



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	Brian T. Hendra

District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2020 - 6/30/2021
Schoolsite Council (SSC) Approval Date	5/12/20
Local Board Approval Date	6/23/20

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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 eighty two year history, it has seen many changes and much growth. Today, Palm Springs High School offers a comprehensive high school program to about 1650 students with about 73 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: 60% Hispanic, 21% white, 8% African- American, and 10% other with 100% of the students receiving free or reduced lunch in the 2019-20 school year. Throughout its history, Palm Springs High School has maintained its commitment to and 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). 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 eighteen Advanced Placement courses offered as well as the nineteen 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, arts and business. Alternatively, a student may seek a career focus by enrolling in one of our pathways: visual arts, performing arts or journalism. 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 Single 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 funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The PSHS 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.

Stakeholder 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 outlines in the By-Laws. Parent Representative vacancy notices are sent out via autodialer 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 autodialer is sent with the candidate names and notification of the voting process which takes place at Back to School Night (9/5/19) and for 2 days after during school hours. Teacher and Other 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 come up to the office to vote.(8/30/19 - 9/4/19). Student Representative vacancy notices are sent out to the student body via INN (Indian News Network). 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 (8/27/19 - 8/30/19). Once the council is set we have our first meeting and schedule later meetings. 2019-20

School Site Council meeting dates are as follows:

September 17th, 2019 Mandatory Training, Minute Review, Funding Request, Revised Spending Plan (Title 1 Additional Allocation), Data Review, Selection of Council Leadership and Meeting Dates

December 2nd, 2019 Minute Review, Safety Committee Review, Superintendent Talk Feedback, Data Review, Budget Review

February 24th, 2020 LCAP Stakeholder Meeting, Minute Review, Reallocation of LCFF and Title 1 Funds due to Staff Funding Change, Data Review, Panorama Survey Review, Freshmen Experience and 8th Grade Orientation Review, Budget Review.

May 12th, 2020 Minute Review, 2010-21 SPSA Presentation and Review, Budget Review.

ELAC Meetings were as follows: 9/18/19, 10/23/19, 2/5/20. At the September 18th meeting, the agenda items consisted of an overview of what ELAC is and the election of the representatives for the board. At the October 23rd meeting, officers were introduced, discussed the current plan and support for English Learners at PSHS, overview of integrated vs designated and what supplemental resources are available an needed such as attendance support, the website for the practice test for the ELPAC, the reclassification ceremony to be held at PSHS on November 15th, parental advice for English Language Learners, and reports from the SSC regarding ELAC. At the February 5th meeting there was discussion about the current plan and supports in place for English Learners at PSHS, review of the ELPAC and discussion of the scheduling of the ELPAC for students, parental advice, and a report from SSC.

PSHS Leadership meets monthly to review departmental needs assessments, resource inequities 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:

We will provide more opportunities for parents to get involved and being flexible when scheduling events that address the parents/students' schedules.

Also, the SSC discussed having more parent meetings to inform parents about key information for each grade level.

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 even other programs while maintaining their academics. Also, 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.

We have seen a consistent increase in University of California a-g completion rates. The rate for the class of 2012 was 33.3% schoolwide, which has grown to 46.9% for the class of 2016, 54.25% for the class of 2017 and 56% for the class of 2018. This growth has also included a narrowing of the achievement gap for our students: our African American students went from 24.4% of the students meeting the a-g requirements for the class of 2012 to 42.9% for the class of 2016 (the most recent data available for student groups) and our Hispanic students went from 23.5% for the class of 2012 to 40.4% for the class of 2016. The district averages A-G for the same classes are as follows: 2012 – 19.4%, 2016 - 36.3%, and 2017 – 39.31%. The Riverside county data is as follows: 2012 – 32.5% and 2016 – 44.3%. We worked with counselors to identify students who would be able to meet the U.C. A-G requirements and adjusted the schedules to allow students to meet them or repeat courses as necessary. The class of 2019's A-G completion rate was 61%.

For Advanced Placement (AP) courses we have increased participation and pass rates at the same time. The participation rates in the 2012/13 school year were significantly below the schoolwide populations for African American students, Hispanic students, and low Socio-Economic Status (Low SES). In the 2016/17 school year the rates have improved to the point where we have the Hispanic population, schoolwide at 60.1%, now participating at 59.25% (up from 35.7% in 2011/12). Our Low SES participation rate in 2011/12 was 45.71% and the participation rate for 2016/17 was 62.34% (our Low SES population in 2016/17 was 73.1%). We continue to work with our African American population to increase participation in Honors and AP courses, as our African American students represented 8.2% of our population in 2016/17 and we had a 2.16% participation rate in the AP exams. Students that scored a 3 or higher on AP exams was 322 students, 178 students were socially economically disadvantaged, 187 Hispanics, and 6 African Americans. In 2019 we had 53% of our students score 3 or higher on AP exams. The scores were as followed: 75% for ELs, 54.3% for Hispanics, 36.4% for African American, and 52.86 for social economically disadvantaged students.

Our graduation rate continues to improve. We had a school-wide graduation rate of 99.5% for the 2016/17 school year. Of the eight students who did not graduate in the 2015/16 school year, six of them were newcomers in their sophomore and junior years and needed an additional year to graduate. These six students stayed with us and graduated at the end of the 2016/17 school year. Our African American students have led the way this past three years with a 100% graduation rate (2014/15, 2015/16, and 2016/17). Our lowest graduation rate in 2015/16 was our English Learner population (we do not have the data for the ELL population yet for 2016/17). They are now at a graduation rate of 91.4% (this is lower than other rates due to the six students graduating in 2016/17 instead of with their class (2015/16). Our Students with Disabilities population went from a graduation rate of 78.79 rate in 2011/12 to a rate of 96.6% in 2015/16. Our Hispanic population went from a graduation rate of 92.11% in 2011/12 to 96.3% in 2015/16. Again the six students who needed an additional year to graduate were part of the Hispanic population. Our Low SES population went from a 92.42 graduation rate in 2011/12 to a rate of 96.7% in 2015/16. Our graduation rate continues to improve and maintain above the 95 percentile in for all students, which a percentage of 96.7. Our student group of students with disabilities was 90.9%, EL was 91.3%, and our African American group was 97.5%. We have continued to maintain a high percentage year after year of students graduating. The class of 2019 graduated with 406 students with a total 96.5%. However, there was a decline for our EL students of 6.2, students with disabilities declined by 10.2, and our socioeconomically disadvantaged students dropped by 1.9.

Our school has continued to improve the CAASPP scores with a growth rate of 8% in both ELA and math. While we still have room to grow, we feel the growth in both areas is significant. This past year over Spring

Reflections: Success

Break, the math department held a math boot camp for our 11th grade students to help prepare them for the upcoming math CAASPP test. We have continued to support the collaboration in both departments by providing additional time for vertical and horizontal alignment in the summer and during the school year with subs for full-day planning sessions. The math department has completed their vertical alignment and has developed common final exams to assure students have mastered the key standards. They have also aligned their grading policies. Even with the increase in expectations, the math department had a decrease in students with a "D" or "F" at the end of the first semester by more than 3.5% this year over last year. The decrease in the percent of students failing was almost 7%. They are now developing common assessment items for each unit. The English department will continue their work on the change in the vertical alignment piece. Once the vertical alignment is complete they will move to the horizontal alignment.

