

The Single Plan for Student Achievement



School: Palm Springs High School
CDS Code: 33-67173-3335130
District: Palm Springs Unified School District
Principal: Ryan Woll
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X This certifies that updates to my SPSA are completed

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Palm Springs High School's Vision and Mission Statements

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 year history, it has seen many changes and much growth. Today, Palm Springs High School offers a comprehensive high school program to about 1750 students with about 70 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 73% of the students receiving free or reduced lunch in the 2016-17 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 has received a six-year accreditation (with a three-year review that took place in February of 2016) 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.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA

The focus for PSHS continues to be on English, Math, English Learners, and college and career readiness. Our focus on English and math is evident in our use of resources to provide additional collaboration time for the two departments as they implement the new curriculum, develop vertical and horizontal alignment, and develop common assessments from which they can evaluate progress. With our English Learners we have additional resources through counseling, provided an additional teacher so that we can have our English Learners receive English instruction according to grade level standards with a co-teaching model, additional support through the support period that allows students to receive specific scaffolding to meet the rigors of the grade-level English class, and a special support period for our newcomers and long-term English Learners. We have also provided additional support for our Spanish-speaking English Learners through the Spanish Literature program that allows the students to achieve fluency in their primary language, which leads to proficiency in the second language, English. We support our students in becoming college and career ready by having all students start with the University of California entrance requirements (a-g requirements) as the default path. We also support students with an additional counselor to reduce case loads for our counselors to allow more student interaction and support. We also provide additional clerical support for our counselors to allow the counselors to focus time on meeting student needs instead of clerical duties.

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 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, and 54.25% for the class of 2017. 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 subgroups) and our Hispanic students went from 23.5% for the class of 2012 to 40.4% for the class of 2016. The district averages for the same classes are as follows: 2012 – 19.4%, 2016 - 36.3%, and 2017 – 39.31%. The county data is as follows: 2012 – 32.5% and 2016 – 44.3%. Our A.P. over Counseling, Janel Hunt, reviewed each student’s request to serve as a T.A. and for a shortened day to make sure the students were placed into classes that allowed the student to meet the U.C. a-g requirements before granting the request. 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. Because of these measures, we expect to continue to see the completion rates increase for the class of 2018.

For Advanced Preparation (AP) courses we have increased participation and pass rates at the same time. In the 2011/12 school year the AP participation rate was 13.8% and has grown to 19% in the 2016/17 school year. The pass rate for 2011/12 was 48.2% and the rate for 2016/17 school year was 53.6%. This growth has also included a narrowing of the achievement gap for participation rates. 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.

Our graduation rate continues to improve. We had a school-wide graduation rate of 90.14% in the 2011/12 school year. This has increased to 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 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. 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 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 is working on the change in curriculum and 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. This year we started the ryear with 220 ELs, of which 39 were Reclassified as Fluent English Proficient (RFEP).

Greatest Progress

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

While we have seen continued growth, there is a need for the continued focus on English and Math to get more students to proficiency in the CAASPP. We also need to continue our focus on English Learners to support all English Learners in making progress. Our continued focus on college and career readiness is needed to increase the rate at which our students are meeting the state standards. The focus for Special Education students will be assisting the students in meeting their Individual Education Plan (IEP) goals as well as the state priority goals.

Our main areas of focus are English Learners, college and career readiness, closing the achievement gap, safety on campus, and technology. The expenditures proposed support each of these areas. The additional counselor is focused on at-risk students, especially our English Learners. The additional counseling position also reduces the case load for our other counselors, which allows more individual contact with students. We also provide a clerical position to support counselors and relieve them of clerical duties so that the majority of their time is spent with the students. The additional planning and collaboration time has allowed for teachers to develop common assessments, pacing and scaffolding to support students. The vertical alignment will allow each teacher to stay focused on the key knowledge necessary to prepare students for the future courses. We are developing additional supports to allow all students to achieve. We have a focus on creating a safe campus by developing and implementing drills and procedures to keep the campus safe and secure. The focus on technology is to provide a consistent level of technology for all classrooms at the same level. Key to maintaining this is the development of a consistent replacement plan so that we do not have any technology that has passed its useful life. We are creating replacement rotation plans to assure the technology is replaced in a timely manner.

