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.

School Name	Palm Springs High School
Address	2401 East Baristo Road Palm Springs, CA 92262
County-District-School (CDS) Code	33-67173-3335130
Principal	Michael Ventura

District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023 - 6/30/2024
Schoolsite Council (SSC) Approval Date	11/16/23
Local Board Approval Date	December 12, 2023

X This certifies that updates to my SPSA are completed

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

Table of Contents

School Vision and Mission

Palm Springs High School is committed to preparing all students to be productive responsible individuals, and lifelong learners, by providing for their intellectual, personal, and career development.

School Profile

Palm Springs High School, home of the Indians, opened its doors to the community in 1938. During its history, it has seen many changes and much growth. Today, Palm Springs High School offers a comprehensive high school program to about 1600 students with about 75 faculty members to serve them. The school is situated on a 52-acre site, serving the communities of both Palm Springs and North Palm Springs. The school reflects a diverse population, which includes Caucasians, Hispanics, African-American, Filipinos and other Asian groups. The ethnic balance of Palm Springs High School is as follows: 70% Hispanic, 15% Caucasian, 7% African-American, and 9% other with 100% of the students receiving free or reduced lunch in the 2022-23 school year. Throughout its history, Palm Springs High School has maintained its commitment to the pursuit of academic excellence providing a widely diversified educational base spanning the spectrum of vocational to dual enrollment courses and advanced placement offerings. The high school received a six-year accreditation in March of 2019 from the Western Association of Schools and Colleges (WASC) and with an additional mid cycle visit in November of 2021 granting us accreditation through June 2025. All students receive a strong academic curriculum with an emphasis on career preparation and lifelong learning. Students can elect a rigorous course of study as freshmen by enrolling in the Honors classes offered in English, science, and mathematics and then continue their studies from among the seventeen Advanced Placement courses offered as well as the ten dual and concurrent enrollment courses offered in conjunction with the College of the Desert. Students may also choose a career pathway in welding and computer assisted manufacturing, business, or Allied Health Services. Career Pathways are also part of our Linked Learning and California Partnership Academies: sports medicine, video/film production, arts and business. Alternatively, a student may seek a career focus by enrolling in one of our pathways; visual arts or performing arts. Students can participate in competitive sports, extracurricular activities, club membership, or student leadership. They can receive specialized certification, complete college accredited classes or participate in internships. PSHS offers something of interest for all academic and career endeavors. Palm Springs High School is committed to preparing our students to be productive, responsible citizens and lifelong learners, by providing for their intellectual, cultural and career development.

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

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

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

Purpose and Description

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

☒ Schoolwide Program

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

Palm Springs High School Site Council (SSC) meets regularly during 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. Palm Springs High School's School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In August/September of each year we hold elections for vacant Council Representative positions. Elections are held per the rules outlined in the By-Laws. Parent Representative vacancy notices are sent out via Blackboard notification to all PSHS parents. An official notice is also posted in the office on the Community Bulletin Board located across from the Attendance Office. Parents are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified, another Blackboard notice is sent with the candidate names and notification of the voting process which takes place online via Google form starting at Back to School Night (September) and for 3 days after. Teacher and Other Staff Representative vacancy notices are sent out to all staff via email. Staff are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an email is sent out to all staff notifying them if the candidates and asking them to vote online via Google form. Student Representative vacancy notices are sent to out to the student body via INN (Indian News Network) and Blackboard notices. Students are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an online ballot is created on the PSHS website so students can vote for their Student Representative. Once the council is set we have our first meeting and schedule later meetings. Detailed minutes are kept for each meeting and uploaded into DTS in English and Spanish.

2022-23
School Site Council meeting dates were as follows: All meetings are held at 4:00pm via Zoom. This year's elections opened on 8/23/2022 and closed on 8/29/2022.

September 21st, 2022 Mandatory Council Training

September 26th, 2022
Council Member Introductions
Public Comments
New member election due to termination of membership by Enrique Gutierrez
 Motion to approve Non-Classroom Teacher Member – Art Sanchez
Review and approval of April 26th, 2022 meeting minutes as presented.
 Motion to approve April 26th, 2022 meeting minutes as presented.
Review of current 2022-23 Title 1 and LCAP expenditures (SPSA).
Reallocation of 2022-23 Title 1 and LCAP funds due to Title 1 changes.
 Motion to approve proposed reallocation of 2022-23 Title 1 and LCAP funds as presented.
Uniform Complaint Procedure (Handout)
Parent Engagement Policy (Handout)
Parent Student Compact (Handout)
School Site Council by Laws (Handout)
Data Review
? 2021-22 CAASP & ELPAC Results (Ms. Hunt)
? 2022-23 ELPAC Review (Ms. Ramirez)
? 2022-23 Graduation Rate/Mission Graduate (Mr. Ventura)
? Attendance (Mr. Sanchez)
? Discipline (Mr. Sanchez)
? MTSS Debrief (Mr. Sanchez)
? Athletics (Mr. Avina)

? Facilities (Mr. Avina)
Site ELAC Review (Ventura)
Selection of 2022-23 Chairperson, Vice Chairperson and Secretary
Schedule Meeting Dates for the 2022-23 School Year
?   Proposed Dates: December 12th, February 27th, April 24th
? 2022-23 SPSA Revisions due by 10/17/22
? 2023-24 SPSA due by 5/8/23
Adjournment

October 6th, 2022
Public Comments
Review and approval of September 26th, 2022 meeting minutes as presented.
 Motion to approve September 26th, 2022 meeting minutes as presented. EC, VS, unanimous
Reallocation of 2022-23 Title 1 and LCAP funds due to additional Title 1 allocation.
 Motion to approve proposed reallocation of 2022-23 Title 1 and LCAP funds due to additional Title 1 allocation as presented. EC, LJ, unanimous
Adjournment

December 12th, 2022
Public Comments
Review and approval of October 6th, 2022 meeting minutes as presented.
 Motion to approve October 6th, 2022 meeting minutes as presented.
Title 1 and LCAP Budget Review (PSTA and Teamsters Pay Increase)
DATA REVIEW
? Attendance Review with Measurable Data (Sanchez)
? Discipline Review with Measurable Data (Sanchez)
? Testing Review with Measurable Data
i. 2021-22 CAASP Math and English Data (Hunt)
ii. 2021-22 ELPAC Data (Ramirez)
Math Intervention Program Measurable Data – Pass Rate (Cormier)
MTSS Program Review with Measurable Data (Cormier)
Adjournment

February 27th, 2023
Public Comments
New member election due to termination of membership by Art Sanchez (Resignation from PSUSD)
 Motion to approve Non-Classroom Teacher Member – Bianca Albitres.
Review and approval of December 12th, 2022 meeting minutes as presented.
 Motion to approve December 12th, 2022 meeting minutes as presented.
Brief Title 1 and LCAP Budget Review (Ventura)
DATA REVIEW
?   CDE Dashboard Review (Ventura)
?   ELPAC Review (Ramirez)
Panorama Survey (Ventura)
New Administrator – Ruby Rivera (3/1/23)
Next Meeting 4/24/23
Adjournment

May 3rd, 2023
Public Comments
Review and approval of February 27th, 2023 meeting minutes as presented.
? Motion to approve February 27th, 2023 meeting minutes as presented.
PSUSD Local Control Accountability Plan School Site Council Input Session
Review of current 2022--23 Title 1 and LCAP expenditures.
Review of Proposed 2032-24 SPSA
? Motion to approve Proposed 2023-24 SPSA as presented.
Data Review
? Attendance (Rivera)
? Discipline (Rivera)
Adjournment

2022-23

ELAC Meetings were as follows:

October 20th, 2022
Approval of Agenda and Minutes
Old Business
New Business
Rationale for Establishing ELAC (English Language Advisory Committee)
Parent Groups: Roles & Responsibilities
Review ELAC Bylaws
Each site needs to have their own Bylaws.
Training: Overview of The Responsibilities of ELAC
Advising the principal and staff in the development of a site plan for ELs and submit a plan to school site council for consideration in the School Plan for Student Achievement
Conduct the School Needs Assessment study
Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance
ELAC Elections
ELAC Members
DELAC representative (one official representative and one alternate)
Remember all voting is done by the parents of English Learners. The vote is to vote for members, not officers.
You will need to make a copy of this Google Form for voting in order to customize it for your site.
Discuss future ELAC Meeting dates and set times
Suggested dates:
October 20, 2022
December 1, 2022
February 2, 2023
May 4, 2023
Review projected budget and ELL programs provided
Get advice from the members on priorities for English Learners
Report to/from SSC
DELAC report
Public Comments
Closing
Our next meeting will be: __December 1, 2022___4:30-5:30_____

December 1st, 2022
Opening
Approval of Agenda and Minutes
Old Business
Review School Site Council as it related to EL program:
9/26/2022
10/6/2022
Special Meeting
Allocation of funding
New Business
Voting Isela Nava as DELAC representative
Review the school instructional program for ELL students
Secondary
Parent Advice on English Language Learners
DELAC Report
Public Comments
Closing
Our next meeting will be: _____February 2, 2022_____

May 4th, 2023
Opening
Approval of Agenda and Minutes
Old Business
New Business
Calendar of Senior Activities/upcoming important dates
Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance and discuss the effects of absences on ADA.
Training: Importance of good attendance

How to report absences
Effect on student learning
Videos:
English Video
Spanish Video
Discussion: What are problems parents have with school absence procedures?
Loss of school funding (excused and unexcused absences)
Parent advice on how to improve attendance
http://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp
http://www.psusd.us/HealthServices-StudentAttendanceReviewBoard
Review/discuss projected budget and provide advice on priorities
Report to/from SSC
DELAC Report
Public Comments
Closing
Our next meeting will be: Thursday, June 1, 2023

June 1st, 2023
Opening
Approval of Agenda and Minutes
Old Business
New Business
Discuss the development and implementation of the school needs assessment study to discover the overall understanding that parents have of the instructional program for English Language Learners.
Training: The School Needs Assessment of Instructional Programs for ELLs
Purpose
Procedures
Results
Parent Advice
Review/discuss projected budget and provide advice on priorities
Report to/from SSC
DELAC Report
Public Comments
Closing
Our next meeting will be: TBD

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

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input the SSC recommended the following revisions to the SPSA: With the return to pre COVID life we hope to be able to again send staff to various Professional Development opportunities as was done in 2019-20 and before. We will provide more opportunities for parents to get involved and being flexible when scheduling events that address the parents/students' schedules. For the 2022-23 school year we had to reallocate many Title 1 funds to cover the PSTA and Teamster 9.74 % pay increases. Since the majority of our Title 1 budget is allocated to Salaries and Benefits, this pay increase took most available funds away from other Title 1 purchases and forced us to reallocate funds in the LCFF budget to accommodate the necessary purchases.