Our growth with English Learners over the past three years has been exceptional. In looking at the percent of English Learners (ELs) who made progress towards English proficiency, we went from 60.1% of ELs demonstrating progress in 2015, to 79.5% in 2016, to 92.9% in 2017. There were 213 EL students in 2019 and was an increase from the previous year. In 2019, 10/213 EL students were RFEPed, which was 5.2% of our EL population.

There was an increase of 5.5 for EL students meeting the College/Career indicator. For homeless, socioeconomically disadvantaged, Whites, Hispanics and students with disabilities there was an increase in meeting the College/Career indicator, but a decline of 11 points for African American students.

In the area of graduation, there was a decline for Hispanics of 2.1, Whites a decline of 2.4, a decline for socioeconomically disadvantaged of 1.9, and students with disabilities of 10.2. However, there was an increase of 6.1 for homeless students.

Three key progress areas PSHS is proud of is the increase in our CAASPP scores, our graduation rate, and our college/career rates. Due to COVID-19, we are aware that our A-G rates will not reflect what our students are capable of accomplishing and will continue to increase.

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?

- For graduation rate we have all student groups meeting the standard. The one student groups that is at high (all other groups are at Very High) is our English Learners, at 91.4%. The reason for this lower rate is that there were 6 English Learners who entered the country in their sophomore and junior years who needed another year to meet graduation requirements. The students did stay an additional year and graduated in 2017. In 2018, there was 403 students that graduated with a total of 96.7%. We had two EL students return in the beginning of the year. One moved to adult school and the other student will be graduating with us in May 2019. However, the state data is based on a four-year cohort.

Reflections: Identified Need

Our growth with English Learners over the past three years has been exceptional. In looking at the percent of English Learners (ELs) who made progress towards English proficiency, we went from 79.5% in 2016, to 92.9% in 2017. For the 2018-2019 school year, we started the year with 209 EL students and increased to 213 students in 2019-2020, there is much work that needs to be done in reclassifying our students. We will need to revamp the support is the designated and integrated classes, which will be evident in our master schedule for 2020-2021.

- Our suspension rates show need for improvement in two student groups: African American students and Socially Economically Disadvantaged students. With our Special Education population the suspension rate declined significantly, while our suspension rate for African American students increased.

With an A-G completion rate of 61% for 2019, we will explore all options and utilize all available resources to ensure our A-G surpasses 61%, which will include more parent nights and conferences with students to educate them about the importance of A-G.

Although COVID-19 happened, our site still needs to focus on the number of students that meet the A-G requirements, which means that our counseling team will be utilizing the FAR report more diligently for the 2020-2021 school year.

- Our Chronic Absenteeism rates are as followed: Hispanic (Hisp): 14%, African American (AA): 21.2%, Socioeconomically Disadvantaged (SED): 15.8%, and Students with Disabilities (SWD): 31.1%.
- In the category of College and Career readiness, we have two populations that are significantly lower than the rest: English Learners and Special Education Students. In 2019 our overall percentage was 13.8. Our students with disabilities represented the largest of students with attendance issues. The goal for 2020-2021 will be to ensure that students with disabilities have the necessary support within their daily school schedule and support outside their school day.

Our school has declined in CAASPP scores and universities and community colleges use multiple measure for entrance, which include the CAASPP scores. with a growth rate of 8% in both ELA and math.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.63%	0.84%	0.81%	11	14	13
African American	8.43%	7.9%	7.19%	148	131	116
Asian	1.60%	1.21%	1.43%	28	20	23
Filipino	5.64%	5.85%	5.39%	99	97	87
Hispanic/Latino	60.57%	61.9%	64.72%	1063	1,027	1,044
Pacific Islander	0.17%	%	0.19%	3		3
White	20.63%	19.59%	17.61%	362	325	284
Multiple/No Response	%	%	2.67%			0
Total Enrollment				1755	1,659	1,613

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	472	420	446
Grade 10	452	449	401
Grade 11	431	372	386
Grade 12	400	418	380
Total Enrollment	1,755	1,659	1,613

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	220	193	213	12.5%	11.6%	13.2%
Fluent English Proficient (FEP)	639	621	610	36.4%	37.4%	37.8%
Reclassified Fluent English Proficient (RFEP)	22	39	10	9.7%	17.7%	5.2%

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1659	81.2	11.6	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.






2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	193	11.6
Foster Youth	1	0.1
Homeless	89	5.4
Socioeconomically Disadvantaged	1347	81.2
Students with Disabilities	104	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	131	7.9
American Indian	14	0.8
Asian	20	1.2
Filipino	97	5.8
Hispanic	1027	61.9
Two or More Races	45	2.7
White	325	19.6

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

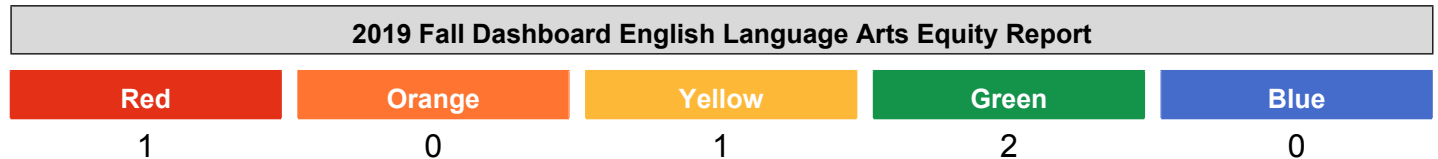
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 25.6 points above standard Maintained ++2.7 points 336	English Learners  Red 76 points below standard Declined -11.4 points 52	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Green 17.8 points above standard Increased ++12.9 points 269	Students with Disabilities  No Performance Color 139.8 points below standard Declined Significantly -34.8 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 4.6 points above standard Increased Significantly ++32.9 points 19	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color 66.1 points above standard Increased Significantly ++25.1 points 17
Hispanic  Yellow 8 points above standard Declined -3.3 points 203	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color 0 Students	White  Green 71.9 points above standard Increased ++9.7 points 80

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 109.4 points below standard Declined Significantly -26.3 points 34	Reclassified English Learners 12.9 points below standard Increased Significantly ++29.1 points 18	English Only 36.9 points above standard Increased ++12.3 points 179
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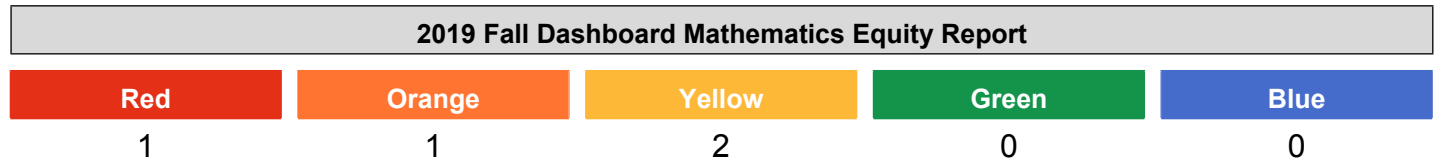
School and Student Performance Data

Academic Performance Mathematics






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










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 58.2 points below standard Declined -5.9 points 332	English Learners  Red 145.7 points below standard Declined -3.4 points 52	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Yellow 70.6 points below standard Increased ++4.2 points 265	Students with Disabilities  No Performance Color 235.5 points below standard Declined Significantly -38.6 points 25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 67.7 points below standard Increased Significantly ++46.4 points 18	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color 16.9 points above standard Increased Significantly ++36.6 points 16
Hispanic  Orange 81.4 points below standard Declined -10.8 points 203	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander	White  Yellow 4.7 points below standard Maintained ++1.6 points 78