There is a significant investment in additional time (release time with sub coverage and extra duty on Saturdays and during the summer) to work on vertical and horizontal alignment. The focus is on English and math for this additional time. However, we are also supporting social science, science and World languages. The support for social science will allow support for transition to the district -wide Document-Based Questions and the new textbook adoption. The work in social science also supports the students in meeting ELA standards. The support in science allows for the shift to the NGSS. The support in world language assists our students whose primary language is Spanish to develop proficiency in their primary language. This leads to an easier transition to proficiency in English.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

- For graduation rate we have all subgroups meeting the standard. The one subgroup 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. However, the state data is based on a four-year cohort.
- 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. This year we started the year with 220 ELs, of which 39 were Reclassified as Fluent English Proficient (RFEP).
- Our suspension rates show need for improvement in two subgroups: African American students and Special Education. With our Special Education population the suspension rate declined significantly, while our suspension rate for African American students increased.
- Our Chronic Absenteeism rates are within one percent of each other for our major subgroups (African American, Hispanic, and White). This year's rate is currently 11.8%
- 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.
- Our school has continued to improve the CAASPP scores with a growth rate of 8% in both ELA and math.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Palm Springs Unified School District contracted with Panorama Education, a consulting firm, to administrate and compile results for surveys given to students, parents, and teachers. The surveys were conducted in Fall of 2017. The questions on the surveys are different for each group but there are common themes. The purpose of the surveys is to provide leaders with information about the perceptions of each group in order to find ways to better meet the needs of teachers, students, and parents.

This narrative looks at the information from the surveys at Palm Springs High School.

2017-18 Parent Survey Results: Parents and guardians were asked to complete a survey about the climate at PSHS. The survey is reported in four categories; climate of support for student learning, knowledge and fairness of discipline, safety, and sense of belonging. The respondents are asked to choose from four possible responses; strongly agree, agree, disagree, and strongly disagree. Strongly agree and agree are considered favorable responses. The total number of respondents is 344.

Climate of Support for Student Learning: Ninety-five percent of respondents answer favorably in response to the category of climate of support for student learning. This is close to the 70th percentile nationwide. Ninety-seven percent of responses are favorable when asked if the school provides quality instruction to students. Likewise, 93% of responders answered favorably to the school having high expectations for students.

Knowledge and Fairness of Discipline: The average percentage of favorable responses to the category of knowledge and fairness of discipline is 93%. This is near the 60th percentile of schools nationwide. Ninety percent of respondents answer that discipline at the school is fair. Ninety-six percent answer favorably that the school communicates the consequences of non-compliance to school rules.

Safety: PSHS scores in the 80th percentile in regards to student safety. The average of favorable responses is 96%.

When asked if the students are safe while on school grounds, respondents give a 98% favorable response. When asked if students are safe in the neighborhood surrounding the school, respondents answer 94% favorably.

Sense of Belonging: Ninety-five percent of respondents answer favorably when asked if they feel welcome and participate at the school. When asked if the school staff treats them with respect, 96% answer favorably. Ninety-four percent of respondents answer that the staff responds to their concerns seriously and 93% respond that the staff welcomes their suggestions. Ninety-three percent agree the staff responds to their needs in a timely manner. Ninety-six percent say the school staff is helpful. When asked if the child's background such as race, ethnicity, religion, and socioeconomic status is valued at the school, 93% of responses are favorable.

2017-18 Teacher Survey Results: The teachers at Palm Springs High School (PSHS) were asked to complete a survey in Fall of 2017. The teacher survey is broken into four different categories; climate of support for student learning, knowledge and fairness of discipline, safety, and sense of belonging. Several questions were asked in each category and the overall average of each category is reported. There are fifty-seven responses for this survey in total. In every category, PSHS scores lower than the average reported by other schools in the district.

Climate of Support for Student Learning: The percentage of favorable responses in the category representing a climate of support for student learning is 91%. The district average is 93%. Fifty-four of the fifty seven responses agree the school is a supportive and inviting place for students to learn. Fifty-two agree the school sets high standards for academic performance. Fifty-one agree the school promotes academic success and fifty-two agree the students are able to access help when they need it. Fifty agree the lessons at the school are relevant. The lowest scoring responses are to the question of whether students are being encouraged to take rigorous courses such as Advanced Placement or Honors with forty-seven positive responses.