Resource Inequities

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

To address the suspension gap for African American students we will continue to collaborate with community representatives to provide necessary supports here at the school site and within their community. With the hiring of a new school counselor, the goal is to provide a network/outlet/support for African American students, so they can feel more connected to the school, engaged in being a student part of athletics, performing arts, visual arts, AVID, PALM, ABLE, Welding, or other programs while maintaining their academics. With African American students being connected to PSHS, there will be less suspensions with the support of mentoring opportunities.

Needs Assessment – Review of Performance

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

Reflections: Success	We continue to see an increase in University of California A-G completion rates. The rate for the class of 2019 was 61.5%. The rate dropped during the first Covid year to 51.5% for the class 2020 and then rose to 70% for class of 2021. With Governor Newsom's Assembly Bill 104, we were able to offer grade changes for the 2020-2021 school year, which means we had an opportunity to increase our A-G rate. Aside from the 2021 rate, we continued to see growth with the class of 2022 at a rate of 62.5%. This growth also included a narrowing of the achievement gap for our students, as they followed the same trends: our African American students went from 42.9% meeting the A-G requirements for the class of 2019 to 52.6% for the class of 2022. Our Hispanic students went from 57.4% for the class of 2019 to 58.6% for the class of 2022. Our English Learner students went from 32.6% for the class of 2019 to 40.8% for the class of 2022. The district A-G averages for the same classes are as follows: 2019 – 48.2%, 2020 – 42.9%, 2021 – 49.9%, 2022 – 45.4%. The Riverside County data is as follows: 2019 – 49.8% and 2022 – 47.8%. We continued to collaborate with counselors to identify students who would be able to meet the U.C. A-G requirements and adjusted schedules to allow students to meet them or repeat courses, if necessary. For Advanced Placement (AP) courses, we increased participation and pass rates. In 2020-2021, 42.1% of students taking at least one AP exam scored a 3 or higher. For the school year 2021-2022, the rate was 49.8%, an increase of 7.7%. Our African American students increase their rate from 5.9% in 2020- 2021 to 9.1% in 2021-2022. And our Hispanic students increase their rate from 40.4% for 2020-2021 to 50.8% for 2021-2022. Participation rates were at their highest for the school year 2020-2021 with 354 students taking at least one AP exam. It dipped slightly in 2021-2022 with 311 students taking AP exams. Our graduation rates pre-covid were continuing to rise with a 96.5% schoolwide graduation rate for the school year 2018-2019. 100% of our African American students graduated, along with 95.5% of our Hispanic students. The English Language learner rate was 88.5%, the homeless rate was 97.3%, the students with disabilities rate was 86.75, and the socioeconomically disadvantaged student rate was 96.4%. Post-covid graduation rates declined, with an overall graduation rate of 94.8% for the class of 2021-2022. However, our African American students maintained their graduation rate of 100% and our Hispanic students increased their rate to 96.1%. All other subgroups saw a decline in graduation rates. 4.8% of our 2018-2019 graduating seniors earned a seal of biliteracy. That percentage increased to 26.1% for the 2021-2022 graduating class. Our school has continued to improve the CAASPP scores for ELA with growth of 9.6 points. Post-covid has been difficult with students returning to school and we saw a drop in ELA scores for our EL, African American, and students with disabilities. Math scores dropped for all demographics, with a decrease of 37.3 points overall. Throughout the school year, both the math and ELA departments continue to collaborate to increase student achievement. The math department has created common formative and summative assessments to align their grading policies. The math department added an intervention position to help struggling students. This, along with recovery classes, has helped the F and D rate decline over the past two years. The ELA department continues to collaborate on vertical and horizontal alignment. The English and Math departments are still very much dedicated to improving the CAASPP scores, especially since the 2020-2021 school year, the scores decreased, which we are contributing to COVID. We have had exceptional growth with our English Learners. In 2019, with a population of 156 EL students, 35% were making progress towards English language proficiency. This rate increased through the covid years and in 2022, with 200 EL students, 45% were making progress towards English language proficiency. With Mission Graduate, we can focus on the needs of our EL students through one-on-one tutoring from a bilingual aide and staff member. In addition, our EL students can retake classes outside of their already set school schedule to make up credits or to retake classes for A-G purposes. Also, Mission Graduate is accessible to all EL students regardless of their EL level. Furthermore, there are specific teachers in core content areas that are there to assist the EL students in completing the courses. Lastly, we have a teacher, who works directly with our EL students and bilingual aides for specific EL levels. Three key progress areas PSHS is proud of is the continued increase in ELA CAASPP scores, continued increase in A-G UC completion rates, and the growth with our EL students. We are proud or our school culture and the staff who are willing to provide support for our students.

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

Reflections: Identified Need	Our graduation rate has dropped from a high rate in 2019. Both African American and Hispanics students have either kept or raised their graduation rates. From the 2018-2019 school year to 2021-2022, rates dropped for these subgroups: EL from 88.5% to 84.5%, homeless from 97.3% to 82.5%, SWD from 86.7% to 73.3%, and socioeconomically disadvantaged from 96.4% to 95%.
	Our overall suspension rates grew from 4.1% in 2018-2019 to 6.2% in 2021-2022. Suspensions for Hispanic students increased from 2.9% to 6.9%. And while African American student rates decreased from 14.3% to 12.1% in that span, it is still high. We will continue to work on decreasing our suspension rates, specifically with African American students.
	The ELA CAASPP scores for our EL students decreased 133.1 points and for African American students, the scores decreased 25.8 points. Math CAASPP scores decreased 37.3 points overall, with a significant decrease of 103.8 points with our African American students.
	Our chronic absenteeism rates are as follows for 2021-2022: African American - 39.3%, Hispanic – 24.9%, EL – 29.6%, Students with Disabilities – 42%, Socioeconomically Disadvantaged – 25.7%. Post-covid has shown a sharp rise in absenteeism. We will work to create a higher rate of school connectedness to increase student attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.43%	0.57%	9	7	9
African American	6.8%	6.56%	6.63%	108	106	105
Asian	1.4%	1.24%	1.64%	22	20	26
Filipino	5.4%	5.13%	4.29%	86	83	68
Hispanic/Latino	68.0%	69.45%	70.45%	1,080	1123	1116
Pacific Islander	0.1%	%	0.19%	1		3
White	15.4%	14.29%	13.01%	244	231	206
Multiple/No Response	2.5%	2.91%	3.22%	39	47	51
			Total Enrollment	1,589	1617	1584

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	429	415	401
Grade 10	434	429	409
Grade 11	350	401	395
Grade 12	376	372	379
Total Enrollment	1,589	1,617	1,584

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	193	213	197	11.6%	13.2%	12.40%
Fluent English Proficient (FEP)	621	610	639	37.4%	37.8%	40.20%
Reclassified Fluent English Proficient (RFEP)	39	10	25	17.7%	5.2%	12.7%

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**
1,617	**96.8**	**15.0**	**0.2**
Total Number of Students enrolled in Palm Springs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	242	15.0
Foster Youth	4	0.2
Homeless	67	4.1
Socioeconomically Disadvantaged	1,566	96.8
Students with Disabilities	157	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	106	6.6
American Indian	7	0.4
Asian	20	1.2
Filipino	83	5.1
Hispanic	1,123	69.4
Two or More Races	47	2.9
Pacific Islander		
White	231	14.3

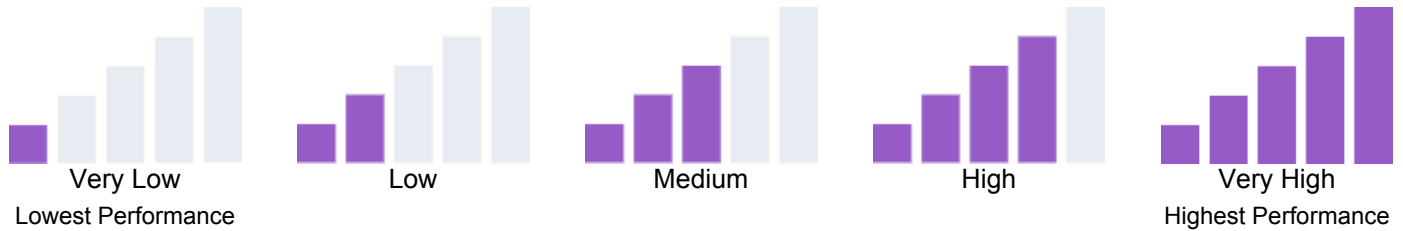**Conclusions based on this data:**

1. Student population decreased by 24 students from 2019-2020 to 2020-2021.

2. All student groups remained on constant with an increase in students of Socioeconomically Disadvantaged 87.5% to 94.9%. This is an increase of 7.4% for the 2020-2021 school year.