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

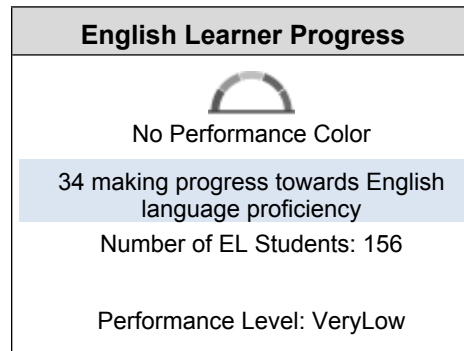
Current English Learner 175.1 points below standard Declined -11.3 points 34	Reclassified English Learners 90.2 points below standard Increased Significantly ++26 points 18	English Only 43.2 points below standard Maintained -2.7 points 176
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School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
52	51	6	47

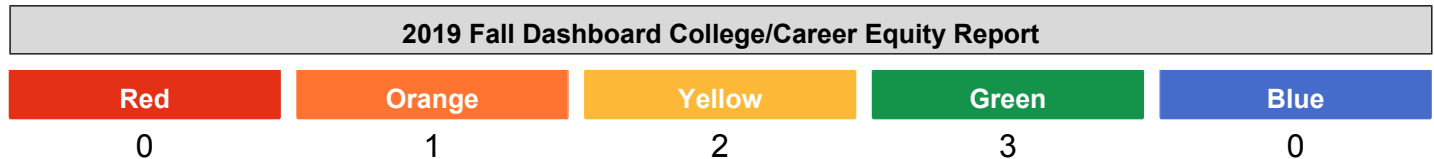
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 35.7 Declined -11 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 64.7 Increased +7.6 34
Hispanic	Two or More Races	Pacific Islander	White
 Green 52.4 Increased +4 246	 No Performance Color 72.7 11	 No Performance Color 0 Students	 Green 68.3 Increased +7.3 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

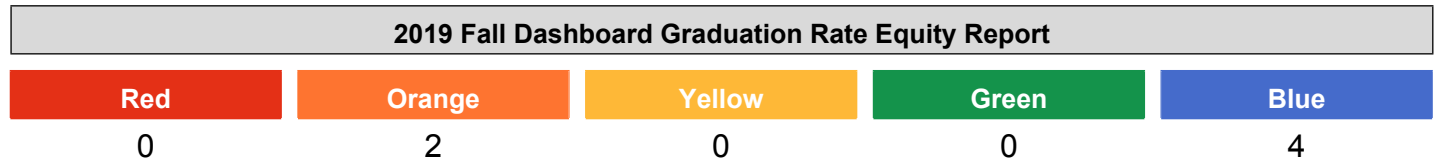
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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  Blue 96.5 Declined -2 427	English Learners  Orange 88.7 Declined -6.2 53	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color 97.4 Increased +6.1 38	Socioeconomically Disadvantaged  Blue 96.4 Declined -1.9 361	Students with Disabilities  Orange 86.7 Declined -10.2 30

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 100 Maintained 0 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 97.1 Declined -2.9 34
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.6 Declined -2.1 248	 No Performance Color 90.9 11	 No Performance Color 0 Students	 Blue 97.6 Declined -2.4 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

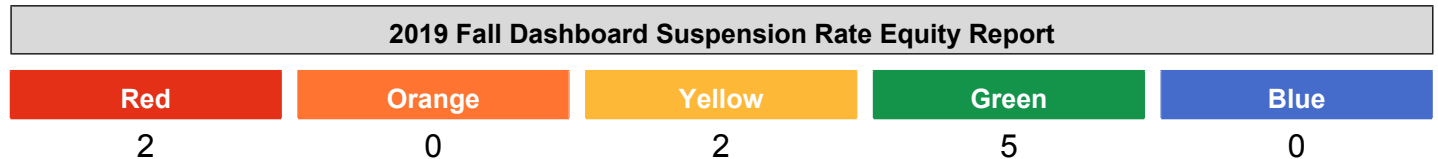
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.1 Declined -0.4 1770	English Learners  Yellow 5.2 Maintained -0.1 211	Foster Youth  No Performance Color Less than 11 Students - Data Not 6
Homeless  Green 5.5 Declined -1.4 91	Socioeconomically Disadvantaged  Green 4.7 Declined -0.3 1441	Students with Disabilities  Red 16 Increased +3.1 125

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 14.3 Increased +0.8 147	American Indian  No Performance Color 0 Declined -8.3 14	Asian  No Performance Color 4.5 Increased +4.5 22	Filipino  Green 1 Maintained 0 99
Hispanic  Green 2.9 Declined -0.5 1094	Two or More Races  Yellow 7.4 Declined -3.5 54	Pacific Islander	White  Green 4.1 Declined -0.5 340

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.5	4.1

Annual Review and Update

SPSA Year Reviewed: 2019-20

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))	All students will move up by +3. English Learners would move from -60.4 to -58.4, which will be an increase, but still in Orange Hispanics would increase from 11.2 to 13.2, but will still remain in the yellow African American would increase from 68.3 to 71.3 Socioeconomically Disadvantaged would move from 5 to 7, remain in the medium and in yellow Students with Disabilities would move from 47.1 to 50.1 This is still a need for the following year.	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>25.6 points above standard</td><td>Maintained ++2.7 points</td></tr><tr><td>EL</td><td>Red</td><td>76 points below standard</td><td>Declined -11.4 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>8 points above standard</td><td>Declined -3.3 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td>4.6 points above standard</td><td>Increased Significantly ++32.9 points</td></tr><tr><td>SED</td><td>Green</td><td>17.8 points above standard</td><td>Increased ++12.9 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>139.8 points below standard</td><td>Declined Significantly -34.8 points</td></tr></table>				St. Group	Color	DFS/Percentage	Change	All	Yellow	25.6 points above standard	Maintained ++2.7 points	EL	Red	76 points below standard	Declined -11.4 points	Hisp	Yellow	8 points above standard	Declined -3.3 points	AA	No Performance Color	4.6 points above standard	Increased Significantly ++32.9 points	SED	Green	17.8 points above standard	Increased ++12.9 points	SWD	No Performance Color	139.8 points below standard	Declined Significantly -34.8 points
St. Group	Color	DFS/Percentage	Change																														
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SED	Green	17.8 points above standard	Increased ++12.9 points																														
SWD	No Performance Color	139.8 points below standard	Declined Significantly -34.8 points																														
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All students will move up by +3 to 55.4 and stay in the green English Learners would move from -142.5 to -139.5, but remain in the orange Hispanics would increase from -70.5 to -67.5 and remain in yellow African American would move from -47.4 to -43.4 and remain in the low category Socioeconomically Disadvantaged would move from -74.8 to -71.8 and remain in the yellow Students with Disabilities would increase from -183.4 to 180.4 and remain very low This is still a need for the following year.	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>58.2 points below standard</td><td>Declined -5.9 points</td></tr><tr><td>EL</td><td>Red</td><td>145.7 points below standard</td><td>Declined -3.4 points</td></tr><tr><td>Hisp</td><td>Orange</td><td>81.4 points below standard</td><td>Declined -10.8 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td>67.7 points below standard</td><td>Increased Significantly ++46.4 points</td></tr><tr><td>SED</td><td>Yellow</td><td>70.6 points below standard</td><td>Increased ++4.2 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>235.5 points below standard</td><td>Declined Significantly -38.6 points</td></tr></table>				St. Group	Color	DFS/Percentage	Change	All	Yellow	58.2 points below standard	Declined -5.9 points	EL	Red	145.7 points below standard	Declined -3.4 points	Hisp	Orange	81.4 points below standard	Declined -10.8 points	AA	No Performance Color	67.7 points below standard	Increased Significantly ++46.4 points	SED	Yellow	70.6 points below standard	Increased ++4.2 points	SWD	No Performance Color	235.5 points below standard	Declined Significantly -38.6 points
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SWD	No Performance Color	235.5 points below standard	Declined Significantly -38.6 points																														