Overall the majority of responses were positive regarding the climate of the school being supportive of student learning. The only apparent area for improvement is the number of students being encouraged to enroll in the AP and Honors courses. It is important to point out that this is only based on teacher responses and may not reflect the efforts of the counselors in encouraging students to enroll in these courses.

Knowledge and Fairness of Discipline, Rules and Norms In the category knowledge and fairness of discipline, PSHS has an average of 70% positive responses and falls substantially below the district average of 86%. When asked if the school rules are made clear to students, thirty-seven out of fifty-seven agree. Similarly, thirty-five agree the consequences of breaking rules is communicated clearly. Thirty-nine respond that the school communicates to the student how they are expected to act. Interestingly, the scores were higher when asked if the students know how they are expected to act (41) and that they know what the rules are (42). When asked if the rules are fair, the respondents are positive scoring the highest in this category with forty-eight responses in agreement. The greatest area identified for improvement is whether the school handles discipline fairly with thirty-one positive responses and twenty three negative responses. Similarly, the question as to whether the school effectively handles discipline, the positive responses number thirty-two and the negative responses number twenty-two.

Safety

In the category of safety, PSHS scores 78% which is the close to the district average of 79%. Respondents choose between four possible answers to each question; insignificant problem, mild problem, moderate problem, and severe problem. Insignificant problem and mild problem are considered favorable responses.

PSHS scores favorable in areas of conflict. Fifty of fifty-seven responses are favorable regarding racial tension. Physical fighting is also seen as a small problem with fifty-three favorable responses. Bullying at school is perceived to be a bigger problem but still only garners thirteen unfavorable responses. Lack of respect by students toward staff is also perceived as a problem with fourteen unfavorable responses.

The greatest area for improvement in this category is students engaging in disruptive behavior with thirty-two favorable responses and twenty-five unfavorable responses.

Sense of Belonging: The average for the sense of belonging category is 70% favorable with the district average being 80%. Three questions have respondents choose from five choices; nearly all adults, most adults, some adults, few adults, and almost none. Responses of nearly all adults and most adults are considered favorable. The other three questions have respondents choose between strongly agree, agree, disagree, strongly disagree, and not applicable. Strongly agree and agree are considered favorable responses. Asking how many adults at the school support and treat each other with respect, respondents choose favorable forty-six out of fifty-seven times. How many adults feel a responsibility to improve the school garners a lower percentage of favorable responses with thirty-six and twenty-one unfavorable.

A question asks how many adults have close professional relationships with each other and only a small majority of teachers responded favorably with thirty-two and twenty-five unfavorable.

Forty-four favorable responses are given to the school being a supportive and inviting place to work. Forty-two favorable responses are given to the school promoting trust and collegiality.

The greatest area for improvement in this category is the way the school promotes personnel participation in decision making. Only thirty-four respond favorably while twenty-one respond unfavorably. This displays a perception that the teacher's voice is not being adequately heard when decisions that affect the school are being made.

2017-18 Student Survey Results: The students at Palm Springs High School were asked to complete a survey about their perceptions of the climate at the school. The total number of responses was 1518 and represents the majority of students enrolled at PSHS. With

the exception of six questions, the possible responses are strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. A substantial number of students chose to respond 'Neither agree nor disagree'. For the purposes of this narrative, strongly agree and agree will be considered favorable responses, disagree and strongly disagree will be considered unfavorable responses, and neither agree nor disagree will not be considered as this response is neither favorable nor unfavorable. Panorama Education calculates the percent of favorable responses but fails to contrast favorable responses to unfavorable responses.

The results are reported being segregated into four categories; climate of support for academic learning, knowledge and fairness of discipline, safety, and sense of belonging. PSHS is below the district average in all categories with the exception of safety where PSHS scores 4% higher than the district average.

Climate of Support for Student Learning

According to Panorama Education, the average favorable response under the category of climate of support for student learning is 71%, with the district average reported at 78%.