3. All student groups by Race/Ethnicity remained constant with little change from the prior year.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

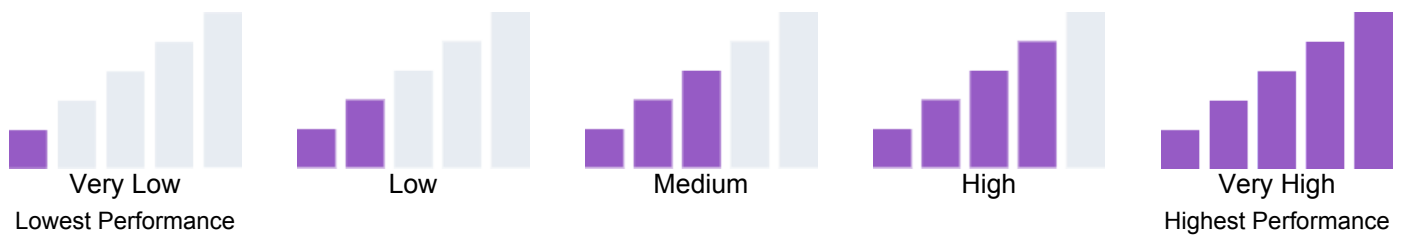| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** High	**Suspension Rate** High
Mathematics Low		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. The Dashboard data displayed is from the 2021-2022 school year.
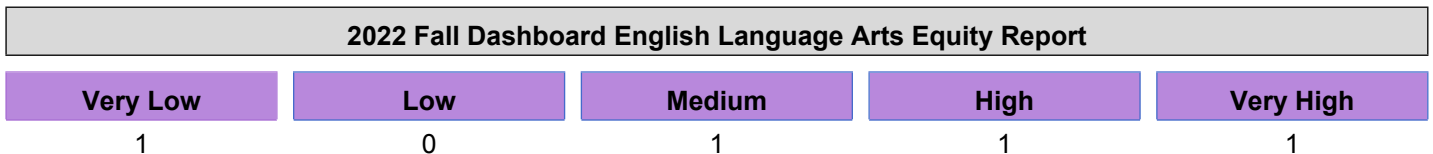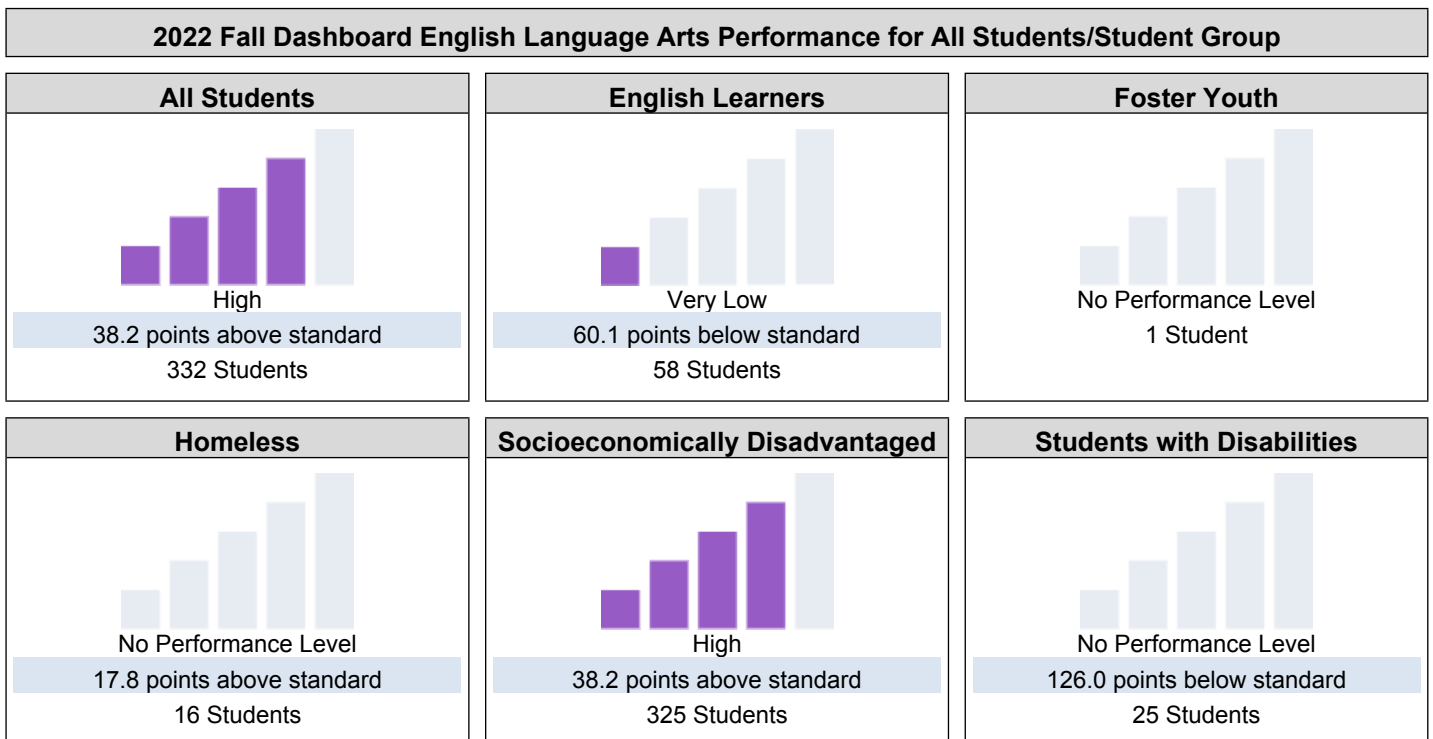
School and Student Performance Data

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).
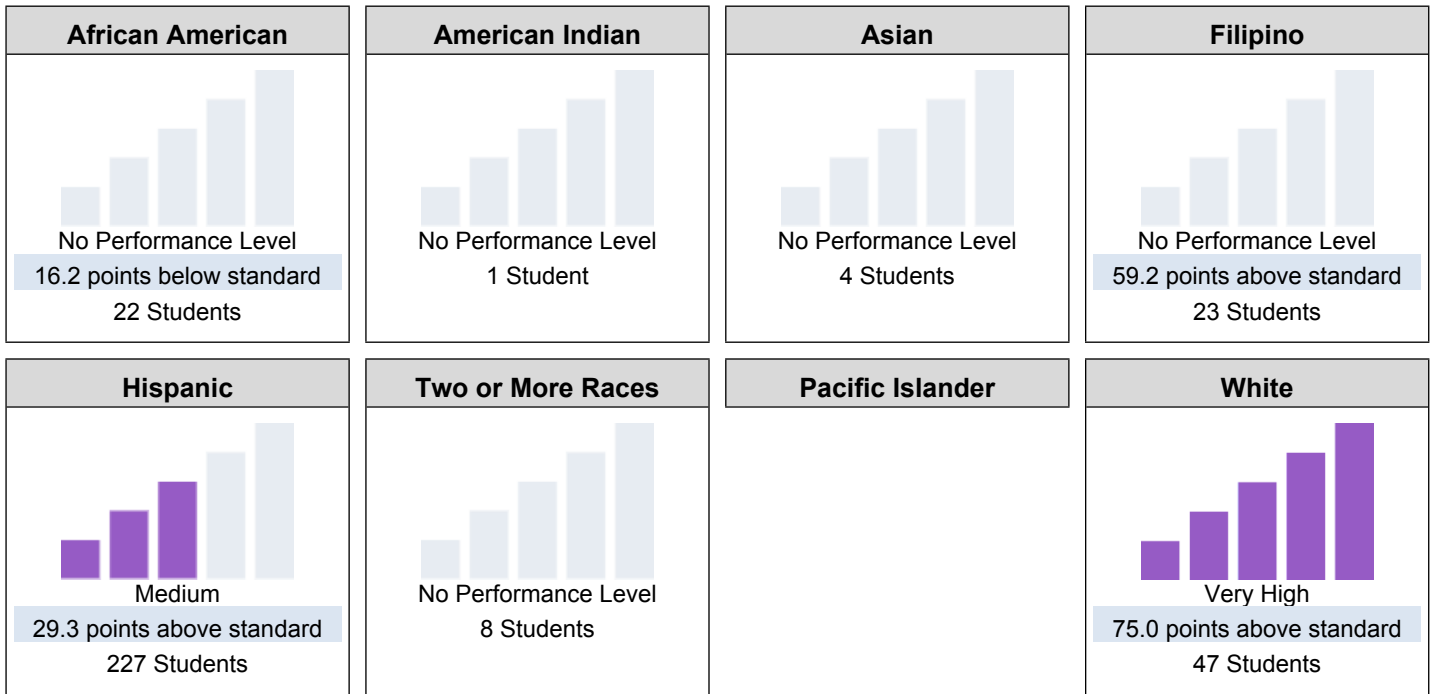
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

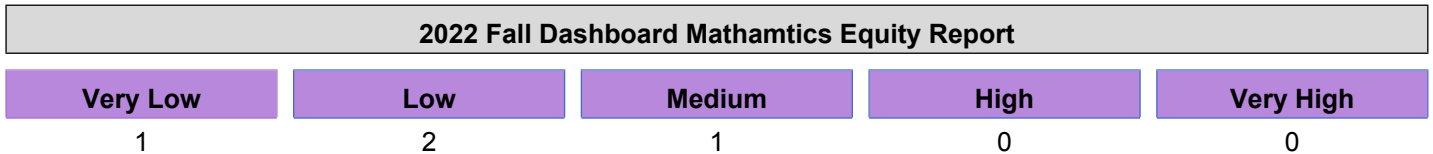| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	1	1	1

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Very Low	No Performance Level
38.2 points above standard	60.1 points below standard	1 Student
332 Students	58 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	No Performance Level
17.8 points above standard	38.2 points above standard	126.0 points below standard
16 Students	325 Students	25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
16.2 points below standard	1 Student	4 Students	59.2 points above standard
22 Students			23 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		Very High
29.3 points above standard	8 Students		75.0 points above standard
227 Students			47 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.2 points below standard	14.2 points above standard	48.9 points above standard
37 Students	21 Students	150 Students

Conclusions based on this data:

1. The Dashboard data displayed is from the 2021-2022 school year.

2. English Learners for ELA is an area of growth for Palm Springs High School.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
90.5 points below standard	176.0 points below standard	1 Student
329 Students	58 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
126.5 points below standard	92.1 points below standard	246.7 points below standard
16 Students	322 Students	25 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
158.5 points below standard
22 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
4 Students

Filipino

No Performance Level
6.5 points below standard
23 Students

Hispanic

Low
106.6 points below standard
225 Students

Two or More Races

No Performance Level
8 Students

Pacific Islander

White

Medium
51.0 points below standard
46 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

205.2 points below standard
37 Students

Reclassified English Learners

124.4 points below standard
21 Students

English Only

90.7 points below standard
148 Students

Conclusions based on this data:

1. The Dashboard data reported is from school year 2021-2022

2. An area of growth identified in Mathematics is English Learners.

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

English Learner Progress

Medium

45.0% making progress towards English language proficiency

Number of EL Students: 200 Students

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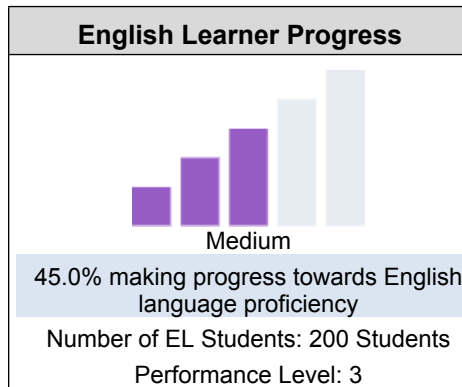
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
23.5%	31.5%	3.5%	41.5%

Conclusions based on this data:

1. An area of growth identified is to increase the levels for maintaining and progressing levels.
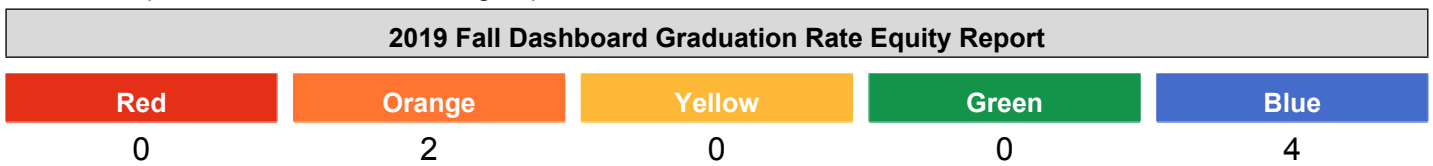
School and Student Performance Data

Academic Performance
College/Career

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	3	0
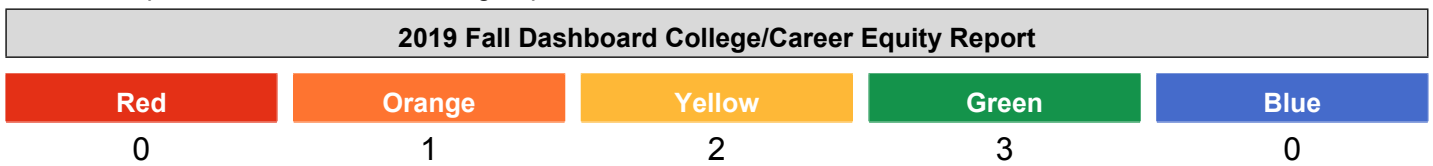
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
56	25	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.4	Increased +5.5	5
425	52	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
45.9	52.9	13.3
Increased Significantly +18.7	Increased +3.7	Increased +4
37	359	30

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
35.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	64.7
Declined -11	4	6	Increased +7.6
42			34

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
52.4	72.7	0 Students	68.3
Increased +4	11		Increased +7.3
246			82

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	51.6 Prepared	56 Prepared
Approaching Prepared	14.7 Approaching Prepared	20.9 Approaching Prepared
Not Prepared	33.7 Not Prepared	23.1 Not Prepared

Conclusions based on this data:

1. The Dashboard data reported is from school year 2018-2019 due the COVID-19 Pandemic.

2. The African American sub group has declined 11 points in the area of College and Career Performance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	4

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
96.5	88.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -2	Declined -6.2	5
425	53	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Orange
97.4	96.4	86.7
Increased +6.1	Declined -1.9	Declined -10.2
38	361	30

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97.1
Maintained 0			Declined -2.9
42	4	6	34
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
95.6	90.9	0 Students	97.6
Declined -2.1	11		Declined -2.4
248			82

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
98.5	96.5

Conclusions based on this data:

1. The Dashboard data reported is from school year 2018-2019 due the COVID-19 Pandemic.

2. The areas for improvement for Palm Springs School for Graduation Rate is English Learners and Students with Disabilities.
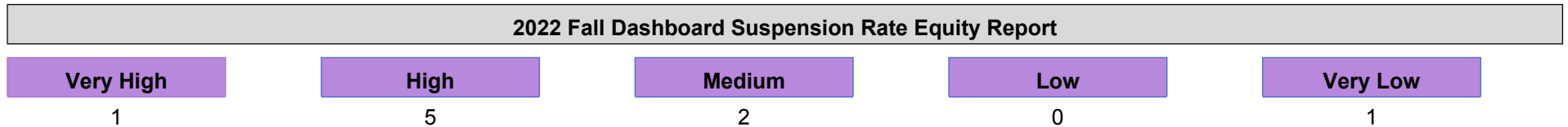
School and Student Performance Data

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).
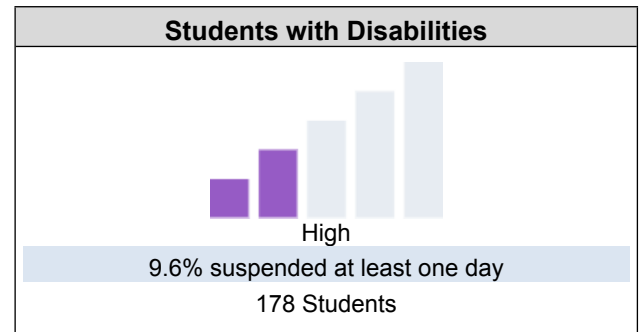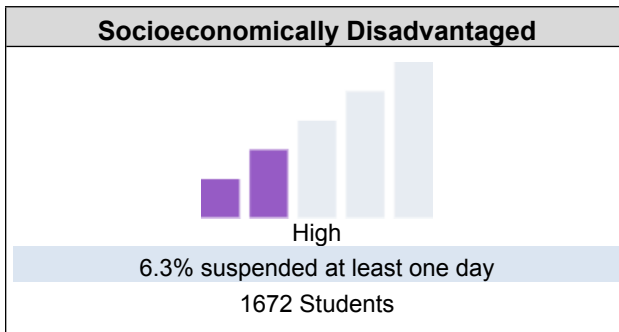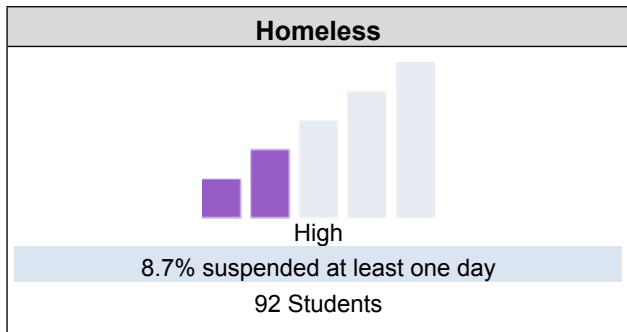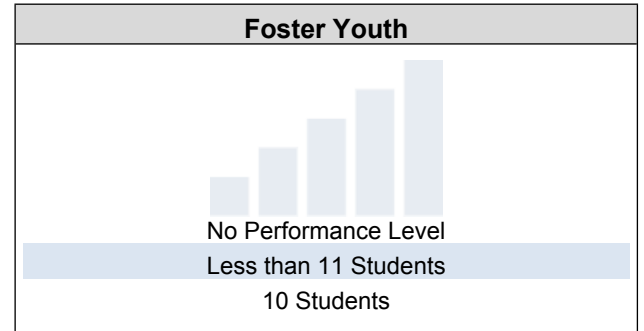
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

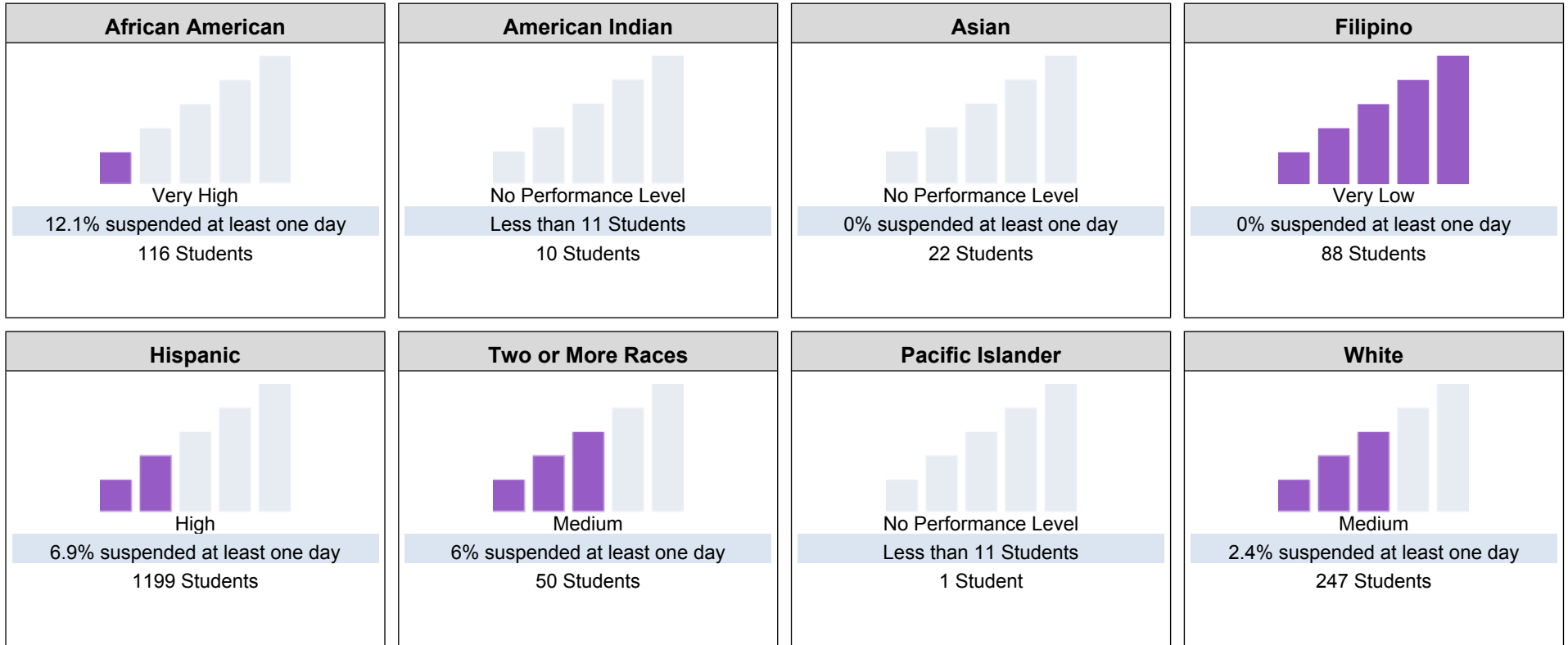| 2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	5	2	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

High

6.2% suspended at least one day

1733 Students

English Learners

High

9.1% suspended at least one day

264 Students

Foster Youth

No Performance Level

Less than 11 Students

10 Students

Homeless

High

8.7% suspended at least one day

92 Students

Socioeconomically Disadvantaged

High

6.3% suspended at least one day

1672 Students

Students with Disabilities

High

9.6% suspended at least one day

178 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Very High

12.1% suspended at least one day

116 Students

American Indian

No Performance Level

Less than 11 Students

10 Students

Asian

No Performance Level

0% suspended at least one day

22 Students

Filipino

Very Low

0% suspended at least one day

88 Students

Hispanic

High

6.9% suspended at least one day

1199 Students

Two or More Races

Medium

6% suspended at least one day

50 Students

Pacific Islander

No Performance Level

Less than 11 Students

1 Student

White

Medium

2.4% suspended at least one day

247 Students

Conclusions based on this data:

1. The Dashboard data reported is from school year 2021-2022.

2. An area for improvement is with the suspension rates for African American students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>28.6 points above standard</td><td>Increase 3 points</td></tr><tr><td>EL</td><td>Orange</td><td>73 points above standard</td><td>Increase 3 points</td></tr><tr><td>Hisp</td><td>Green</td><td>11 points above standard</td><td>Increase 3 points</td></tr><tr><td>AA</td><td>Green</td><td>9.6 points above standard</td><td>Increase 5 points</td></tr><tr><td>SED</td><td>Green</td><td>22.8 points above standard</td><td>Increase 5 points</td></tr><tr><td>SWD</td><td>Red</td><td>124.7 points below standard</td><td>Increase 15.1 points</td></tr></table>	All - 38.2 points above standard EL - 60.1 points below standard Hisp - 29.3 points above standard AA - 16.2 points below standard SED - 38.2 points above standard SWD - 126 points below standard
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)	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>53.2 points below standard</td><td>Increase 5 points</td></tr><tr><td>EL</td><td>Red</td><td>142.7 points below standard</td><td>Increase 3 points</td></tr><tr><td>Hisp</td><td>Orange</td><td>78.4 points below standard</td><td>Increase 3 points</td></tr><tr><td>AA</td><td>Orange</td><td>54.7 points below standard</td><td>Increase 13 points</td></tr><tr><td>SED</td><td>Yellow</td><td>67.7 points below standard</td><td>Increase 2.9 points</td></tr><tr><td>SWD</td><td>Red</td><td>220.4 points below standard</td><td>Increase 15.1 points</td></tr></table>	All - 90.5 points below standard EL - 176 points below standard Hisp - 106.6 points below standard AA - 158.5 points below standard SED - 92.1 points below standard SWD - 246.7 points below standard
California Science Test - Percent of Students Who Meet or Exceed Standard	California Science Test - Percent of Students Who Meet or Exceed Standard	CAST - 26.27% of students met or exceeded standard

Metric/Indicator	Expected Outcomes	Actual Outcomes
High School	High School - For 2020-2021, the goal is to increase the number of students meet the standard by 31.93%	
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 36%	45% making progress towards English language proficiency Performance level - Medium
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -11.7%	9th - 31.7% 10th - 31.1% 11th - 34.4% 12th - 36.1%

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

St. Group	Color	DFS/Percentage	Change
All	Blue	98.5	Increase +2 points
EL	Yellow	91.7	Increase +3 points
Hisp	Blue	97.6	Increase +2 points
AA	Blue	100	Maintained 0 points
SED	Blue	98.4	Increase +2 points
SWD	Yellow	89.7	Increase +3 points

All - 94.9%
EL - 84.5%
Hisp - 96.1%
AA - 100%
SED - 95%
SWD - 74.2%

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

St. Group	Color	DFS/Percentage	Change
All	Green	58	Increase 2 points
EL	Yellow	27	Increase 2 points
Hisp	Green	54	Increase 2 points
AA	Orange	37.7	Increase 2 points
SED	Green	54.9	Increase 2 points
SWD	Yellow	15.3	Increase 2 points

No data due to the pandemic

Metric/Indicator	Expected Outcomes	Actual Outcomes
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 98.5% English Learners (EL) - 90.5% Hispanic (Hisp) - 97.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 98.4% Students with Disabilities (SWD) - 88.7%	All - 62.5% EL - 40.8% Hisp - 58.6% AA - 52.6% SED - 62.4%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course -	No data
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 54.97% English Learners (EL) - 77% Hispanic (Hisp) - 56.31% African American (AA) - 38.36% Socioeconomically Disadvantaged (SED) - 54.82%	All - 49.8% EL Status: IFEP - 61.9%, RFEP - 37.3%, EL - 0% Hisp - 50.5% AA - 9.1% SED - No data
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Maintaining 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extra Duty and Substitutes for teacher release and collaboration time for teachers in all subject areas.	Extra Duty Salary & Benefits for teacher release and collaborative time. The only extra duty of this type paid was for teacher stipends for those that attended AP trainings in July of 2022. All other funding had to be reallocated to cover the 9.74% PSTA and Teamster pay increase. Substitutes for release and collaboration time for teachers in all subject areas. The following departments had planning days: English Department (2), Science Department (1) and Math Department (2). There was also a Full Day Leadership Team Meeting where subs were provided.	Extra Duty Salary for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as assessment data review. 1000-1999: Certificated Personnel Salaries Title I 5400.00	Extra Duty Salary for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as assessment data review. 1000-1999: Certificated Personnel Salaries Title I 5400
		Extra Duty Benefits for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as assessment data review. 3000-3999: Employee Benefits Title I 1374.00	Extra Duty Benefits for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as assessment data review. 3000-3999: Employee Benefits LCFF 1380.00
		Substitutes for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning. 5700-5799: Transfers Of Direct Costs LCFF 2470.00	Substitutes for release and collaboration time for teachers in all subject areas. Release time was provided for teachers attending local conferences and academy collaborative meetings, 5700-5799: Transfers Of Direct Costs LCFF 3360.00
		Substitutes for release and collaboration time for teachers in all subject areas. This will allow	Substitutes for release and collaboration time for teachers in all subject areas.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		teachers time for grade level lesson and assessment planning. 5700-5799: Transfers Of Direct Costs Title I 10620.00	5700-5799: Transfers Of Direct Costs Title I 10966.00
Participate in staff development opportunities to support the implementation of the State Standards.	Participate in staff development opportunities to support the implementation of the State Standards. Title 1 Four Teachers attended AP Training in the Summer of 2022 and our MTSS Coach attended RCOE PBIS Training. LCFF 1 Staff Member attended the 2022 California Science Education Conference, 1 Administrator attended the RCOE School Counselor Leadership Network, our MTSS coach attended an MTSS Conference, 1 Teacher attended and presented at the BOOST Conference and we sent and Administrator and a teacher to the AVID Conference in Jene 2023.	Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. 5000-5999: Services And Other Operating Expenditures Title I 9124.00	Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. 5000-5999: Services And Other Operating Expenditures Title I 8107.00
		Substitutes for staff to participate in Staff Professional Development opportunities to support the implementation of the state standards. 5700-5799: Transfers Of Direct Costs	Substitutes for staff to participate in Staff Professional Development opportunities to support the implementation of the state standards. 5700-5799: Transfers Of Direct Costs