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
California School Dashboard - English Learner Progress Indicator (ELPI)	<p>All English Learner level would increase by 1%: Level 1: From 12.9 to 13.9% Level 2: From 24.7 to 34.7% Level 3: From 39.8% to 40.8% Level 4: From 22.6% to 23.6%</p> <p>Overall, the ELPI will increase by 1% from 34% to 35%</p>	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 34%																												
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2020-2021.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 10 (5.2%)																												
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>All student groups would increase by a minimum of 1% All students will go from 96.7 to 97.7 remain very high and in blue English Learners would increase from 91.3 to 92.3 remain high and in green Hispanics would increase from 97 to 98 remain very high and in blue African American would move from 97.5 to 98.5 remain very high and in the blue Socioeconomically Disadvantaged would move from 96.1 to 97.1 remain very high and in blue Students with Disabilities would increase from, 90.9 remain very high and in blue</p> <p>CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2019-2020 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2019-2020 data.</p>	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Blue</td><td>96.5</td><td>Declined -2</td></tr><tr><td>EL</td><td>Orange</td><td>88.7</td><td>Declined -6.2</td></tr><tr><td>Hisp</td><td>Blue</td><td>95.6</td><td>Declined -2.1</td></tr><tr><td>AA</td><td>Blue</td><td>100</td><td>Maintained 0</td></tr><tr><td>SED</td><td>Blue</td><td>96.4</td><td>Declined -1.9</td></tr><tr><td>SWD</td><td>Orange</td><td>86.7</td><td>Declined -10.2</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Blue	96.5	Declined -2	EL	Orange	88.7	Declined -6.2	Hisp	Blue	95.6	Declined -2.1	AA	Blue	100	Maintained 0	SED	Blue	96.4	Declined -1.9	SWD	Orange	86.7	Declined -10.2
St. Group	Color	DFS/Percentage	Change																											
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SED	Blue	96.4	Declined -1.9																											
SWD	Orange	86.7	Declined -10.2																											
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 1.5% from 2019-2020 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 2% from 2019-2020 levels.	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%																												

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Socioeconomically Disadvantaged (SED)																														
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Increase to or maintain CTE program completion rate at 95.0% or higher for 2020-2021.	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course																												
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2019 percentage by 2%. Increase African American student group results by 5% from 2019 levels.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 53.0% English Learners (EL) - 75.0% Hispanic (Hisp) - 54.3% African American (AA) - 36.4% Socioeconomically Disadvantaged (SED) - 52.8%																												
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All students will go from 51.5 to 54.5 and maintain in the yellow English Learners would move from 18.4 to 21.4 and stay in orange Hispanics would increase from 48.2 to 51.2 and remain in the yellow African American would move from 46.7 to 49.7 and maintain in the increased sig. Socioeconomically Disadvantaged would move from 49.1 to 52.1 to 55.1 and move to green CDE DataQuest 4 year Graduation Cohort data: Increase a minimum of 3% for all students and equitably reported student groups from 2018-2019 data.	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>56</td><td>Increased +4.4</td></tr><tr><td>EL</td><td>Yellow</td><td>25</td><td>Increased +5.5</td></tr><tr><td>Hisp</td><td>Green</td><td>52.4</td><td>Increased +4</td></tr><tr><td>AA</td><td>Orange</td><td>35.7</td><td>Declined -11</td></tr><tr><td>SED</td><td>Green</td><td>52.9</td><td>Increased +3.7</td></tr><tr><td>SWD</td><td>Yellow</td><td>13.3</td><td>Increased +4</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	56	Increased +4.4	EL	Yellow	25	Increased +5.5	Hisp	Green	52.4	Increased +4	AA	Orange	35.7	Declined -11	SED	Green	52.9	Increased +3.7	SWD	Yellow	13.3	Increased +4
St. Group	Color	DFS/Percentage	Change																											
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Hisp	Green	52.4	Increased +4																											
AA	Orange	35.7	Declined -11																											
SED	Green	52.9	Increased +3.7																											
SWD	Yellow	13.3	Increased +4																											
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: 100%	Williams Textbook/Materials Compliance: 100%																												

