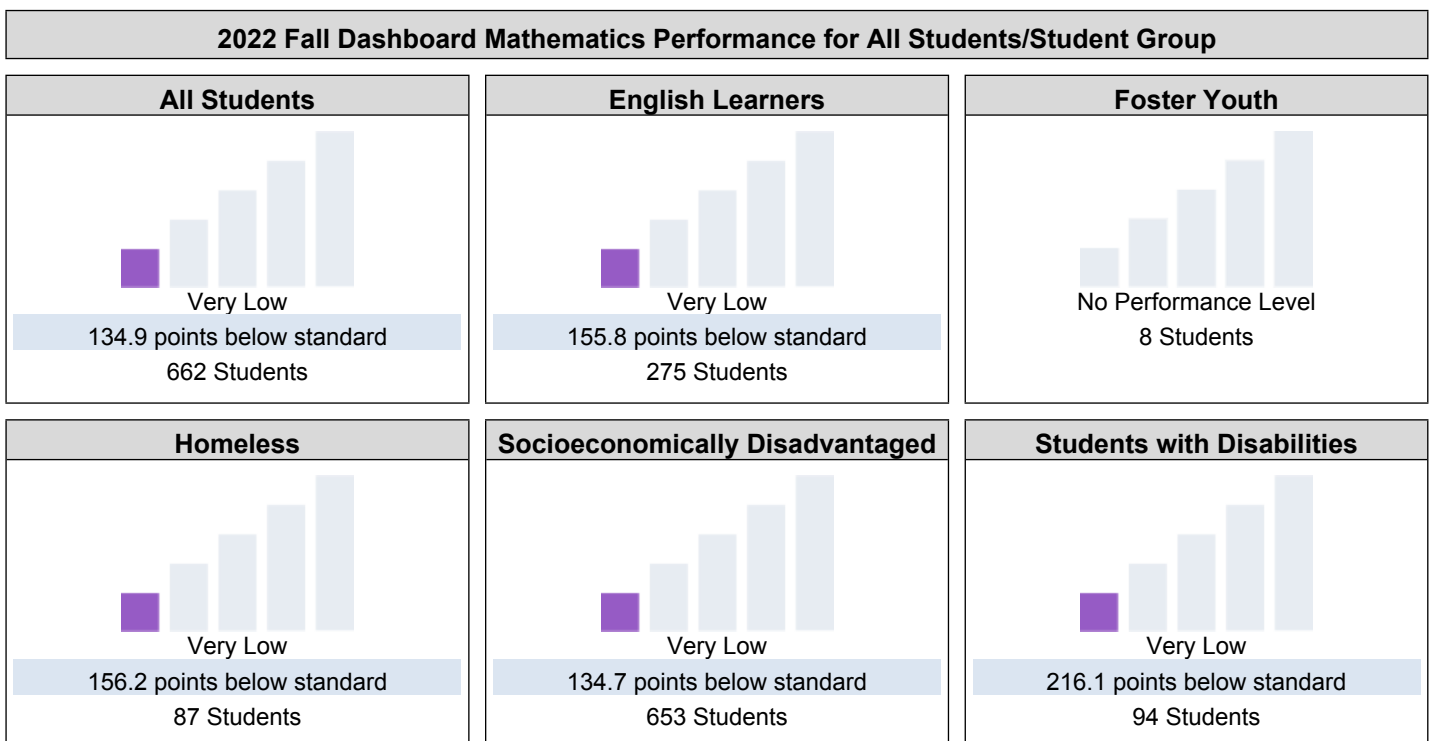
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



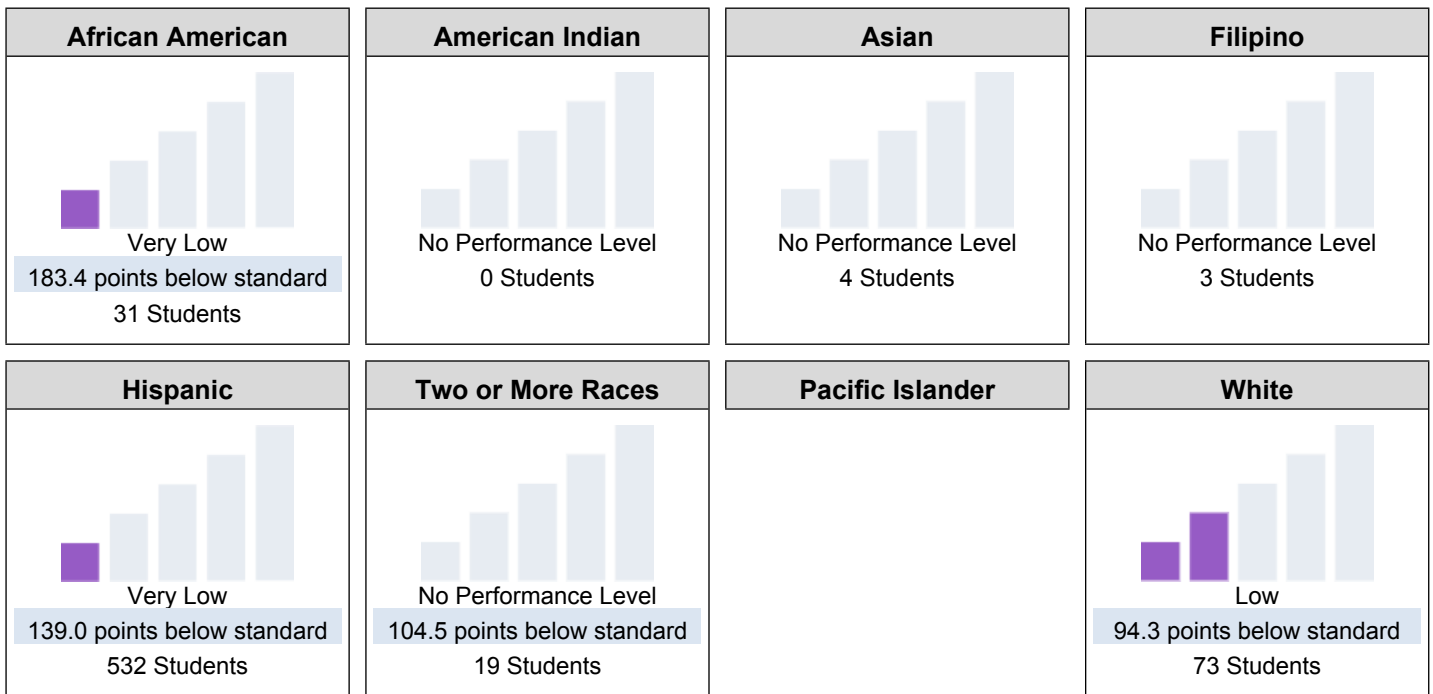
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
183.6 points below standard 197 Students	85.5 points below standard 78 Students	135.1 points below standard 323 Students

**Conclusions based on this data:**

1.