When asked if adults at the school encourage students to work hard, 74% answer favorably and 8% answer unfavorably. Whether teachers give help to students when needed, 67% answer favorably and 9% answer unfavorably. When asked whether teachers give students the opportunity to take part in discussions in the classroom, 87% answer favorably and 3% answer unfavorably. Whether the school promotes academic success for all students, 74% answer favorably and 7% answer unfavorably. As far as the school being a supportive and inviting place to learn, 72% answer favorably and 7% answer unfavorably. When asked if teachers go out of their way to help students, 54% answer favorably and 13% answer unfavorably.

It is clear that most students feel supported and are satisfied with the climate as it relates to learning. An area for improvement is changing the perception that some teachers will not go out of their way to help students.

Knowledge and Fairness of Discipline

The average favorable response for PSHS in the category of knowledge and fairness of discipline is 57% compared to the district average of 67%.

Sixty-five percent of students respond that the rules are made clear while 12% say they are not. When asked if students know what the rules are, 65% respond they do and 9% respond they do not. As to the school making it clear how students are supposed to act, 70% answer favorable and 7% answer unfavorable. When asked if students know how they are expected to act, 71% say it is clear, and 9% disagree. This is in contrast to the question of students treating adults with respect which only 31% answer favorably and 26% answer unfavorably. Fifty percent of students feel the school rules are fair, and 18% disagree. When asked if all students are treated fairly when breaking a school rule, 40% answer favorably and 27% answer unfavorably. Finally, when asked if adults treat all students with respect, 50% answer in the affirmative and 20% feel not all students are being treated with respect.

Safety

The category of safety is the only category that PSHS received a higher average of favorable responses than the rest of the district. The average for PSHS is 75% and the rest of the district is 71%. Students are asked if they feel safe in the school and 69% respond favorably while 7% respond unfavorably. When asked a similar question about how safe they feel while at school, 70% answer safe or very safe. Six percent of students respond unsafe or very unsafe. The rest of the questions regarding safety use different potential answers; zero times, one time, two to three times and four or more times. Only zero times is considered favorable.

Eighty-two respondents state they have not been pushed, kicked, slapped, or hit in the past twelve months. Eighteen respondents claim they have been. When asked how many times in the last twelve months have they been afraid of being beaten up at school, 90% say zero times. Ten percent have been afraid. Students were asked how many times during the last twelve months mean rumors or lies have been spread about them and 67% claim zero. Twenty-three claim they have had mean rumors or lies spread about them. Students are also asked how many times in the last twelve months sexual jokes, comments and gestures have been made to them. Seventy-two percent respond zero times and 28% claim to have experienced this. Seventy percent of students claim they have been made fun of because of the way they look or talk zero times. Thirty one claim they have been made fun of once or more. Twenty percent of students have been victims of theft of property or had their property damaged once or more.

Sense of Belonging

The average percentage of favorable responses in the category of sense of belonging at PSHS is 60%. The district average is 63%.

Sixty-four percent of students respond they are happy to be at PSHS, while twelve percent are not. When asked if the students feel part of the school, 58% respond favorably and 14% respond unfavorably. Students were asked if they feel close to people at the school and 59% say they do. Sixteen percent say they are not close with other students. The greatest area of improvement is in response to the question of do teachers treat students fairly at the school which brings a 50% favorable response and a 19% unfavorable response.

Comparisons

While the questions in each survey are different for each audience, there are some interesting comparisons between the surveys. Overall parents are more complimentary and hold a higher opinion about the climate of the school than the students. Parents feel the school is safe at a higher rate than either students or teachers.

Teachers and students agree that a high number of students are disrespectful to teachers with students responding more critically than the teachers. Teachers and students also agree to an inconsistency in how school rules are applied, but perhaps for different reasons.

SEL Survey

The students at Palm Springs Unified School District were surveyed introspectively on their perceptions on five topic areas; grit, growth mindset, self-efficacy, self-management, and social awareness. The following will summarize the student's responses at Palm Springs High School.

Grit: The students at Palm Springs High School score in the 80th-90th percentile in the category of grit. On a scale of five, the students averaged 3.8. The students see themselves as goal orientated and able to stay with a project for a long period of time.

Growth Mindset: In the area of growth mindset, the students at PSHS score themselves 3.7 which lands in the 40th-59th percentile nationwide. This category measures the student's perception of how well they can develop skills beyond their natural abilities. The lowest score in this category is a statement that says, "My intelligence is something I can't change very much." The students score 3.3 out of 5.0 in not agreeing with the statement. . The highest scoring statement in this category is "Challenging myself won't make me any smarter," which students score 4.0 by disagreeing with the statement.