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extra Duty for collaboration time for English, Math, Science and World Languages.	Teachers were paid extra duty for the following: Integrated 1 Lesson Planning assistance, AP Test Preparation, Math Credit Recovery and Grade Improvement classes, Spanish Tutoring, Chemistry Collaborative lesson planning.	Extra Duty/Salary & Benefits for Collaboration and Training in Math, English, Science and World Languages 1000-1999: Certificated Personnel Salaries Title I 8814.00	Extra Duty/Salary & Benefits for Collaboration and Training in Math, English, Science and World Languages 1000-1999: Certificated Personnel Salaries Title I 6115.00
Participate in Staff Development opportunities to support the implementation of the CC standards and Teacher/ Departmental Collaboration.	Counselors took part in College Board, FAFSA, ACT, UC, HS Counselor Leadership and CSU conferences to better prepare college bound students. The entire Math department participated in the Solution Tree All Things Assessment Conference in August 2019. Two Administrators were sent to the RCOE 504 Guidelines Workshop. One of our Physics Teachers took part in the Southern California Association of Physics Teachers Conference as well as the PhysicsCon Convention. We sent an Administrator to the California Positive Behavior and Interventional Supports Conference. Prior to the pandemic we were sending a counselor to the College Board Historically Black Colleges and Universities Conference and various teachers to other year end conferences and trainings that have been cancelled	Professional Development 5000-5999: Services And Other Operating Expenditures Title I 27243.00	Professional Development 5000-5999: Services And Other Operating Expenditures Title I 18755.00
		Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 9694.00	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 9694.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday study sessions for AP classes and ELD Reading test (ELA) preparation pull out.	Teachers were provided with additional time for lesson planning preparation prior to Semester 1 and Semester 2. Preparing classrooms to demonstrate the vision towards equity for all students. Department chairs also were give extra time to work with P1 and P2 teachers with lesson planning and increase in classroom rigor.	Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction. 1000-1999: Certificated Personnel Salaries Title I 8814.00	Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction. 1000-1999: Certificated Personnel Salaries Title I 8529.00
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. Students will also be recognized for attending the state mandated tests.	Attendance Award and Academic Award Shirts, Motivational Speakers, Incoming Freshmen Shirts,	Student Incentives for Attendance and Academics 4000-4999: Books And Supplies LCFF 15846.00	Student Incentives for Attendance and Academics 4000-4999: Books And Supplies LCFF 19264.00
Purchase Technology to Increase the Availability for access by students and teachers	Technology purchased for site and classrooms includes: Viewsonic for the conference room to be used by teachers, administrators and parents for IEPs, SST, teacher conferences etc..., etching press for the visual arts department, technology for the dance and choir rooms.	Increase the availability of technology in the classroom 4000-4999: Books And Supplies Title I 14196.00 Increase the availability of technology in the classroom 4000-4999: Books And Supplies LCFF 5000.00	Increase the availability of technology in the classroom 4000-4999: Books And Supplies Title I 15931.00 Increase the availability of technology in the classroom 4000-4999: Books And Supplies LCFF 6769.00
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas.	Purchases were made for; Physical Education, Performing Arts and English Departments.	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas.	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies LCFF 20050.00	4000-4999: Books And Supplies LCFF 24278.00
		Purchases made for Annual Freshmen Orientation 4000-4999: Books And Supplies LCFF 5000.00	Purchases made for Annual Freshmen Orientation 4000-4999: Books And Supplies LCFF 3977.00
Provide an additional ELD teacher to meet the designated requirement of the ELD Framework. We are continuing to implement a full-inclusion program with an additional ELD teacher. We will have the two ELD teachers team teach the grade-level English class and have the ELD teacher keep the ELD students for a second period blocked with the English course.	Karin Cheng - ELD teacher hired to provide Designated ELD instruction.	Supplemental ELD teacher salary 1.0 FTE 1000-1999: Certificated Personnel Salaries Title I 68097.00	Supplemental ELD teacher salary 1.0 FTE 1000-1999: Certificated Personnel Salaries Title I 69714.00
		Supplemental ELD teacher salary 1.0 FTE 3000-3999: Employee Benefits Title I 30801.00	Supplemental ELD teacher salary 1.0 FTE 3000-3999: Employee Benefits Title I 30801.00
Substitutes for staff to participate in Training and Collaboration opportunities to support the implementation of the CC standards,	Substitutes for Departmental Collaborations, Leadership Team Meetings, CAMBIO Equity Team Pull Out Days,	Substitutes for Teacher Collaboration and Training 5700-5799: Transfers Of Direct Costs Title I 5900.00	Substitutes for Teacher Collaboration and Training 5700-5799: Transfers Of Direct Costs Title I 6438.00
		Substitutes for staff to participate in Staff Development opportunities to support the implementation of the CC standards. 5700-5799: Transfers Of Direct Costs Title I	Substitutes for staff to participate in Staff Development opportunities to support the implementation of the CC standards. 5700-5799: Transfers Of Direct Costs Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		9350.00	6534.00
		Participate in Professional Learning Community release time to increase EL achievement 5700-5799: Transfers Of Direct Costs Title I 2000.00	Participate in Professional Learning Community release time to increase EL achievement 5700-5799: Transfers Of Direct Costs Title I 1328.00
Fund a Bilingual Paraprofessional, 7 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students. Fund a Bilingual Paraprofessional, 5.75 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes.	Maria Gomez and Brenda Saucedo both assist with ELD students and newcomers.	Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year 2000-2999: Classified Personnel Salaries Title I 55240.00	Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year 2000-2999: Classified Personnel Salaries Title I 55240.00
		Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year 3000-3999: Employee Benefits Title I 32897.00	Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year 3000-3999: Employee Benefits Title I 32897.00
AVID program additional support to increase graduation rate and college attendance.	The AVID department only used limited funds this year, Most were actually used for substitutes for collaboration and light refreshments for AVID tutoring. The college trip planned for May was cancelled due to school closure. They do get funding from the district CTE department	Transportation for college visits for AVID classes. 5000-5999: Services And Other Operating Expenditures LCFF 1500.00	Transportation for college visits for AVID classes. 5000-5999: Services And Other Operating Expenditures LCFF 460.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Graduation stoles were purchased. The Annual Awards Ceremony was cancelled due to COVID-19.	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. 5000-5999: Services And Other Operating Expenditures LCFF 179.00
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	Irene Canales provides clerical and administrative support to the counseling office.	10.25 month 8 hour Office Specialist Salary & Benefits to assist with clerical duties in the counseling office. 2000-2999: Classified Personnel Salaries LCFF 68708.00	10.25 month 8 hour Office Specialist Salary & Benefits to assist with clerical duties in the counseling office. 2000-2999: Classified Personnel Salaries LCFF 68708.00
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.	Projection Systems for the last round of classes at PSHS. Document Cameras for classes. New Laptops for Administration and TEP Specialist. Classroom laptops, Teacher camera (Swivl). Additional advanced cameras were purchased for the Video Production Class. An Etching Press was purchased for the Visual Arts department.	Purchase technology to increase availability for access by students and teachers. The goal is to provide a standard level of technology in each classroom: Teacher computer, printer, ELMO, and Mobi pad. This year we continue to focus on the LCD projectors with this money. 4000-4999: Books And Supplies Title I 15796.00	Purchase technology to increase availability for access by students and teachers. The goal is to provide a standard level of technology in each classroom: Teacher computer, printer, ELMO, and Mobi pad. This year we continue to focus on the LCD projectors with this money. 4000-4999: Books And Supplies Title I 15932.00
Consultant Fees for Cambio Group and cultural events	The Cambio group was contracted and spent 3 days with the selected PSHS equity group.	Professional Development - Cambio Group Cultural Literacy Instruction that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures	Professional Development - Cambio Group Cultural Literacy Instruction that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 3000.00	LCFF 3000.00
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Additional hours were scheduled for the Library Technician to work with the additional technology in the Library and to allow the Librarian time to be in classrooms.	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 10000.00	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 5117.00
Bus Passes	260 bus passes were purchased for students that are unable to get to school via their parents/guardians.	Provide bus passes to students, who need assistance with transportation to and from school. Also, the the bus passes will enable Foster/Homeless to attend school regularly. In addition, the bus passes will be used to increase graduation rates. 5800: Professional/Consulting Services And Operating Expenditures LCFF 6240.00	Provide bus passes to students, who need assistance with transportation to and from school. Also, the the bus passes will enable Foster/Homeless to attend school regularly. In addition, the bus passes will be used to increase graduation rates. 5800: Professional/Consulting Services And Operating Expenditures LCFF 6240.00
Visual Art supplies	The art department (3 teachers) were able to use these funds to buy long needed art supplies for their classes.	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 6090.00	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 6091.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Field trips and transportation	Field trips were planned for students that would normally not be able to take trips due to lack of funding. College Visits, UCLA Hammer Museum, Redlands University. Pasadena Jet Propulsion Laboratory.	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. 5700-5799: Transfers Of Direct Costs LCFF 10000.00	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. 5700-5799: Transfers Of Direct Costs LCFF 9077.00
AP Tests	As of 5/6/20 due to the COVID-19 pandemic we are not sure what this cost will be.	Provide students fees for AP Testing in May 2020 5800: Professional/Consulting Services And Operating Expenditures Title I 20000.00	Provide student fees for AP Testing in May 2020 5800: Professional/Consulting Services And Operating Expenditures Title I
Online Subscriptions & Licenses	Purchased Edulastic licenses for the Math department, EBSCO for the site, Moby Max License for Special Ed, and sitewide MOBI software update	On Line Subscriptions and Licenses to improve research and citation. 5800: Professional/Consulting Services And Operating Expenditures Title I 5227.00	On Line Subscriptions and Licences to improve research and citation. 5800: Professional/Consulting Services And Operating Expenditures Title I 5815.00

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 outlined above, there was a significant decrease in the number of proficient EL students. Although, the focus of the counseling department was to provide more individualized plans with the assistance of the clerical support, there was an increase of newcomers to our site, which didn't allowed for the individualized plans as planned. With the purchase of the bus passes, our attendance rates increased, which meant more students in the classes received the necessary instruction needed to be successful. There were a number of field trips scheduled to various colleges and other educational sites, but did not take place due to lack of funding. The art department was able to purchase the needed supplies for their students as well as the technology purchased for the math department. Lastly, the projection systems purchased for the classes afforded teachers to provide instruction with the use of this technology.