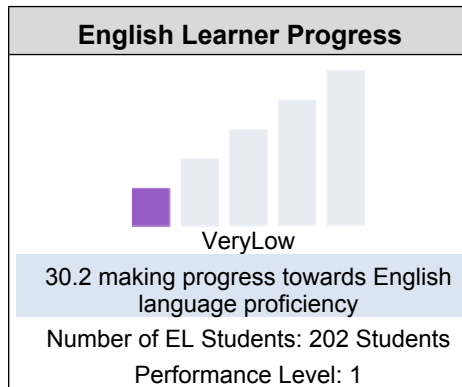
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
30.2%	39.6%	2.5%	27.7%

#### Conclusions based on this data:

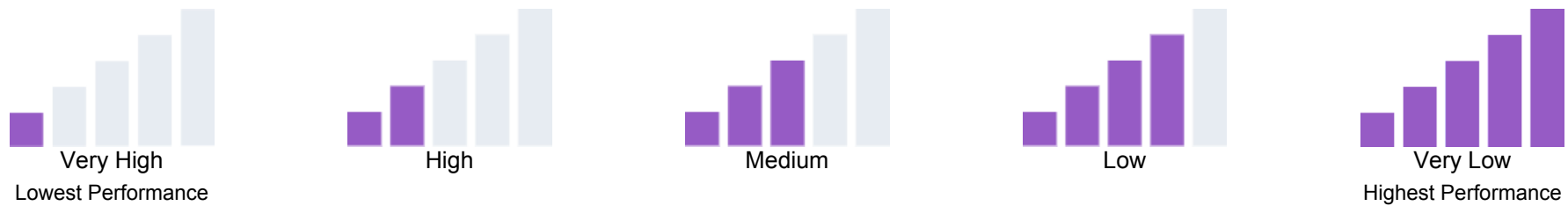
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# School and Student Performance Data

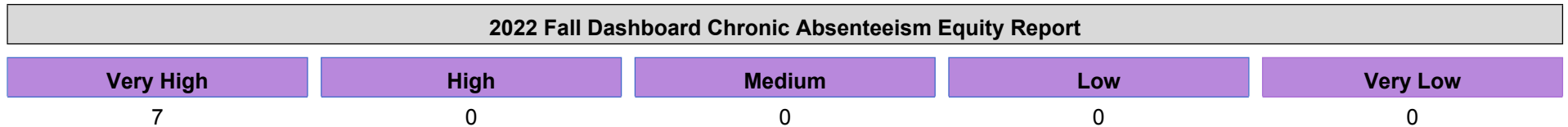
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

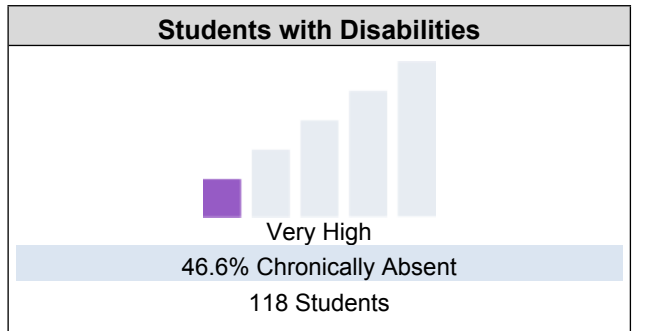
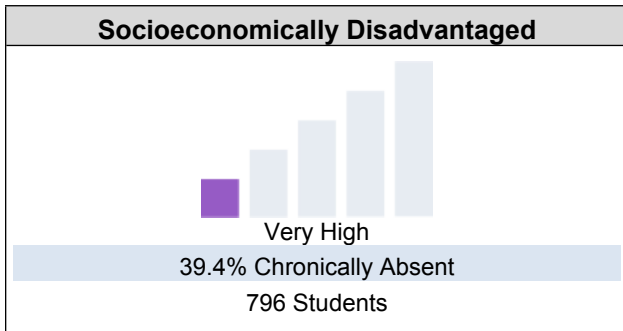
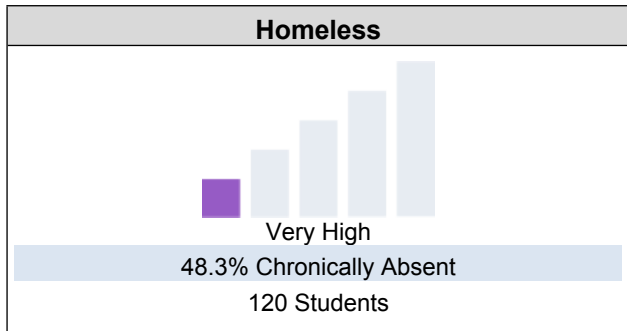
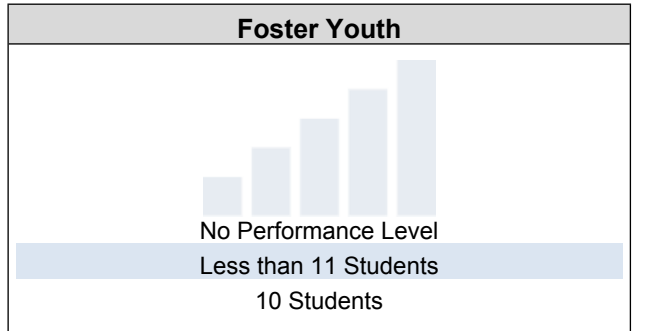
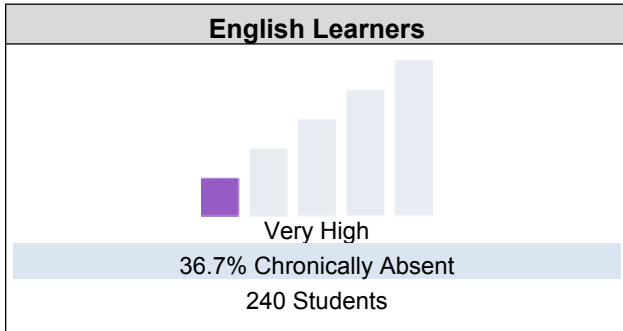
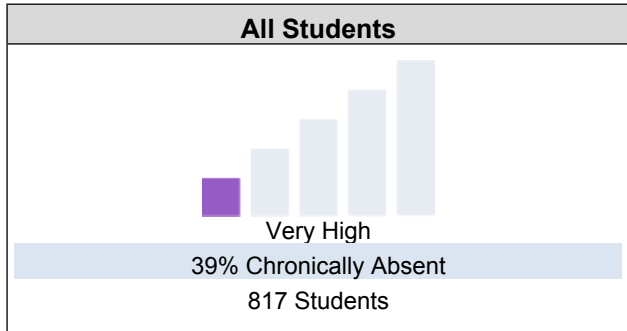


This section provides number of student groups in each level.