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 0.00	Title I 0.00
		Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the state standards and provide intervention strategies to assist students. Yearly AVID conference. 5000-5999: Services And Other Operating Expenditures LCFF 8000.00	Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the state standards and provide intervention strategies to assist students. Yearly AVID conference. 5000-5999: Services And Other Operating Expenditures LCFF 6548.00
Extra Duty Salary for additional student support and additional teacher support to improve instruction. Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Core Subjects and Saturday Study Sessions.	Extra Duty Salary for additional student support and additional teacher support to improve instruction. Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Core Subjects and Saturday Study Sessions. Teachers offered AP Test Prep Saturday 4 hour sessions. 4 total. Most of this funding had to be reallocated to cover PSTA and Teamsters pay increases.	Extra Duty Salary to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction. 1000-1999: Certificated Personnel Salaries Title I 6529.00	Extra Duty Salary to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction. 1000-1999: Certificated Personnel Salaries Title I 920.00
		Extra Duty Benefits to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and	Extra Duty Benefits to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction 3000-3999: Employee Benefits Title I 1655.00	ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction 3000-3999: Employee Benefits Title I 235.00
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation.	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. Title 1 Many items were purchased for the Science department to help facilitate labs. On Line Subscriptions and License Services to assist students with Research and Citation. Edulastic, Quizizz, Edpuzzle and KUTA Software were all purchased at teacher's request. LCFF Additional items were purchased for the Science department as well as miscellaneous technology needs for the classrooms. Some of this funding was reallocated to cover Teamster pay increases.	Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas. 4000-4999: Books And Supplies Title I 13075.00	Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas. 4000-4999: Books And Supplies Title I 11422.00
		On Line Subscriptions and Licenses to improve research, citation and for detection of plagiarism. For use in common assessments. Data comparison for use in reteaching topics or rewriting questions. Much of this data is shared with the district to show grade level progress. 5800: Professional/Consulting Services And Operating Expenditures Title I 7579.00	On Line Subscriptions and Licenses to improve research, citation and for detection of plagiarism. For use in common assessments. Data comparison for use in reteaching topics or rewriting questions. Much of this data is shared with the district to show grade level progress. 5800: Professional/Consulting Services And Operating Expenditures Title I 7959.00
		Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas.	Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies LCFF 18693.00	LCFF 9298.00
.2 FTE Salary for Teacher Coach for classroom support.	.2 FTE Salary for Teacher Coach for classroom support.	.2 FTE Salary for Teacher Coach for Classroom Support. Assist teachers with effective teaching strategies and classroom management techniques to improve instruction. Assist with diagnosing student difficulties and planning appropriate intervention and accommodation strategies. 1000-1999: Certificated Personnel Salaries Title I 23372.00	.2 FTE Salary for Teacher Coach for Classroom Support. Assist teachers with effective teaching strategies and classroom management techniques to improve instruction. Assist with diagnosing student difficulties and planning appropriate intervention and accommodation strategies. 1000-1999: Certificated Personnel Salaries Title I 25456.00
		.2 FTE Benefits for Teacher Coach for Classroom Support. Assist teachers with effective teaching strategies and classroom management techniques to improve instruction. Assist with diagnosing student difficulties and planning appropriate intervention and accommodation strategies. 3000-3999: Employee Benefits Title I 8983.00	.2 FTE Benefits for Teacher Coach for Classroom Support. Assist teachers with effective teaching strategies and classroom management techniques to improve instruction. Assist with diagnosing student difficulties and planning appropriate intervention and accommodation strategies. 3000-3999: Employee Benefits Title I 5710.00
Participate in professional learning community release time to increase English Learner achievement.	Participate in professional learning community release time to increase English Learner achievement. 2 pull out days were provided to teacher for planning and collaboration.	Substitute cost for teachers to have release time to collaborate and increase EL achievement.. 5700-5799: Transfers Of Direct Costs Title I	Substitute cost for teachers to have release time to collaborate and increase EL achievement.. 5700-5799: Transfers Of Direct Costs Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		360.00	332.00
Salary & Benefits for 1 FTE ELD Teacher. We are continuing to implement a full-inclusion program with an additional ELD teacher.	Salary & Benefits for 1 FTE ELD Teacher. We are continuing to implement a full-inclusion program with an additional ELD teacher.	Supplemental ELD teacher salary 1.0 FTE 1000-1999: Certificated Personnel Salaries Title I 116861.00	Supplemental ELD teacher salary 1.0 FTE 1000-1999: Certificated Personnel Salaries Title I 128212.00
		Supplemental ELD Teacher benefits 1.0 FTE 3000-3999: Employee Benefits Title I 45701.00	Supplemental ELD Teacher benefits 1.0 FTE 3000-3999: Employee Benefits Title I 47805.00
Fund two Bilingual Paraprofessionals, 7 hour - school year, to provide support for ELD 1 and 2 level students in their EL class and core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students.	Fund two Bilingual Paraprofessionals, 7 hour - school year, to provide support for ELD 1 and 2 level students in their EL class and core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students.	Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 31722.00	Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 30504.00
		Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits Title I 28049.00	Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits Title I 25392.00
		Bilingual Paraprofessional, 7 hour-school year. 1000-1999: Certificated Personnel Salaries Title I 31722.00	Bilingual Paraprofessional, 7 hour-school year. 2000-2999: Classified Personnel Salaries Title I 30949.00
		Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits	Bilingual Paraprofessional, 7 hour-school year. 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 28049.00	Title I 25416.00
AVID program additional support to increase graduation rate and college attendance.	AVID program additional support to increase graduation rate and college attendance. AVID Team members collaborated monthly.	Substitutes for AVID Team meetings. 5700-5799: Transfers Of Direct Costs LCFF 2000.00	Substitutes for AVID Team meetings. 5700-5799: Transfers Of Direct Costs LCFF 1045.00
Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.	Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.	Transportation for college visit and end of year awards recognition for Ophelia students. 5000-5999: Services And Other Operating Expenditures LCFF 700.00	Transportation for college visit and end of year awards recognition for Ophelia students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 700.00
Provide clerical support for counselors to allow more time to meet with students to increase graduation rate and percent of students meeting U.C. A-G requirements	Provide clerical support for counselors to allow more time to meet with students to increase graduation rate and percent of students meeting U.C. A-G requirements	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 2000-2999: Classified Personnel Salaries LCFF 45734.00	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 2000-2999: Classified Personnel Salaries LCFF 50170.00
		Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 3000-3999: Employee Benefits	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day. 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 33353.00	LCFF 35497.00
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.	Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology. No purchases were made with Title 1 funds due to the PSTA and Teamsters pay increases. LCFF purchases included classroom printers and classroom ELMOs,.	Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology 4000-4999: Books And Supplies Title I 0.00	Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology 4000-4999: Books And Supplies Title I 0.00
		Purchase supplemental technology to increase the availability for students and teachers. Also to maintain the current technology through repair or replacement. 4000-4999: Books And Supplies LCFF 3530.00	Purchase supplemental technology to increase the availability for students and teachers. Also to maintain the current technology through repair or replacement. 4000-4999: Books And Supplies LCFF 3969.00
Student incentives for attendance and academics.	Student incentives for attendance and academics. Game Time shirts were purchased for incoming Freshmen as well as A+ Honor Society shits purchased for Honor Roll students At the time of this information input I do not have the cost of the busses for the Incoming Freshmen orientation. This number is an estimate.	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests. 4000-4999: Books And Supplies LCFF 12000.00	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests. 4000-4999: Books And Supplies LCFF 13708.00
		Bussing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to	Bussing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		introduce incoming 9th graders to our campus. 5000-5999: Services And Other Operating Expenditures LCFF 3000.00	introduce incoming 9th graders to our campus. 5000-5999: Services And Other Operating Expenditures LCFF 1000.00
Consultant Fees for Cambio Group and cultural events	Consultant Fees for Cambio Group and cultural events This Equity funding was not used.	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures LCFF 2500.00	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures LCFF 0.00
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF 7216.00	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF 7216.00
		Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology.	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 2732.00	Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 2732.00
Visual Art & Performing Arts supplies	Visual Art & Performing Arts supplies	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 7061.00	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 7090.00
		Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. Increase by $4000. Funds reallocated from Bus Passes which are no longer needed as Sunline Transit offers them free to students. 4000-4999: Books And Supplies LCFF 3500.00	Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. Increase by $4000. Funds reallocated from Bus Passes which are no longer needed as Sunline Transit offers them free to students. 4000-4999: Books And Supplies LCFF 3349.00
Field trips and transportation	Field trips and transportation	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges.	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF 6500.00	5000-5999: Services And Other Operating Expenditures LCFF 4243.00
Advanced Placement Testing Fees	Advanced Placement Testing Fees. At the time of completing this document the total is not known.	Student Fees for student AP tests and other advanced testing fees. 5000-5999: Services And Other Operating Expenditures Title I 9000.00	Student Fees for student AP tests and other advanced testing fees. 5000-5999: Services And Other Operating Expenditures Title I 9000.00

Analysis

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

Based on the strategies discussed above, the English Learner Progress Indicator and RFEP showed an increase with the support of additional staff and extra duty for EL intervention. Even though there was an increase overall for the state ELA test, both EL and African American scores decreased. Math scores decreased over all demographics. Department professional learning community release time was given to focus on collaboration to increase rigor and student achievement on the state assessments. Extra duty salary was used to support recovery classes and interventions. Staff development was directed towards PBIS and AVID to increase student achievement and college and career readiness. Supplementary materials and supplies for online subscriptions and licenses provided support to improve instruction. Although the graduation rate decreased in all demographics except African American, there was an increase in UC and/or CSU Entrance Requirement, CTE completion rates, and AP scores of 3 or more.

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

Cambio funding was discontinued this year, and the funds allocated elsewhere for more academic and social emotional support for our students. Due to the PSTA and Teamsters pay increases, funding was not used in some areas.

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.

PSHS is looking to increase our graduation and A-G rate. We will do this in working with RCOE master schedule training. We will focus on Academic fitness to increase these two areas. There will be increased interventions in math, plus added interventions in Social Science, and Science. PSHS will continue to add PBIS and MTSS supports to improve attendance and student achievement. Departments will continue to collaborate on release days, with Social Science being added to the days for departments. ELA will focus on African American and English Learner improvement on the state assessment. Math will focus on all student demographics to improve state assessment scores, with a concentration on African American and English Learner students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Increase parent involvement by providing Talking Points App for better parent communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 500 surveys	107 Surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 91% African American (AA) - 86%	All - 87% Hisp - 89% AA - 80%
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) - 93% Hispanic (Hisp) - 94% African American (AA) - 89%	All - 86% Hisp - 91% AA - 78%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - baseline will be set in 22-23	Palm Springs High School had 408 different parents attend parent sponsored events.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student Fees for student AP tests and other advanced testing fees.	Student Fees for student AP tests and other advanced testing fees.	Purchase of Talking Points App for better communication with parents of all languages. Increased budget by $2589 to cover Talking Points App. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 6611.00	Purchase of Talking Points App for better communication with parents of all languages. Increased budget by $2589 to cover Talking Points App. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 6611.00
		Purchase of Talking Points App for better communication with parents of all languages. Increased budget by $2589 to pay for balance of Talking Points App 5800: Professional/Consulting Services And Operating Expenditures Title I 2589.00	Purchase of Talking Points App for better communication with parents of all languages. Increased budget by $2589 to cover Talking Points App. 5800: Professional/Consulting Services And Operating Expenditures Title I 2589.00

Analysis

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

Parent involvement in the perception survey declined substantially. However, family school connectiveness and climate of support for learning continue to be a positive, with over 90% approval overall. The purchase of the Talking Points app has increased parent-teacher connections, especially when the home language is other than English. Parent nights were held in multiple areas, including athletics, counseling, and EL. Talking Points was used to communicate with parents about students who had two or more failing grades. There were parent connections when needed, but there is a need to increase involvement.

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

Talking Points was implemented as planned.

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

There will need to be a better plan in place to increase parent involvement on the perception survey. There is a plan to have 'Caffeine with the Principal' to make more connections with parents. Planning is in place to create a parent group for schoolwide volunteers. The parent group will also be tasked to connect with the community to support student success.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

Maintain preparedness for emergency situations and basic emergency supplies in the classrooms such as emergency backpacks, update student locator lists, school maps, and updated class rosters.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	As of May 4, 2023 - 90.7%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - 12.8% English Learner (EL) - 12.9% Hispanic (Hisp) - 11.6% African American (AA) - 26.1% Socioeconomically Disadvantaged (SED) - 13.3% Students with Disabilities (SWD) - 25.1%	No data available
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - 0.2% English Learner (EL) - 2.8% Hispanic (Hisp) - 0.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%	All - 2.2% EL - 3.4% Hisp - 1.2% AA - 0% SED - 2.2%
Suspension Rates: All Students (ALL) English Learner (EL)	(see table below)	All - High - 6.2% EL - High - 9.1% Hisp - High - 6.9%

St. Group	Color	DFS/Percentage	Change
All	Green	3.1	Decline 1 point

Metric/Indicator	Expected Outcomes				Actual Outcomes
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Green	4.2	Decline 1 point	AA - High - 12.1% SED - High - 6.3% SWD - High - 9.6%
	Hisp	Green	1.9	Decline 1 point	
	AA	Red	13.3	Decline 1 point	
	SED	Green	3.7	Decline 1 point	
	SWD	Red	15	Decline 1 point	

Metric/Indicator	Expected Outcomes	Actual Outcomes
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0.36%	All - 0.3% EL - 0% Hisp - 0.3% AA - 0.9%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 59% Hispanic (Hisp) - 54% African American (AA) - 42%	All - 48% EL - 55% Hisp - 48% AA - 35%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 69% English Learner (EL) - 71% Hispanic (Hisp) - 72% African American (AA) - 65%	All - 67% EL - 64% Hisp - 68% AA - 59%
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%	Palm Springs received a score of 98.27 and school rating of Good.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Lastly, our site will continue to work with the district staff to ensure the crash bars are routinely checked as well.	Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Lastly, our site will continue to work with the district staff to ensure the crash bars are routinely checked as well.	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 1500.00	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 0.00

Analysis

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

Staff backpacks were updated with new maps and supplies. PSHS hosted Alice training for teachers who had yet to attend a training session. Emergency drills were conducted throughout the year. A strategic plan was created for security and administration to be around campus before school, during lunch, and after school. Tardy sweeps are conducted randomly.

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

No money was used to update the backpacks.

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.