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

One major difference was the amount budgeted for AP testing, but was not utilized due to the COVID-19 pandemic. Although, the Cambio group was added an additional year, we were not able to utilize the assistance of the Cambio group throughout the year due to COVID-19 as well. There was an increase in the amount of online subscriptions and/or licenses to improve research and citation ability and additional technology for various departments. Due to COVID-19 pandemic, the additional hours for the Library Technician were not utilized as well as the substitutes for teacher collaboration.

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 be the continued funding to support pullout time for teacher collaboration, coaching periods, professional development, and testing, which incorporate more money being allocated to meet the needs of our students.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2 – Parent Engagement

Increase parent involvement by providing a Parent Center, child care for parent meetings, and Spanish translation services for parents at meetings.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2019-2020 rates by 1% or maintain 95% or better attendance rate. Increase AA and SWD student group attendance rates by 2% from 2019-2020 rates.	Student Attendance Rates All Students (ALL) - 95% Hispanic - 95.6% African American (AA) - 93.6% English Learner (EL) - 95.2% Students with Disabilities (SWD) - 91.5%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Improve overall and each student group chronic absenteeism rates drop from 2020-2021 by 1%. All Students from 13.8 to 12.8% Hispanic from 11.6% to 10.6% Socioeconomically Disadvantaged from 14.3 to 13.3% Students with Disabilities from 26.1% to 25.1%	Chronic Absenteeism Rates All Students (ALL) - 13.8% English Learner (EL) - 12.8% Hispanic (Hisp) - 11.6% African American (AA) - 27.1% Socioeconomically Disadvantaged (SED) - 14.3% Students with Disabilities (SWD) - 26.1%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2019-2020. Decrease EL and Socioeconomically Disadvantaged subgroup rates by 1% from 2019-2020 data for 2020-2021. All Students from 1.2% to 0.2% English Learner from 3.8% to 2.8% African American maintain at 0% Socioeconomically Disadvantaged from 1.1% to 0.1%	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) - 1.1% Students with Disabilities (SWD) - 0
Family School Connectedness via Panorama Family Climate Survey	2019-2020 set the baseline for Family Connectedness, which is determined using the Sense	Family School Connectedness via Panorama Family Climate Survey

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system. Increase the number of students by 1% that feel connected based on the result of the 2019-2020 Family School Connectedness data. All Students from 90% to 91% Hispanics from 90% to 91% African American from 85% to 86%	All Students (ALL) - 90% Hispanic (Hisp) - 90% African American (AA) - 85%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 including freshmen students and parents. The counselors will increase the	Translations for Parent meeting hosted by the counseling department about A-G requirements, FAFSA, senior scholarship, and graduation requirements.	Child care and translation for parent meetings. Salary & Benefits 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 4266.00	Child care and translation for parent meetings. Salary & Benefits 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 38.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
number of grade level parent meetings and parent conferences because we do not have a PTA or Academic Booster.			
Materials & Supplies for Parent Center	No materials were purchased	Materials & Supplies for Campus Parent Center and for use in parent meetings and events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1540.00	Materials & Supplies for Campus Parent Center and for use in parent meetings and events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0.00
Light Refreshments for Parent and School Site Council Meetings	9/10/19 Light snacks for Parent HERO Training Meeting. 12/2/19 Light snacks for School Site Council Meeting	Supplies for Parent Center and for Parent Events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500.00	Supplies for Parent Center and for Parent Events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 539.00

Analysis

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

In terms of the ensuring families felt connected to the school, there was a decrease in the number of African American families and overall all families. Due to the lack of funding such as the College and Career Block Grant money, we were not successful in enticing the number of parents that we previously did in 2018-2019 school year to attend the parent meetings. Students and parents were warming up to the counseling staff, which was a shift from 2018-2019 school year, so there had been evidence that the number of students reaching out to their counselors was at least 4-5 times a year based on the responses from the counseling request form. In addition, one of the counselors implemented a cohort group that focused on African Americans, which grew in size by the end of the first semester. There weren't any parent meeting held, but information regarding the focus group was sent home for a parent signature.

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

The difference in the total actual amount of expenditures from 2019-2020 compared to what was proposed for the child care and translations for parent meetings was significantly different due to COVID-19. In addition, there is a difference in the amount of money spent versus the proposed amount for materials and supplies for the campus parent center and the use of materials and supplies in parent meetings and events due to COVID-19 as well.

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.

Based on the panorama survey, it is evident that there is a need to reach out to the families, so they can feel connected to PSHS. One big goal for 2020-2021 will be to increase each of the overall rates and subgroup rates by 1% instead of 2% because we were not able to obtain the 2% decreased in 2018-2019. Also, one of the biggest changes will include more parent meetings with the students/parents communities that are scheduled when parents can attend the meetings. Also, we will be looking into more opportunities for parents to volunteer and notifying all parents, so all parents have equal access to the various volunteer positions.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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																												
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Target for Suspension Rate will decrease by 0.3% or more for all student groups. All students will move from 4.2 to 3.9 to remain in green English Learner will move from 5.2 to 4.9 remain in yellow Hispanic will move from 2.9 to 2.7 and remain in green African American will move from 14.3 to 14.1 and remain in the red Socioeconomically Disadvantaged (SED) will move from 4.7 to 4.5 and remain in green Students with Disabilities (SWD) will move from 16 to 15.8 and remain in red	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>4.1</td><td>Declined -0.4</td></tr><tr><td>EL</td><td>Yellow</td><td>5.2</td><td>Maintained -0.1</td></tr><tr><td>Hisp</td><td>Green</td><td>2.9</td><td>Declined -0.5</td></tr><tr><td>AA</td><td>Red</td><td>14.3</td><td>Increased +0.8</td></tr><tr><td>SED</td><td>Green</td><td>4.7</td><td>Declined -0.3</td></tr><tr><td>SWD</td><td>Red</td><td>16</td><td>Increased +3.1</td></tr></table>	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
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																											
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0% EL: maintain under 0% Hlsp: maintain under 0% AA: decline to under 0% SED: maintain under 0% SWD: decline to under 0%	Expulsion Rates All Students (ALL) - 0.45% English Learner (EL) - 0 Hispanic (Hisp) -0.55% African American (AA) - 1.36%																												
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	2019-2020 set the baseline for School Connectedness and the goal is to increase the number of students by 2% that feel connected based on the result of the 2019-2020 School Connectedness data. All students will increase from 53% to 55%	Panorama Survey - School Connectedness All Students (ALL) - 53% English Learner (EL) - 58% Hispanic (Hisp) - 53% African American (AA) - 41%																												

Metric/Indicator	Expected Outcomes	Actual Outcomes
SED:	EL will increase from 58% to 60% AA will increase from 41% to 43% Hisp will increase from 53% to 55%	
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	2019-2020 set the baseline for School Safety and the goal is to increase the number of students by 1% to 5% that feel safe based on the result of the 2019-2020 safety data.	Panorama Survey - School Safety All Students (ALL)- 68% English Learner (EL) - 70% Hispanic (Hisp) - 71% African American (AA) - 64%
Williams Facilities Inspection Results	Maintain 100% for Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%

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.	Additional emergency supplies were purchased including the Raptor technology program. We also created an Emergency Procedure sheet for each classroom.	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 2450.00	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 1150.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Safe House "Cup of Happy" on campus availability to provide student social-emotional support.	The "Cup of Happy" program from Safe House of the Desert was not implemented weekly.	Weekly availability of "Cup of Happy" from Safe House during lunch. 0.0	Weekly availability of "Cup of Happy" from Safe House during lunch. 0.0
H.E.R.O. drills and monthly classroom scenario discussions.	H.E.R.O. scenarios were done 4 times throughout the year.	Quarterly drills and monthly H.E.R.O. scenarios for classroom discussion. 0.0	Quarterly drills and monthly H.E.R.O. scenarios for classroom discussion. 0.0

Analysis

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

Our 9th grade class of students were predominately more engaged in arguments and physical altercations, which resulted in the higher numbers for 2019-2020, students were not feeling connected, or feeling safe. After trying various PBIS strategies and restorative practices, the number of altercations increased, which led to the rise of suspensions. In addition, there was a collaborative approach with the staff to build relationships with our students especially the 9th graders, which slowed down the number of physical altercations. The use of the Raptor program was a great contribution to ensuring our students and staff are safe. Lastly, window covers were being installed for in the event of an active shooter.