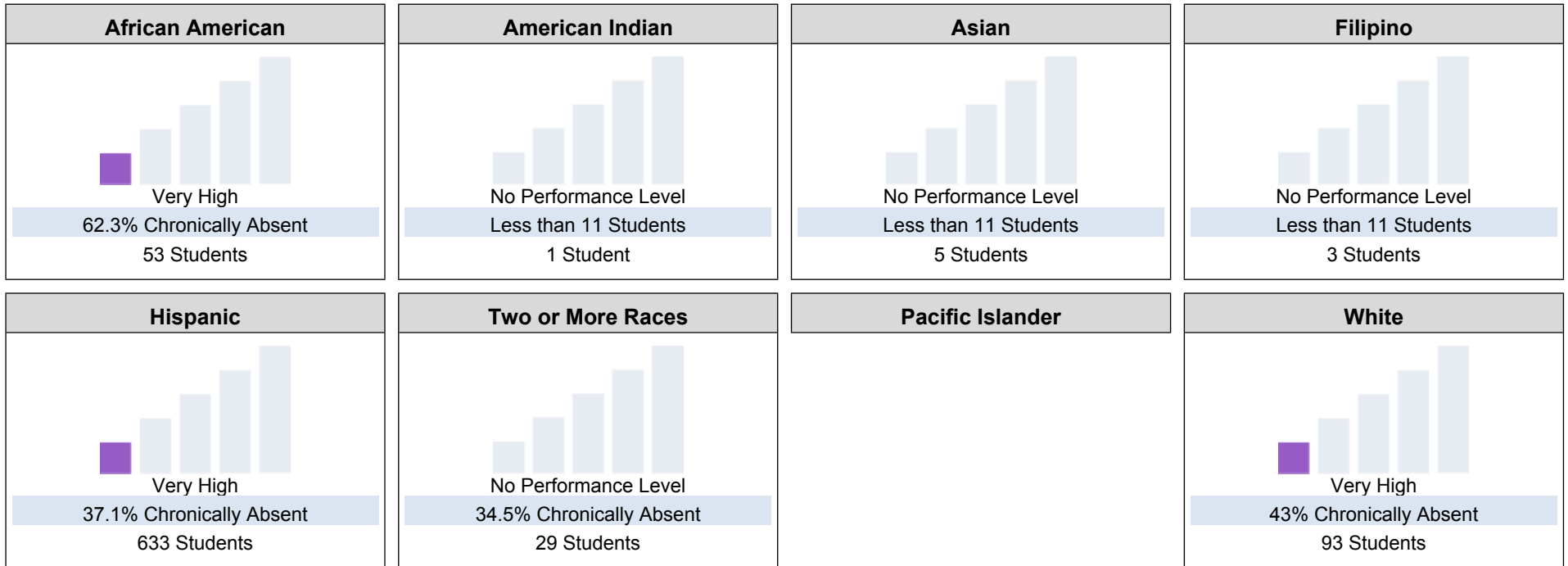
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**





2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

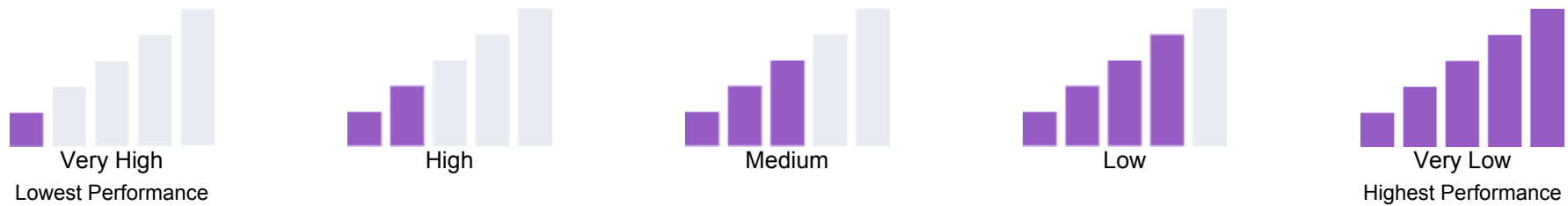
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# School and Student Performance Data

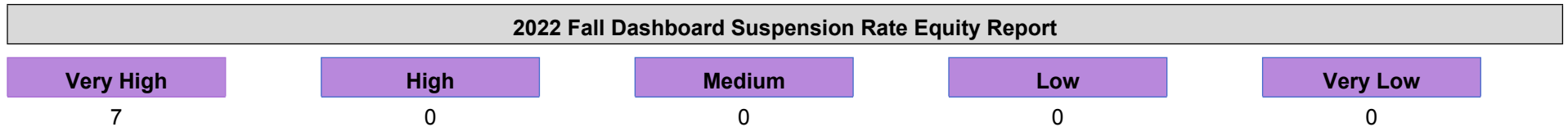
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