PSHS is currently working with the district to provide signage to indicate proper access to school grounds. PSHS is also working on obtaining more automatic gate closures to create a more secure campus. Working on keeping the campus a more secure place to help increase student attendance during class time and decrease discipline issues.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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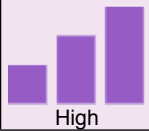
LCAP Goal

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

To increase access to AP courses for all students, provide additional support for students that are struggling in math and English, decrease the failure rate in math year 1 and year 2, to increase the support for EL students to assist in increasing their performance bands on the ELA and Math assessments, provide UC and CSU information for parents and students, provide what it means to be college and career ready, educate parents and students about RFEPing, and information about our CTE pathways, academies, and programs.

Note: Due to the fact that there were no state assessments in 2021 and no fully updated CA Dashboard in 2021 all state related expected outcomes have been maintained from the 21-22 plans.
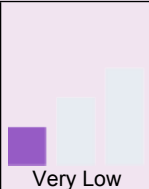
Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	**St. Group**	**Color**	**DFS/Percentage**	**Change**	**St. Group**	**Color**	**DFS/Percentage**	**Change**
	All	High	38.2 points above standard	Increase 9.6 points	All		43.2 points	Increase 5 points
					EL		35.1 points	Increase 25 points
					Hisp		34.3 points	Increase 5 points
					AA		6.2 points	Increase 10 points
					SED		43.2 points	Increase 5 points
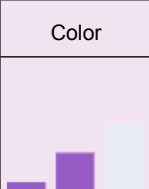
Metric/Indicator	Baseline				Expected Outcome			
	EL	Very Low	60.1 points below standard	Decrease 133.1 points	SWD		123.0 points	Increase 3 points
	Hisp	Medium	29.3 points above standard	Increase 18.3 points				
	AA	No Performance Level	16.2 points below standard	Decrease 25.8				
	SED	High	38.2 points above standard	Increase 15.4 points				
	SWD	No Performance Level	126.0 points below standard	Decrease 1.3 points				

Metric/Indicator	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	Low	90.5 points below standard	Decrease 37.3 points	All		80.5 points	Increase 10 points
					EL		166.0 points	Increase 10 points
					Hisp		96.6 points	Increase 10 points
					AA		133.5 points	Increase 25 points
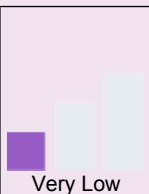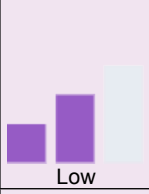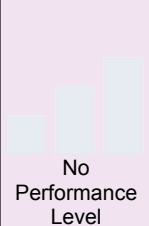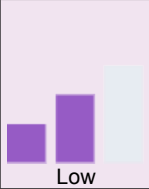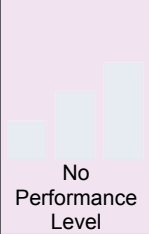
Metric/Indicator	Baseline			Expected Outcome		
Students with Disabilities (SWD)	EL	Very Low	176.0 points below standard	Decrease 33.3 points	SED		87.1 points	Increase 5 points
	Hisp	Low	106.6 points below standard	Decrease 28.2 points	SWD		241.7 points	Increase 5 points
	AA	No Performance Level	158.5 points below standard	Decrease 103.8 points			
	SED	Low	92.1 points below standard	Decrease 24.4			
	SWD	No Performance Level	246.7 points below standard	Decrease 26.3			

California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School: 29.93 students met or exceeded the standard. 20.54 students met the standard (Level 3), 9.39 exceeded the standard (Level 4), 51.85 nearly met the standard (Level 2), and 18.22 did not meet the standard (Level 1)	California Science Test - Percent of Students Who Meet or Exceed Standard High School - For 2020-2021, the goal is to increase the number of students meeting the standard by 31.93%

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 34%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 36%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9.7%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -11.7%
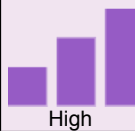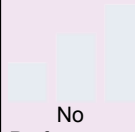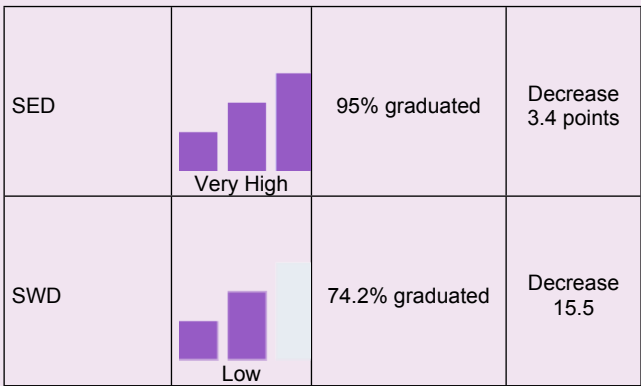
California School Dashboard - Graduation Rate Indicator
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	High	94.9% graduated	Decrease 3.6 points
EL	Medium	84.5% graduated	Decrease 7.2 points
Hisp	Very High	96.1% graduated	Decrease 1.5
AA	No Performance Level	100% graduated	Maintained 0 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All		96.9% graduated	Increase 2 points
EL		88.5% graduate	Increase 4 points
Hisp		97.1% graduate	Increase 1 point
AA		100% graduate	Maintain 0 points
SED		96% graduate	Increase 1 points
SWD		77.2% graduate	Increase 3 points

Metric/Indicator	Baseline	Expected Outcome

	SED	Very High	95% graduated	Decrease 3.4 points
	SWD	Low	74.2% graduated	Decrease 15.5

Metric/Indicator	Baseline	Expected Outcome
College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL): 98.5% English Learners (EL): 12.1% Hispanic (Hisp) : 97.7% African American (AA): 100% Socioeconomically Disadvantaged (SED)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 1.5% from 2018-2019 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2018-2019 levels.
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 96.5% English Learners (EL) - 88.5% Hispanic (Hisp) - 95.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) -96.4% Students with Disabilities (SWD) -86.7%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 98.5% English Learners (EL) - 90.5% Hispanic (Hisp) - 97.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 98.4% Students with Disabilities (SWD) - 88.7%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate: 93% Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course -
Advanced Placement (AP) Test Results	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher.

Metric/Indicator	Baseline	Expected Outcome
Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All Students (ALL) - 52.97% English Learners (EL) - 75.0% Hispanic (Hisp) - 54.31% African American (AA) - 36.36% Socioeconomically Disadvantaged (SED) - 52.82%	All Students (ALL) - 54.97% English Learners (EL) - 77% Hispanic (Hisp) - 56.31% African American (AA) - 38.36% Socioeconomically Disadvantaged (SED) - 54.82%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: 100%	Williams Textbook/Materials Compliance maintain 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Participate in staff development opportunities to support the implementation of the State Standards.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administrators and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7428.00
Source	Title I

Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate. Additional allocation 11/6/23.
Amount	20000.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Professional development including; travel, accommodations and conferences. The focus is for teachers to attend conferences that highlight implementation of the State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students, African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts. Counselor UC and Cal State and other applicable conferences to assist students in meeting the a-g rate.
Amount	1660.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes for staff to participate in Staff Professional Development opportunities to support the implementation of the state standards.

Strategy/Activity 2

Extra Duty Salary for additional student support and additional teacher support to improve instruction. Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Core Subjects and Saturday Study Sessions.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25664.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Salary to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction. Additional allocation 11/6/23 to salaries to cover Semester 2 Planning Day and AP test Prep Sessions.

Amount	6683.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra Duty Benefits to provide additional support for students in meeting the standards this includes, Saturday Study Sessions, After School Tutoring sessions in all subject areas and ELD Reading Test Pullout (Intervention) as well as additional teacher classroom support to improve instruction. Additional allocation 11/6/23 to Benefits corresponding to added extra duty salaries.

Strategy/Activity 3

Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation.

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	30521.00

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas. Added 11/6/23
Amount	16722.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplementary materials and supplies to support students in meeting state and federal standards, a-g rate and graduation rate in all subject areas.
Amount	8000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	On Line Subscriptions and Licenses to improve research, citation and for detection of plagairism. For use in common assessments. Data comparison for use in reteaching topics or rewriting questions. Much of this data is shared with the district to show grade level progress.

Strategy/Activity 4

Substitutes for Teacher Collaboration and Trainings

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	25082.00

Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes for release and collaboration time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning. Additional allocation 11/6/23 to substitutes to cover additional collaborative time for all instructional classes,

Strategy/Activity 5

Participate in professional learning community release time to increase English Learner achievement.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration and teachers of EL students

Proposed Expenditures for this Strategy/Activity

Amount	664.00
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute cost for teachers to have release time to collaborate and increase EL achievement..

Strategy/Activity 6

Salary & Benefits for .6 FTE ELD Teacher. and .4 FTE ELD Teacher

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	76918.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Supplemental ELD teacher salary .6 FTE

Amount	29722.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Supplemental ELD teacher benefits .6 FTE

Amount	51279.00
Source	Title I
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Supplemental ELD teacher salary .4 FTE

Amount	19315.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Supplemental ELD teacher benefits .4 FTE

Strategy/Activity 7

Fund two Bilingual Paraprofessionals, 7 hour - school year, to provide support for ELD 1 and 2 level students in their EL class and core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students.

Students to be Served by this Strategy/Activity

X	English Learner

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	31133.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraprofessional, 7 hour-school year.

Amount	30569.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Paraprofessional, 7 hour-school year

Amount	31544.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Bilingual Paraprofessional, 7 hour-school year.

Amount	30976.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Paraprofessional, 7 hour-school year.

Strategy/Activity 8

AVID program additional support to increase graduation rate and college attendance.

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes for AVID Team meetings.

Strategy/Activity 9

Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Specific Student Groups: Females

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Transportation for college visit and end of year awards recognition for Ophelia students.

Amount	200.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Graduation Stoles for Ophelia students.

Strategy/Activity 10

Provide clerical support for counselors to allow more time to meet with students to increase graduation rate and percent of students meeting U.C. A-G requirements

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

AP over Counseling

Proposed Expenditures for this Strategy/Activity

Amount	47782.00

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day.
Amount	36174.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Clerical Assistance for PSHS counselors to allow them more time to meet with students to increase graduation rate and percentage of students meeting a-g requirements. 10.25 month 8 hours per day.

Strategy/Activity 11

Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Librarian, teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, ELMOs, LCD Projectors and other classroom technology

Strategy/Activity 12

Student incentives for attendance and academics.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administrator. Teachers, Students

Proposed Expenditures for this Strategy/Activity

Amount	10000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests.
Amount	1000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Bussing for incoming 9th graders for Annual Freshmen Orientation Activities done as a way to introduce incoming 9th graders to our campus.

Strategy/Activity 13

Equity Teamwork

Students to be Served by this Strategy/Activity

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

X	Specific Student Groups: African American

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture.