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

The difference between the intended budgeted expenditure versus the actual expenditure for the emergency supplies was due to we didn't need to order a lot emergency supplies as intended to restock the supplies we currently have in stock.

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

The metric percentage for students feeling connected was decreased from 3% to 2%. In addition, we will be working with a group of mentors to assist in decreasing the number of suspensions and expulsions and increase the number of students that feel connected to our school and feel safe. Also, we will be looking at outside agencies to address the needs of our African American students. If there is a cost for this partnership, revisions to the SPSA will take place in the fall.

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 students will graduate high school with the academic and technical skills necessary for college and career readiness.

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.

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	Yellow	25.6 points above standard	Maintained ++2.7 points	All	Green	28.6 points above standard	Increase 3 points
	EL	Red	76 points below standard	Declined - 11.4 points	EL	Orange	73 points above standard	Increase 3 points
	Hisp	Yellow	8 points above standard	Declined - 3.3 points	Hisp	Green	11 points above standard	Increase 3 points
	AA	No Performance Color	4.6 points above standard	Increased Significantly ++32.9 points	AA	Green	9.6 points above standard	Increase 5 points
	SED	Green	17.8 points above standard	Increased ++12.9 points	SED	Green	22.8 points above standard	Increase 5 points
	SWD	No Performance Color	139.8 points below standard	Declined Significantly -34.8 points	SWD	Red	124.7 points below standard	Increase 15.1 points

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	58.2 points below standard	Declined - 5.9 points	All	Green	53.2 points below standard	Increase 5 points
	EL	Red	145.7 points below standard	Declined - 3.4 points	EL	Red	142.7 points below standard	Increase 3 points
	Hisp	Orange	81.4 points below standard	Declined - 10.8 points	Hisp	Orange	78.4 points below standard	Increase 3 points
	AA	No Performance Color	67.7 points below standard	Increased Significantly ++46.4 points	AA	Orange	54.7 points below standard	Increase 13 points
	SED	Yellow	70.6 points below standard	Increased ++4.2 points	SED	Yellow	67.7 points below standard	Increase 2.9 points
	SWD	No Performance Color	235.5 points below standard	Declined Significantly -38.6 points	SWD	Red	220.4 points below standard	Increase 15.1 points
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School: 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 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 – 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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Blue	96.5	Declined -2	All	Blue	98.5	Increase +2 points
	EL	Orange	88.7	Declined - 6.2	EL	Yellow	91.7	Increase +3 points

Metric/Indicator	Baseline				Expected Outcome			
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Blue	95.6	Declined - 2.1	Hisp	Blue	97.6	Increase +2 points
	AA	Blue	100	Maintained 0	AA	Blue	100	Maintained 0 points
	SED	Blue	96.4	Declined - 1.9	SED	Blue	98.4	Increase +2 points
	SWD	Orange	86.7	Declined - 10.2	SWD	Yellow	89.7	Increase +3 points
College and Career Indicator (CCI) \	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
All Students (ALL)	All	Green	56	Increased +4.4	All	Green	58	Increase 2 points
English Learners (EL)	EL	Yellow	25	Increased +5.5	EL	Yelow	27	Increase 2 points
Hispanic (Hisp)	Hisp	Green	52.4	Increased +4	Hisp	Green	54	Increase 2 points
African American (AA)	AA	Orange	35.7	Declined - 11	AA	Orange	37.7	Increase 2 points
Socioeconomically Disadvantaged (SED)	SED	Green	52.9	Increased +3.7	SED	Green	54.9	Increase 2 points
Students with Disabilities (SWD)	SWD	Yellow	13.3	Increased +4	SWD	Yellow	15.3	Increase 2 points
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 Reported as percent of students passing one or more AP exam with a score of 3 or higher.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 52.97% English Learners (EL) - 75.0%				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 54.97% English Learners (EL) - 77%			

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Hispanic (Hisp) - 54.31% African American (AA) - 36.36% Socioeconomically Disadvantaged (SED) - 52.82%	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

Extra Duty and Substitutes for teacher release and collaboration time for English, Math, Science and World Languages.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 - June 30, 2021

Person(s) Responsible

Extra Duty Salary for Collaboration and Training in Math, English, Science and World Languages

Proposed Expenditures for this Strategy/Activity

Amount	5898.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty/Salary for Collaboration and Training in Math, English, Science.and World Languages

Amount	2102.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra Duty/Benefits for Collaboration and Training in Math, English, Science.and World Languages
Amount	4900.00
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes for release time for teacher collaboration in English, Math, Science, and World Language.

Strategy/Activity 2

Participate in staff development opportunities to support the implementation of the Common Core State Standards. These include attendance at CATE, CMC and AVID conferences

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development including; travel and accommodations. The focus is for teachers to attend conferences that highlight implementation of the Common Core 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.

Amount

12000.00

Source

Title I

Budget Reference

5700-5799: Transfers Of Direct Costs

Description

Substitutes for teachers on travel and conferences

Amount

8000.00

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Professional development including conferences that will address standard six "Developing as a Professional Educator) on the CTSPs.

Strategy/Activity 3

Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday study sessions for AP classes and ELD Reading test (ELA) preparation pull out.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5898.00

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description	Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction.
Amount	2102.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction

Strategy/Activity 4

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

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	11794.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies.
Amount	6000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	On Line Subscription and Licenses

Amount	23000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional materials and supplies.

Strategy/Activity 5

Participate in professional learning community release time to increase EL achievement.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administration and teachers of EL students

Proposed Expenditures for this Strategy/Activity

Amount	1660.00
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

Provide an additional ELD teacher to meet the designated requirement of the ELD Framework. We are continuing to implement a full-inclusion program with an additional ELD teacher. We will have the two ELD teachers team teach the grade-level English class and have the ELD teacher keep the ELD students for a second period blocked with the English course.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	73949.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Supplemental ELD teacher salary 1.0 FTE
Amount	33612.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Supplemental ELD Teacher benefits 1.0 FTE

Strategy/Activity 7

Fund a Bilingual Paraprofessional, 7 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students. Fund a Bilingual Paraprofessional, 5.75 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	34641.00
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Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraprofessional, 7 hour-school year.
Amount	27972.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Paraprofessional, 7 hour-school year.
Amount	23289.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Bilingual Paraprofessional, 5.75 hour-school year.
Amount	8376.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Paraprofessional, 5.75 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

- ☒
English Learner
- ☒
Foster Youth
- ☒
Low Income

☒ Students with Disabilities

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation for college visits for AVID classes.

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

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

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	900.00
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Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation for college visit and end of year awards recognition 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

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

AP over Counseling

Proposed Expenditures for this Strategy/Activity

Amount	40582.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.
Amount	30097.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.