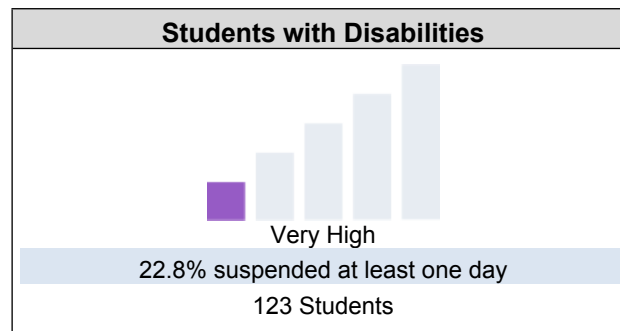
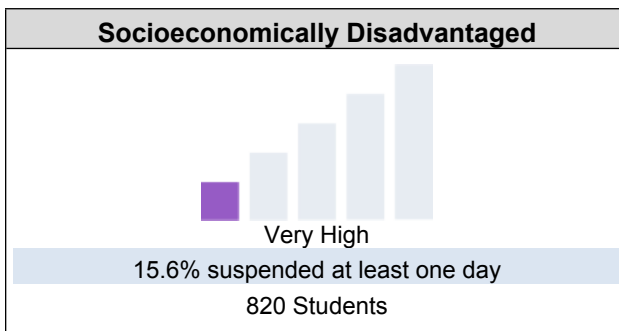
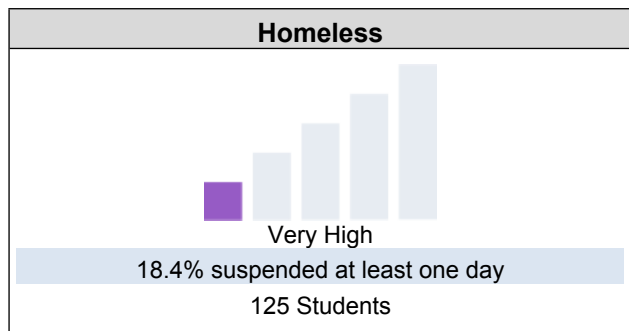
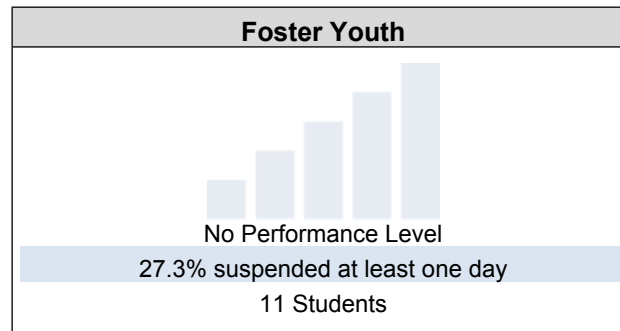
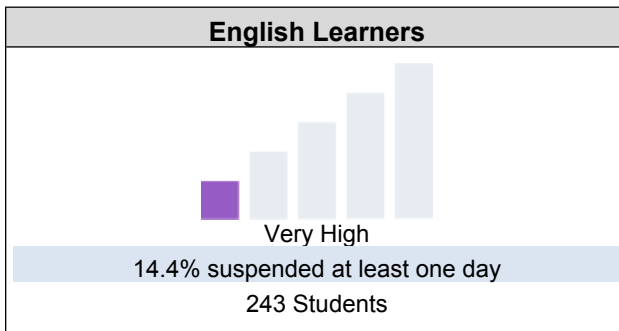
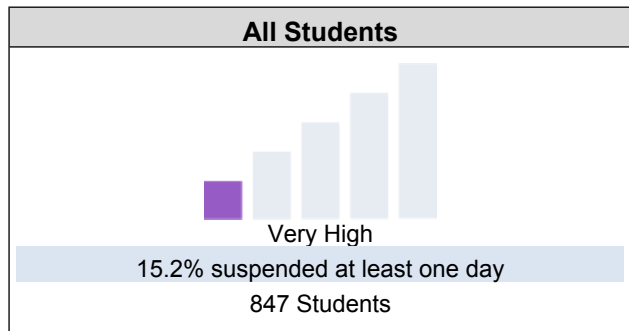


This section provides number of student groups in each level.

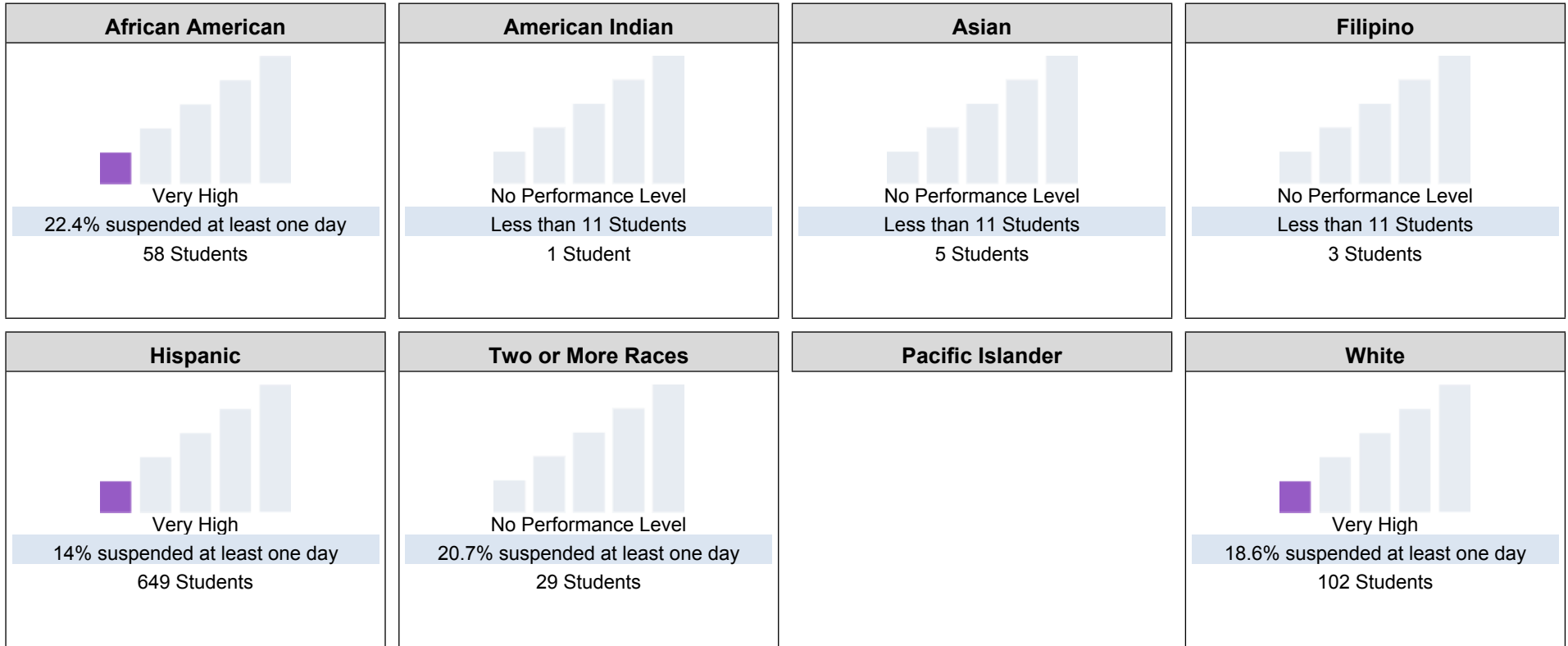


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- 1.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### 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
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	Distance from Standard on California School Dashboard - Academic Indicator for English Language Arts  All- -76.1 (25%) EL- -97.9 (7.21%) Hisp.- -82.1 (23.37%) AA- -100.3 (16.66%) SED- -76.4 (25%) SWD- -139.9 (6.86%)  Percentages from the CAASPP reporting site
	All	Orange	22.2%		
	EL	Orange	2.6%		
	Hisp	Orange	19.9%		
	AA	Orange	18.4%		
	SED	Orange	22.2%		
	SWD	Orange	8%		
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	Distance from Standard on California School Dashboard - Academic Indicator for Mathematics  All- -134.9 (11.45%) EL- -155.8 (0%) Hisp.- -139 (10.51%) AA- -183.4 (4.76%) SED- -134.7 (11.45%) SWD- -216.1 (.98%)  Percentages from the CAASPP reporting site
	All	Orange	10.1%		
	EL	Orange	3.6%		
	Hisp	Orange	9.2%		
	AA	Yellow	2.6%		
	SED	Yellow	10.1%		
	SWD	Yellow	3.4%		