Strategy/Activity 14

Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Principal and Librarian

Proposed Expenditures for this Strategy/Activity

Amount	3968.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.
Amount	1032.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.

Strategy/Activity 15

Visual Arts & Performing Arts supplies

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Teacher, Administrative Secretary, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work.
Amount	3500.00
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. Increase by $4000. Funds reallocated from Bus Passes which are no longer needed as Sunline Transit offers them free to students.

Strategy/Activity 16

Field trips and transportation costs

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Principal, Administrative Secretary, and Teacher

Proposed Expenditures for this Strategy/Activity

Amount	6500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Increase parent involvement by providing beneficial conference opportunities

LCAP Goal

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

Identified Need

To increase parent involvement at the grade level parent meetings, educate parents of graduation credits, A-G, AP courses, dual enrollment courses, UC vs CSU, career tech offerings, academies, pathways, and reach out to the various community organizations to assist PSHS in increasing parent attendance at the grade level meetings and increase the number of parents that volunteer.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 299 surveys	Parent Participation in Stakeholder Input Processes - 500 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL): 90% Hispanic (Hisp): 89% African American (AA): 80%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 90% African American (AA) - 81%
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 89%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 91%

Metric/Indicator	Baseline	Expected Outcome
• All Students (ALL) • Hispanic (Hisp) • African American (AA)	Hispanic (Hisp) - 90% African American (AA) - 95%	African American (AA) - 96%
Number of Attendees Attending 1 or more school/parent center sponsored events at site. PSHS had 408 different parents attend at least 1 school sponsored parent event.	Due to COVID restrictions lifted late in the year, the numbers for parent attendees was still low. However, parents were offered to join Zoom meetings. Recent senior class meetings included 30-40 parents in attendance. Four meetings were set for English Learner parents.	Counselors will hold a parent night for each grade level with a second night set for seniors. Each grade level will hold parent nights throughout the year. Counselors will hold an information night for our main feeder schools. Athletics will hold parent information sessions each season. Continue to have meetings for English Learner parents.

Planned Strategies/Activities

Strategy/Activity 1

Educate parents on how to understand graduation requirements and credit evaluation to ensure student success through parent grade level meetings throughout the year. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military options. Provide various tools necessary to ensure overall Student Success: tutoring schedules, test preparation websites, College informational websites, various handouts. Inform and train parents how to volunteer and participate in school programs. Provide a means for parents to participate in school activities. In addition, there will be a freshmen orientation program for all incoming freshmen students and parents. The counselors will increase the number of grade level parent meetings and parent conferences because we do not have a PTA or Academic Booster.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	7078.00

Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development for Parents

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Maintain preparedness for emergency situations and basic emergency supplies in the classrooms such as emergency backpacks, update student locator lists, school maps, and updated class rosters. Decrease suspension rate for African American students. Increase overall attendance rate and school connectedness.

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

In order to make sure the students feel safe at school and stay connected to the school, we must maintain classroom doors secure all times, crash bars are routinely checked, door handles are not broken, and all exterior gates are locked. By increasing students' connectedness to PSHS, will increase our attendance goal from 95% to at least 96% for all students, but specifically for students with disabilities and the EL students. Reduce the suspension rate for African American students.

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -95%	Student Attendance Rates All Students (ALL) - 96%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL): 13.8% Hispanic (Hisp): 11.6% African American (AA): 27.1% Socioeconomically Disadvantaged (SED): 14.3%	Chronic Absenteeism Rates All Students (ALL) - 12.8% English Learner (EL) - 12.9% Hispanic (Hisp) - 11.6% African American (AA) - 26.1% Socioeconomically Disadvantaged (SED) - 13.3%

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Students with Disabilities (SWD): 26.1%	Students with Disabilities (SWD) - 25.1%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL): 1.2% English Learner (EL): 3.8% Hispanic (Hisp): 1.2% African American (AA): 0% Socioeconomically Disadvantaged (SED): 0%	High School 4-Year Dropout Rate All Students (ALL) - 0.2% English Learner (EL) - 2.8% Hispanic (Hisp) - 0.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Green	4.1	Declined - 0.4
EL	Yellow	5.2	Maintained - 0.1
Hisp	Green	2.9	Declined - 0.5
AA	Red	14.3	Increased +0.8
SED	Green	4.7	Declined - 0.3
SWD	Red	16	Increased +3.1

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	3.2	Decline 1 point
EL	Green	4.2	Decline 1 point
Hisp	Green	1.9	Decline 1 point
AA	Red	13.3	Decline 1 point
SED	Green	3.7	Decline 1 point
SWD	Red	15	Decline 1 point

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL): 0% English Learner (EL): 0% Hispanic (Hisp): 0.55% African American (AA) : 1.36% Socioeconomically Disadvantaged (SED) : 0% Students with Disabilities (SWD): 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0.36%
Panorama Survey – School Connectedness All Students (ALL)	Panorama Survey - School Connectedness Baseline Data: All students: 53%	Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 59%

Metric/Indicator	Baseline	Expected Outcome
English Learner (EL) Hispanic (Hisp) African American (AA)	EL: 58% AA: 41% Hisp: 53%	Hispanic (Hisp) - 54% African American (AA) - 42%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 68% EL: 70% AA: 64% Hisp: 71%	Panorama Survey – School Safety All Students (ALL) - 69% English Learner (EL) - 71% Hispanic (Hisp) - 72% African American (AA) - 65%
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Our site will continue to work with the district staff to ensure the crash bars are routinely checked as well. Increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gentz Alliance, Kings Circle, FCA, BSU, GSA, and Peer counseling. Use restorative justice practices, such as conflict resolution, to help decrease the suspension rates, especially for African American students.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

July 1, 2023 to June 30, 2024

Person(s) Responsible

Assistant Principal over Safety Committee

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase emergency supplies for classrooms and office

Centralized Services for Planned Improvements in Student Performance

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

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

School Goal #1: Increase Academic Achievement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	30,624	Title I

School Goal #2: Increase Parent and Community Partnerships

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

School Goal #3: Maintain Healthy and Safe Learning Environment

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

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	$404,576
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$581,114.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	397,498	0.00
Title I Part A: Parent Involvement	7,078	0.00
LCFF	176,538	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$397,498.00
Title I Part A: Parent Involvement	$7,078.00

Subtotal of additional federal funds included for this school: $404,576.00

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	$176,538.00

Subtotal of state or local funds included for this school: $176,538.00

Total of federal, state, and/or local funds for this school: $581,114.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	176,538.00
Title I	397,498.00
Title I Part A: Parent Involvement	7,078.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	51,279.00
1000-1999: Certificated Personnel Salaries	134,126.00
2000-2999: Classified Personnel Salaries	82,883.00
3000-3999: Employee Benefits	154,471.00
4000-4999: Books And Supplies	73,443.00
5000-5999: Services And Other Operating Expenditures	19,578.00
5700-5799: Transfers Of Direct Costs	57,334.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	51,750.00
3000-3999: Employee Benefits	LCFF	37,206.00
4000-4999: Books And Supplies	LCFF	42,922.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,500.00
5700-5799: Transfers Of Direct Costs	LCFF	24,160.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,000.00
0001-0999: Unrestricted: Locally Defined	Title I	51,279.00
1000-1999: Certificated Personnel Salaries	Title I	134,126.00
2000-2999: Classified Personnel Salaries	Title I	31,133.00
3000-3999: Employee Benefits	Title I	117,265.00
4000-4999: Books And Supplies	Title I	30,521.00
5700-5799: Transfers Of Direct Costs	Title I	33,174.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	7,078.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Erik Cross		X			
Ms. Veronica Silva		X			
Ms. Allyson Boylan		X			
Miss. Kaia Najjar					X
Mr. Michael Ventura	X				
Ms. Carla Schieldge		X			
Ms. Regina Mills				X	
Miss Maria Mereles Rios					X
Mr. Fernando Reyes Ramirez					X
Ms. Kristin Bloomer				X	
Mr. Josiah Mitchell				X	
Ms. Patricia Warren			X		
Ms. Michelle Oeth				X	
Ms. Bianca Albitres			X		
Numbers of members of each category:	**1**	**4**	**2**	**4**	**3**

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 11/16/23.

Attested:

	Principal, Michael Ventura on 11/16/23
	SSC Chairperson, Kaia Najjar on 11/16/23

Title I and LCFF Funded Program Evaluation

Goal #1:
Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Participate in staff development opportunities to support the implementation of the State Standards.			
Extra Duty Salary for additional student support and additional teacher support to improve instruction. Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Core Subjects and Saturday Study Sessions.			
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation.			
Substitutes for Teacher Collaboration and Trainings			
Participate in professional learning community release time to increase English Learner achievement.			
Salary & Benefits for .6 FTE ELD Teacher. and .4 FTE ELD Teacher			
Fund two Bilingual Paraprofessionals, 7 hour - school year, to provide support for ELD 1 and 2 level students in their EL class and core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students.			
AVID program additional support to increase graduation rate and college attendance.			
Ophelia Project support for transportation to visit a college and			

the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.			
Provide clerical support for counselors to allow more time to meet with students to increase graduation rate and percent of students meeting U.C. A-G requirements			
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.			
Student incentives for attendance and academics.			
Equity Teamwork			
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.			
Visual Arts & Performing Arts supplies			
Field trips and transportation costs			

Goal #2:
Increase parent involvement by providing beneficial conference opportunities

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Educate parents on how to understand graduation requirements and credit evaluation to ensure student success through parent grade level meetings throughout the year. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military options. Provide various tools necessary to ensure overall Student Success: tutoring schedules, test preparation websites, College informational websites, various handouts. Inform and train parents			

how to volunteer and participate in school programs. Provide a means for parents to participate in school activities. In addition, there will be a freshmen orientation program for all incoming freshmen students and parents. The counselors will increase the number of grade level parent meetings and parent conferences because we do not have a PTA or Academic Booster.			

Goal #3:

Maintain preparedness for emergency situations and basic emergency supplies in the classrooms such as emergency backpacks, update student locator lists, school maps, and updated class rosters. Decrease suspension rate for African American students. Increase overall attendance rate and school connectedness.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Our site will continue to work with the district staff to ensure the crash bars are routinely checked as well. Increase school connectedness through multiple activities/groups, including, but not limited to, Adopt-A-Freshman, Gentz Alliance, Kings Circle, FCA, BSU, GSA, and Peer counseling. Use restorative justice practices, such as conflict resolution, to help decrease the suspension rates, especially for African American students.			