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

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Librarian, teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	10000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase technology to increase availability for access by students and teachers. The goal is to provide a standard level of technology in each classroom: Teacher computer, printer, ELMO, and Mobi pad. This year we continue to focus on the LCD projectors with this money.
Amount	7000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide Classroom Technology to increase student access

Strategy/Activity 12

Student incentives for attendance and academics.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administrator. Teachers, Students

Proposed Expenditures for this Strategy/Activity

Amount	12000.00
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	5000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/Supplies and expenses for Annual Freshmen Orientation Activities done prior to school year as a way to introduce incoming 9th graders to our campus.

Strategy/Activity 13

Consultant Fees for Cambio Group and cultural events

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Students and Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
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

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	7372.00
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	2627.00
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

Bus Passes

Students to be Served by this Strategy/Activity

☒ Foster Youth

☒ Low Income

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Principal, Asst. Principal, and ASB clerk

Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide bus passes to students, who need assistance with transportation to and from school. Also, the the bus passes will enable Foster/Homeless to attend school regularly. In addition, the bus passes will be used to increase graduation rates.

Strategy/Activity 16

Visual Art supplies

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

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	Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work.

Strategy/Activity 17

Field trips and transportation

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Principal, Administrative Secretary, and Teacher

Proposed Expenditures for this Strategy/Activity

Amount	7335.00
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.

Strategy/Activity 18

Advanced Placement Testing Fees

Students to be Served by this Strategy/Activity

☒ Low Income

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

20000.00

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Payment for all student AP testing Fees

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Increase parent involvement by providing a Parent Center, child care for parent meetings, and Spanish translation services for parents at meetings.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

To increase parent involvement at the grade level parent meetings 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. Also, in 2019, there was a total of 479 parents that completed the parent survey based on sense of belonging the goal is to increase the number parents that complete the survey to 700 and increase the number of 9th grade parents that complete the survey because the 9th graders are dealing with the biggest shift from middle school to high school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 479 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): 90% African American (AA): 85%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 91% African American (AA) - 86%
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) - 92%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 94%

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) African American (AA) 	Hispanic (Hisp) - 93% African American (AA) - 88%	African American (AA) - 89%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - we will be setting the baseline during the 20-21 school year	Number of Parent Attendees attending 1 or more site/parent center sponsored events -

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 including 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, 2020 to June 30, 2021

Person(s) Responsible

Translators for meetings when necessary, counselors and administration.

Proposed Expenditures for this Strategy/Activity

Amount	3145.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Child care and translation for parent meetings.
Amount	1121.00
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Child care and translation for parent meetings.
Amount	1707.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials & Supplies for Parent and SSC Meetings

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.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

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.

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) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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% Students with Disabilities (SWD): 26.1%	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%

Metric/Indicator	Baseline	Expected Outcome																																																								
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)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>4.1</td><td>Declined - 0.4</td></tr><tr><td>EL</td><td>Yellow</td><td>5.2</td><td>Maintained - 0.1</td></tr><tr><td>Hisp</td><td>Green</td><td>2.9</td><td>Declined - 0.5</td></tr><tr><td>AA</td><td>Red</td><td>14.3</td><td>Increased +0.8</td></tr><tr><td>SED</td><td>Green</td><td>4.7</td><td>Declined - 0.3</td></tr><tr><td>SWD</td><td>Red</td><td>16</td><td>Increased +3.1</td></tr></table>	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	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>3.1</td><td>Decline 1 point</td></tr><tr><td>EL</td><td>Green</td><td>4.2</td><td>Decline 1 point</td></tr><tr><td>Hisp</td><td>Green</td><td>1.9</td><td>Decline 1 point</td></tr><tr><td>AA</td><td>Red</td><td>13.3</td><td>Decline 1 point</td></tr><tr><td>SED</td><td>Green</td><td>3.7</td><td>Decline 1 point</td></tr><tr><td>SWD</td><td>Red</td><td>15</td><td>Decline 1 point</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	3.1	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
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Hisp	Green	2.9	Declined - 0.5																																																							
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SED	Green	3.7	Decline 1 point																																																							
SWD	Red	15	Decline 1 point																																																							
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) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: All students: 53% EL: 58% AA: 41% Hisp: 53%	Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 59% Hispanic (Hisp) - 54% African American (AA) - 42%																																																								

Metric/Indicator	Baseline	Expected Outcome
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. Lastly, our site will continue to work with the district staff to ensure the crash bars are routinely checked as well.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Assistant Principal over Safety Committee

Proposed Expenditures for this Strategy/Activity

Amount

2500.00

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase emergency supplies

Strategy/Activity 2

Safe House "Cup of Happy" on campus availability to provide student social-emotional support.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The "Cup of Happy" program from Safe House of the Desert will be available during lunch to provide students with social-emotional support.

Strategy/Activity 3

H.E.R.O. drills and monthly classroom scenario discussions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	There will be quarterly drills and monthly H.E.R.O. scenarios for classroom discussions.

Strategy/Activity 4

Class challenges through various activities to increase the attendance of our students

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Fun activities that highlight the purpose of attending school through various challenges that each grade level will participate in that will be held quarterly.

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)
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020			
Technology TOSAs	July 1, 2019 - June 30, 2020			
NGSS TOSA	July 1, 2019 - June 30, 2020			
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020			
Linked Learning TOSA	July 1, 2019 - June 30, 2020			
History/Social Science TOSA	July 1, 2019 - June 30, 2020			
Solution Tree PLC PD	July 1, 2019 - June 30, 2020			

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)

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)

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	\$315,166
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$478,079.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	309,193	0.00
Title I Part A: Parent Involvement	5,973	0.00
LCFF	162,913	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	\$309,193.00
Title I Part A: Parent Involvement	\$5,973.00

Subtotal of additional federal funds included for this school: \$315,166.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$162,913.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$162,913.00

Total of federal, state, and/or local funds for this school: \$478,079.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	162,913.00
None Specified	0.00
Title I	309,193.00
Title I Part A: Parent Involvement	5,973.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	109,034.00
2000-2999: Classified Personnel Salaries	85,740.00
3000-3999: Employee Benefits	108,009.00
4000-4999: Books And Supplies	62,001.00
5000-5999: Services And Other Operating Expenditures	82,735.00
5700-5799: Transfers Of Direct Costs	18,560.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF	47,954.00
3000-3999: Employee Benefits	LCFF	32,724.00
4000-4999: Books And Supplies	LCFF	48,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,735.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	109,034.00
2000-2999: Classified Personnel Salaries	Title I	34,641.00
3000-3999: Employee Benefits	Title I	74,164.00
4000-4999: Books And Supplies	Title I	11,794.00
5000-5999: Services And Other Operating Expenditures	Title I	55,000.00
5700-5799: Transfers Of Direct Costs	Title I	18,560.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,145.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	1,121.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,707.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Shawn Kirby		X			
Ms. Veronica Silva		X			
Ms. Allyson Boylan		X			
Miss Mia Scott					X
Mr. Brian Hendra	X				
Dr. Jason Powell		X			
Ms. Brianne Schuld				X	
Miss Lawna Noble					X
Miss Melisa Figueroa					X
Mrs. Dee Dee Wilson Barton				X	
Ms. Silvia Signoret				X	
Ms. Patricia Warren			X		
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/20.

Attested:

Principal, Brian T. Hendra on 10/28/19
SSC Chairperson, Lawna Noble on 10/28/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049