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 -	California Science Test - Percent of Students Who Meet or Exceed Standard 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%
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Increase the overall percentage of English learners who are improving by one ELPI level each year by 10%.	30.2% progress
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.	8.02% at level 4 (decline of 5.38% from 2021)
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - Increase proficiency by 5% to 16.8 % 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 16.46 of students meeting standards African American (AA)- Increase overall proficiency by 6% to 10.35% of students meeting standards. Socioeconomically Disadvantaged (SED)- Increase overall proficiency by 6% to 16.78% Students with Disabilities (SWD)- Increase overall proficiency by 6% to 6% of students meeting standards.	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 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%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance. It is expected that Painted Hills Middle School will meet all Williams obligations with 100% compliance.	100% compliance.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Creation of multi-tiered system of supports for academic improvement</p>	<ul style="list-style-type: none"> <li>Funded .5 FTE to lower class sizes.</li> <li>2 prep buyouts for data monitoring.</li> <li>1 prep buyout for new elective class.</li> <li>Professional development for counselors, teachers and administration.</li> <li>timecards for zero period and after school tutoring.</li> </ul>	<p>0.5 FTE for 2021/22 school year to lower class size in English classes. 1000-1999: Certificated Personnel Salaries LCFF 60108</p>	<p>0.5 FTE for 2021/22 school year to lower class size in English classes. 1000-1999: Certificated Personnel Salaries LCFF 60108</p>
		<p>Data Monitoring system creation to support intervention, to develop protocols, and for Professional Learning Communities implementation for core subjects. Creation of interventions outside of the school day to support student achievement. 1000-1999: Certificated Personnel Salaries CSI Funding 131133</p>	<p>Data Monitoring system creation to support intervention, to develop protocols, and for Professional Learning Communities implementation for core subjects. Creation of interventions outside of the school day to support student achievement. 1000-1999: Certificated Personnel Salaries CSI Funding 131133</p>
		<p>Timecards for zero period intervention 1000-1999: Certificated Personnel Salaries Title I 23860</p>	<p>Timecards for zero period intervention 1000-1999: Certificated Personnel Salaries Title I 23860</p>
		<p>Additional hours for Sped funded senior para 2000-2999: Classified Personnel Salaries LCFF 2400</p>	<p>Additional hours for Sped funded senior para 2000-2999: Classified Personnel Salaries LCFF 0</p>
<p>Books and supplies</p>	<ul style="list-style-type: none"> <li>Art supplies</li> <li>Science supplies</li> </ul>	<p>Purchasing books and supplies. 4000-4999: Books And Supplies</p>	<p>Purchasing books and supplies. 4000-4999: Books And Supplies</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Forensics science supplies</li> <li>• Toner for printers</li> <li>• Classroom supplies</li> <li>• English supplies</li> </ul>	LCFF 43000  Purchasing Books and Supplies 4000-4999: Books And Supplies Title I 9000	LCFF 4250  Purchasing Books and Supplies 4000-4999: Books And Supplies Title I 9000
Additional support for English learners and students with IEPs for school connectedness and academics.	<ul style="list-style-type: none"> <li>• Funding for bilingual aide. (Title 1)</li> <li>• Funding for Senior Para. funding was moved to LCFF.</li> <li>• Additional hours for supervision aide. (Title 1) deemed not eligible for Title 1.</li> <li>• Funding for bilingual classroom aide. (Title 1)</li> <li>• Classified PD (not able to send to PD over break)</li> <li>• Bussing (we were able to use vans) (LCFF)</li> <li>• Drum circle classes. (LCFF)</li> <li>• Additional hours for supervision aide. (LCFF)</li> </ul>	Senior para II bilingual classroom support 2000-2999: Classified Personnel Salaries Title I 37000  Senior Para II Intervention classroom support 2000-2999: Classified Personnel Salaries Title I 45000  Bilingual classroom aide 2000-2999: Classified Personnel Salaries Title I 50000  Additional hours for supervision aide 2000-2999: Classified Personnel Salaries Title I 13000  Classified professional development 2000-2999: Classified Personnel Salaries Title I	Bilingual Para classroom support (7 hour) 2000-2999: Classified Personnel Salaries Title I 53076  Senior Para II Intervention classroom support 2000-2999: Classified Personnel Salaries LCFF 51163  Bilingual classroom aide (4.5 hours) 2000-2999: Classified Personnel Salaries Title I 25077  Additional hours for supervision aide 2000-2999: Classified Personnel Salaries Title I 0  Classified professional development 2000-2999: Classified Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		6500	0
		Bussing for athletics and field trips. 5000-5999: Services And Other Operating Expenditures LCFF 11100	Bussing for athletics and field trips. 5000-5999: Services And Other Operating Expenditures LCFF 0
		Family engagement consulting 5000-5999: Services And Other Operating Expenditures LCFF 3500	Family engagement consulting 5000-5999: Services And Other Operating Expenditures LCFF 3500
		Additional hours for supervision aide. 2000-2999: Classified Personnel Salaries LCFF 9000	Additional hours for supervision aide. 2000-2999: Classified Personnel Salaries LCFF 12403
Professional development for teaching staff.	<ul style="list-style-type: none"> <li>• High Impact math professional development</li> <li>• Kris Toms professional development</li> <li>• Reading Intervention professional development and consulting (school site council added more day mid year)</li> <li>• Time cards for committees (unused because it was done during school day/during 2-1-2 time).</li> </ul>	Instructional coaching and supplementary curriculum 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 12000	Instructional coaching and supplementary curriculum 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 12000
		Consulting Academic Data Analysis and Additional Collaboration Time for Grade Level and Subject Area Teams 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 10500	Consulting Academic Data Analysis and Additional Collaboration Time for Grade Level and Subject Area Teams 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 10000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Consulting for reading intervention 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 16000	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 0

## 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 teams 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 30% on average. We also used consultants for reading and math. Both initiatives were successful, and they are both works in progress. In math, sixth grade teachers worked on conceptual math strategies and lesson studies. The protocols the teachers have presented to students have drastically improved throughout the year. In reading, we consulted to build our school capacity around early literacy, which has been a problem coming off the pandemic for more and more students. The training was very effective (the STAR reading improved 30% for the students that attended zero period) and we have been using the strategies with students that need them in general education, intervention, and special education settings. We have also paid for 0.5 FTE to lower class sizes in sixth grade. Sixth grade scores and behaviors are often times an issue. Sixth grade behaviors have been down from years past based on suspension rate. We also bought out two teachers preps to analyze data for PLCs. While we did have data analyzed for PLCs, there might be a more effective use for these funds. Data analysis might be a once a week prep buyout rather than all year.

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

There was a need to transfer one of the instructional aide positions from Title 1 to LCFF. Also, some of the cost projections were inaccurate due to variations in the experience level of new employees. Although bussing was budgeted for, it was ultimately unnecessary as other modes of transportation were utilized. Some funding was shifted to laptop computers for the STEM elective, and some Title 1 monies went unspent. The funding for aide positions was a mixed picture, additional training will need to take place. The district added positions and programs that were helpful, but that were very similar to some of the items that were budgeted. Zero period will continue, and we will need to add additional reading intervention into the school day as well to ensure all students that need the

support are receiving it. The prep buyout for data analysis provided some value, but did not adequately address the need of the PLC needs or the needs for intervention.

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 plan includes introducing targeted intervention for math that is connected to the standards and provides real-world connections and application will be funded out of CSI. The Project Lead The Way curriculum for electives will offer more comprehensive, robust lessons to connect to core standards, which will be funded using CSI funds. Timecards will be used to develop Universal Design for Learning lessons. Professional development opportunities will be provided to support increased academic achievement, which will be paid for out of CSI funds. A prep buyout will be utilized to reduce class sizes in math out of Title 1 funds. We will continue to work with consultants for math and reading interventions and instruction which will be paid for through CSI funds. We will discontinue buying out preps for data analysis and shift to targeted interventions.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## 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% during the 2022/23 school year. Parent teacher conference times will be used to complete the survey.	33 parents took the Winter Panorama survey, which is a decrease in participation in the survey.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Improve the overall favorability ratings over the 2021/22 Panorama survey with a strategic focus on the School Connectedness and Safety topics. Hispanic (Hisp) - Improve the overall favorability ratings over the 2021/22 Panorama survey with a strategic focus on the School Connectedness and Safety topics. African American (AA) - Improve the overall favorability ratings over the 2021/22 Panorama survey with a strategic focus on the School Connectedness and Safety topics.	Family School Connectedness via Panorama Family Climate Survey is down five percent from last year. 84% of parents surveyed on the Winter Panorama survey indicated that they felt connected to Painted Hills Middle School. 91% of parents of students from Hispanic ethnicity reported positive school connectedness. Zero African American parents took the Panorama Survey.
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	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 is down eight percent from last year. 81% of all parents surveyed responded positively that PHMS has a climate for support for academic learning. 90% of Hispanic parents responded positively. Zero African American parents took the Panorama Survey.

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

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Refreshments for parents and students attending monthly ELAC meetings	Light snacks and bottled water for ELAC and parent meetings.	Light snacks and bottled water for ELAC and parent meetings. 0001-0999: Unrestricted: Locally Defined LCFF 200	Light snacks and bottled water for ELAC and parent meetings. 0001-0999: Unrestricted: Locally Defined LCFF 200
Parent Academy	We were able to hold English as a second language classes starting in February for parents and community members. These services were provided through Coachella Valley Adult School.	Parent Academy to engage and inform PHMS families. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 2235	Parent Academy to engage and inform PHMS families. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 0
Professional Development to increase parent involvement.	Family engagement specialist was sent to CAFE conference.	Professional development - 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1200	Professional development - 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. Band and choir performances were organized to showcase student talent and foster community engagement. 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 attended CAFE, and she 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 do a better job utilizing 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: 2022-23

## 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%.	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%																												
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>62.5%</td> <td>Increase 27.1%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>63.1%</td> <td>Increase 43.6%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>61.9%</td> <td>Increase 41.8</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>75.4%</td> <td>Increase 32.9%</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>62.5%</td> <td>Increase 27.1%</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>67.3%</td> <td>Increase 20.3%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	62.5%	Increase 27.1%	EL	Yellow	63.1%	Increase 43.6%	Hisp	Yellow	61.9%	Increase 41.8	AA	Orange	75.4%	Increase 32.9%	SED	Orange	62.5%	Increase 27.1%	SWD	Orange	67.3%	Increase 20.3%	Chronic absenteeism rates: 55.6% All 52.1% EL 54.7% Hisp. 64% African American (AA) 55.6% Socioeconomically Disadvantaged (SED) 60% Students with Disabilities (SWD)
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Hisp	Yellow	12.3%	Increase 12.3%																											

Metric/Indicator	Expected Outcomes	Actual Outcomes												
	<table border="1"> <tr> <td data-bbox="560 162 730 224">AA</td> <td data-bbox="730 162 898 224">Yellow</td> <td data-bbox="898 162 1060 224">21.1%</td> <td data-bbox="1060 162 1197 224">Increase 21.1%</td> </tr> <tr> <td data-bbox="560 224 730 285">SED</td> <td data-bbox="730 224 898 285">Yellow</td> <td data-bbox="898 224 1060 285">13.4%</td> <td data-bbox="1060 224 1197 285">Increase 13.4%</td> </tr> <tr> <td data-bbox="560 285 730 341">SWD</td> <td data-bbox="730 285 898 341">Yellow</td> <td data-bbox="898 285 1060 341">15.5%</td> <td data-bbox="1060 285 1197 341">Increase 15.5%</td> </tr> </table>	AA	Yellow	21.1%	Increase 21.1%	SED	Yellow	13.4%	Increase 13.4%	SWD	Yellow	15.5%	Increase 15.5%	
AA	Yellow	21.1%	Increase 21.1%											
SED	Yellow	13.4%	Increase 13.4%											
SWD	Yellow	15.5%	Increase 15.5%											
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Expulsion Rates All Students (ALL) - (.2%) 2 students 2021/22</p>	<p>All Students (ALL) - (.1%) 1 student as of 5/4/23.</p>												
<p>Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey – School Connectedness All Students (ALL) - Improve the overall 2020/21 school connectedness ratings as measured by the Panorama survey. (49%) English Learner (EL) - Improve the overall 2020/21 school connectedness ratings as measured by the Panorama survey. (53%) Hispanic (Hisp.) - Improve the overall 2020/21 school connectedness ratings as measured by the Panorama survey. (49%) African American (AA) - Improve the overall 2020/21 school connectedness ratings as measured by the Panorama survey. (49%)</p>	<p>All Students (ALL) - (45%) English Learner (EL) - (51%) Hispanic (Hisp) - (45%) African American (AA) - (50%)</p>												
<p>Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey – School Safety Perception All Students (ALL) - Improve the overall 2020/21 school safety perception ratings as measured by the Panorama survey. (58%) English Learner (EL) - Improve the overall 2020/21 school safety perception ratings as measured by the Panorama survey. (57%) Hispanic (Hisp.) - Improve the overall 2020/21 school safety perception ratings as measured by the Panorama survey. (59%) African American (AA) - Improve the overall 2020/21 school safety perception ratings as measured by the Panorama survey. (61%)</p>	<p>English Learner (EL) - (50%) Hispanic (Hisp) - (51%) African American (AA) - (54%)</p>												

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results. It is expected that 100% compliance will be met.	100% compliance.

### 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.	-Provide two additional hours for office specialist to support the students, staff, and families. (Change in cost is due to original secretary moving and being replaced with less expensive salary for new secretary).	Provide two additional hours for office specialist to support the students, staff, and families. 2000-2999: Classified Personnel Salaries LCFF 25000	Provide two additional hours for office specialist to support the students, staff, and families. 2000-2999: Classified Personnel Salaries LCFF 19374
Students are awarded positive merits for demonstrating appropriate behavior related to site expectations.	-Incentives were purchased (Shirts, hats, water bottles, etc).	Incentives will be purchased (Shirts, hats, water bottles, etc). 5000-5999: Services And Other Operating Expenditures LCFF 11000	Incentives will be purchased (Shirts, hats, water bottles, etc). 5000-5999: Services And Other Operating Expenditures LCFF 11000
School culture and team building development	-Consulting with Kid Grit for new student orientation and SEL curriculum.	We recognize the need for students socio-emotional needs to be met, and that staff needs training. We are looking at different supplementary options once we get students on campus. Systematic programs will be brought in to encourage team building and empathy amongst students and staff. 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 20000	We recognize the need for students socio-emotional needs to be met, and that staff needs training. We are looking at different supplementary options once we get students on campus. Systematic programs will be brought in to encourage team building and empathy amongst students and staff. 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 25000

## 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 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.

The only budgetary discrepancy would be a slightly lower amount for the extra duty for the office specialist. We had a staffing change and the new staff member made a lower salary than the previous one. We will be using school staff rather than Kid Grit for the new student orientation. This should be more effective, because our teachers know our students and will be working with them throughout the year, and it should draw down the cost, which will allow us to utilize those funds elsewhere for interventions, training, and curriculum.

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 CSI.

# 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 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.

### 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 2022 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 2022 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.

English Learner Progress Indicator (ELPI) and RFEP Rate--ELPI stagnated this year. We saw very little movement in the rate of progress compared to the previous school year. As a result, there is a need for ongoing improvement in both first instruction and intervention supports.




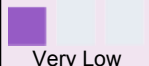
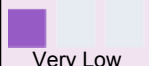
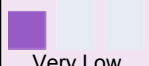
### Measuring and Reporting Results

**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	 Very Low	76.1 points below standard	
EL	 Very Low	97.9 points below standard	
Hisp	 Very Low	82.1 points below standard	
AA	 Very Low	100.3 points below standard	
SED	 Very Low	76.4 points below standard	
SWD	 Very Low	139.9 points below standard	

St. Group	Color	DFS/Percentage	Change
All	Orange	73.1 points below standard	
EL	Orange	94 points below standard	
Hisp	Orange	78 points below standard	
AA	Orange	97 points below standard	
SED	Orange	73 points below standard	
SWD	Orange	136 points below standard	

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

St. Group	Color	DFS/Percentage	Change

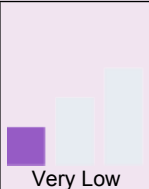


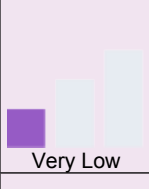

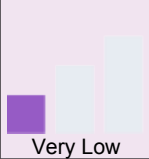
St. Group	Color	DFS/Percentage	Change
All	Orange	130 points below standard	

**Metric/Indicator**

**Baseline**

**Expected Outcome**

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

All		134.9 points below standard
EL		155.8 points below standard
Hisp		139.0 points below standard
AA		183.4 points below standard
SED		134.7 points below standard
SWD		216.1 points below standard

EL	Orange	153 points below standard
Hisp	Orange	136 points below standard
AA	Yellow	180 points below standard
SED	Yellow	130 points below standard
SWD	Yellow	213 points below standard

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

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)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Increase the overall percentage of English learners who are improving by one ELPI level each year by 10%.	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 30.2% making progress towards English language proficiency; Performance level: Very low
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

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



- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- All

**Timeline**

07.01.23-06.30.24

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	60108
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.5 FTE for 2023/24 school year to lower class size in science.
<b>Amount</b>	14,924.37
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Prep buyout to lower math class sizes.
<b>Amount</b>	65000
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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.

<b>Amount</b>	14924.37
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Prep buyout to support yearbook and media class.
<b>Amount</b>	14,722.93
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Prep buyout to lower class size in sixth grade.
<b>Amount</b>	24836
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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.
<b>Amount</b>	15000
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences for professional development
<b>Amount</b>	8210
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra duty for classified employees to assist in supporting student learning.
<b>Amount</b>	12000
<b>Source</b>	Title I

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty for certificated personnel to elevate student learning by way of enhanced lesson plans, home visits, and student learning.

## Strategy/Activity 2

Utilization of books and supplies to support student learning, first instruction, and to provide intervention supports.

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

All

### Timeline

07.01.23- 06.30.24

### Person(s) Responsible

Principal; PHMS department leads for 2022/23 school year.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	21691.63
<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>	20992.33
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchasing supplies for professional learning, parental engagement, and to raise student achievement.
<b>Amount</b>	10000
<b>Source</b>	CSI Funding
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Creation of Reading Lab for Middle School. Teacher and student technology, storage, materials, curriculum, equipment, etc.
<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials to support rigorous, standards based instruction.
<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Classroom equipment for elective classes such as laptops and materials to support and engage students.

### Strategy/Activity 3

Additional support for English learners and students with disabilities.

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

- English Learner
- Students with Disabilities

### Timeline

07.01.23- 06.30.24

### 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>	Para bilingual classroom support
<b>Amount</b>	60465
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Senior Para--Intervention classroom support
<b>Amount</b>	56606
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual classroom aide
<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional hours for supervision aide.

### Strategy/Activity 4

Professional development for staff.

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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- All

### Timeline

07.01.23- 06.30.24

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

**Amount** 12000

**Source** CSI Funding

**Budget Reference** 5800: Professional/Consulting Services And Operating Expenditures

**Description** Consulting for math instructional PD

**Amount** 18000

**Source** CSI Funding

**Budget Reference** 5800: Professional/Consulting Services And Operating Expenditures

**Description** Consulting for reading intervention

**Amount** 2000

**Source** CSI Funding

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** Time cards for staff to participate in committees around professional development and CSI funds.

# 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 2021/22 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) - 84% Hispanic (Hisp) - 91% African American (AA) - 80%	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.

Metric/Indicator	Baseline	Expected Outcome
		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.
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) - 81% Hispanic (Hisp) - 90% African American (AA) - 75%	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.

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

English Learner

### Timeline

07.01.23-06.30.24

### Person(s) Responsible

School secretary.

### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	200
<b>Source</b>	LCFF
<b>Budget Reference</b>	0001-0999: Unrestricted: Locally Defined
<b>Description</b>	Provisions for parent meetings.

### Strategy/Activity 2

Parent Academy

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

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

#### Timeline

07.01.23-6.30.24

#### Person(s) Responsible

Principal; Teacher

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2241
<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

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

- English Learner

**Timeline**

07.01.23- 06.30.24

**Person(s) Responsible**

School secretary; Principal

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

1200

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Professional development - 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 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	Very High	39%	
EL	Very High	36.7%	
Hisp	Very High	37.1%	
AA	Very High	62.3%	
SED	Very High	39.4%	
SWD	Very High	46.6%	

St. Group	Color	DFS/Percentage	Change
All	Orange	38%	
EL	Orange	36%	
Hisp	Orange	36%	
AA	Orange	60%	
SED	Orange	38%	
SWD	Orange	46%	

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	Very High	15.2%	
EL	Very High	14.4%	
Hisp	Very High	14%	
AA	Very High	22.4%	
SED	Very High	15.2%	
SWD	Very High	22.8%	

St. Group	Color	DFS/Percentage	Change
All	Orange	14.9%	
EL	Orange	14%	
Hisp	Orange	13.6%	
AA	Orange	22%	
SED	Orange	14.6%	
SWD	Orange	18%	

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) - 0% students.

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%)

Metric/Indicator	Baseline	Expected Outcome
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

Additional 2 hours per day of clerical duty for support with students and families.

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

All

### Timeline

07.01.23- 06.30.24

### Person(s) Responsible

Principal/APs

### Proposed Expenditures for this Strategy/Activity

**Amount**

19374.37

**Source**

LCFF

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Provide two additional hours for office specialist to support the students, staff, and families.

## Strategy/Activity 2

Students are awarded positive merits for demonstrating appropriate behavior related to site expectations.

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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

### Timeline

07.01.23- 06.30.24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Incentives will be purchased (Shirts, hats, water bottles, etc).

## Strategy/Activity 3

School culture and team building development

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

- All

### Timeline

07.01.23- 06.30.24

### Person(s) Responsible

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	10000
<b>Source</b>	CSI Funding
<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.

# 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, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV



<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8	164,452	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$196,653
Total Federal Funds Provided to the School from the LEA for CSI	\$156,836
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$535,329.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	193,213	0.00
Title I Part A: Parent Involvement	3,441	0.00
LCFF	181,839	0.00
CSI Funding	156,836	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 (\$)
CSI Funding	\$156,836.00
Title I	\$193,213.00
Title I Part A: Parent Involvement	\$3,441.00

Subtotal of additional federal funds included for this school: **\$353,490.00**

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	\$181,839.00

Subtotal of state or local funds included for this school: \$181,839.00

Total of federal, state, and/or local funds for this school: \$535,329.00

## Expenditures by Funding Source

Funding Source	Amount
CSI Funding	156,836.00
LCFF	181,839.00
Title I	193,213.00
Title I Part A: Parent Involvement	3,441.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	200.00
1000-1999: Certificated Personnel Salaries	193,679.67
2000-2999: Classified Personnel Salaries	188,929.37
4000-4999: Books And Supplies	97,519.96
5000-5999: Services And Other Operating Expenditures	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	77,000.00
4000-4999: Books And Supplies	CSI Funding	34,836.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	30,000.00
0001-0999: Unrestricted: Locally Defined	LCFF	200.00
1000-1999: Certificated Personnel Salaries	LCFF	60,108.00
2000-2999: Classified Personnel Salaries	LCFF	89,839.37
4000-4999: Books And Supplies	LCFF	21,691.63
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	56,571.67
2000-2999: Classified Personnel Salaries	Title I	95,649.00
4000-4999: Books And Supplies	Title I	40,992.33
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,441.00

# 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			
Nancy Jolin				X	
Elizabeth Benson				X	
Jordan Miller					X
Chloe Coblentz					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**



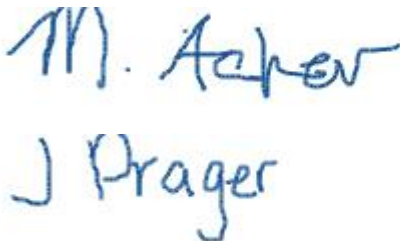
English Learner Advisory Committee

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 10/27/23.

Attested:



Principal, Mr. Mark Acker on 10/27/23

SSC Chairperson, James Prager on 10/27/23

# Title I and LCFF Funded Program Evaluation

**Goal #1:**

Palm Springs Unified School District Long Term Academic Achievement Goal:  
 All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 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.

<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>
Creation of multi-tiered system of supports for academic improvement			
Utilization of books and supplies to support student learning, first instruction, and to provide intervention supports.			
Additional support for English learners and students with disabilities.			
Professional development for staff.			

**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 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>
Provisions for parents, community members, and students attending meetings.			
Parent Academy			
Professional Development for Parent Engagement			

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**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>
Additional 2 hours per day of clerical duty for support with students and families.			
Students are awarded positive merits for demonstrating appropriate behavior related to site expectations.			
School culture and team building development			