Self-Efficacy: Self-efficacy is the area with the most opportunity for growth, PSHS students scored 3.3 out of 5.0 which puts the students in the 0-19th percentile. The students are asked to respond to the statements "I can earn an A in my classes," "I can do well on my tests even when they are difficult," and "I can meet all the learning goals my teachers have set." The statement that generated the lowest score is, "I can master the hardest topics in my classes, where the students score 2.9 out of 5.0.

Self-Management: The self-management category measures the student's ability to be prepared, organized, remain focused on their work, and avoid procrastination. PSHS students score 4.1 and land in the 60th to 79th percentile. The student's score the highest on being polite to adults and peers which is a contrast to the question in the student climate survey when asked if students are respectful to adults. Perhaps the students find a difference between respect and politeness. The lowest scoring question involved procrastination.

Social Awareness: In the category of social awareness, PSHS students score 3.6 out of 5.0. This places them in the 20th to 39th percentile. The students score higher on questions measuring how well they listen to other points of view or opinions, but score low on questions describing their own ability to share or express their own opinions. This category, like the categories of self-efficacy and growth mindset evidence a lack of confidence in their abilities and the strength of their convictions.

Conclusion

The procedures and processes for discipline are perceived as inconsistent. A significant number of teachers and students state that the students either didn't know how they are expected to act or the school fails to communicate the expected behavior. The expectations for the behavior of students should be communicated to students in multiple formats with a process for checking for understanding.

The school also needs to communicate clearly the advantages to Advanced Placement courses and find ways to encourage students to consider taking these courses.

The structure of administrative and leadership team decisions are having the effect of making teachers that perhaps are not part of leadership to feel they do not have adequate input in decisions made at the school. Leadership could look at the feasibility of involving more teachers in different committees and transfer decision making to those committees. This strategy could have the effect of creating more professional relationships among the teachers and other staff which is another area of concern. If the teachers were to feel more of a sense of belonging to the school culture, this could have an effect of increasing the student's sense of belonging.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The district provides trend analysis of state assessments on an annual basis. All teaching staff are trained in and use the SchoolCity application for additional data dis-aggregation. Common assessments are being developed to measure progress and plan instructional interventions as necessary. Data from these assessments are analyzed using SchoolCity. Time is given for content departments to work in Professional Learning Communities (PLCs) using the time garnered through the weekly late start schedule. We have developed a process around which teachers can collaborate. The collaboration is focused on development of common assessments and sharing instructional strategies.

Staffing and Professional Development

2. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

PSUSD has strategically planned professional development activities to ensure teachers have access to results based instructional strategies in core curricular areas. Teachers are trained in implementation of professional learning communities and we are developing capacity in our course-level teams to collaborate on lesson planning and performance task development.

Palm Springs High School utilizes "Late Start" days, where the instructional day, with students, begins an hour and a half later to allow staff time to meet in departments and course-alike teams. This collaborative time is used for vertical and horizontal alignment, development of common assessment items and final exams, sharing of instructional strategies and plan common lessons and learning activities. The professional development program has been focused on collaboration for improving student learning in PLCs.

3. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Administration completes one informal walkthrough for each teacher, each month for teachers not on the evaluation cycle and twice a month for those being formally evaluated during the current year. The foci of the walkthroughs are the types of interaction and the DOK level of the work students are completing. The site wide focus on research and citation as well as academic vocabulary are also observation focus areas. The literacy goal is; students will write and speak in complete sentences. There is also a check for use of Close Reading strategies.

4. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in departments for vertical and course-alike PLCs at least three times a month during the late start meetings. The meetings run from 7:20 am to 9:20 am. The Palm Springs attendance area principals, k-12, meet together monthly and we are setting up opportunities for vertical alignment. This year we will follow up on last year's meeting by having math teachers attend other school's collaboration meetings and providing substitutes to allow the math teachers to attend our feeder school collaboration time.

Teaching and Learning

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Palm Springs Unified School District has adopted state approved curriculum in reading, math, social studies and science that focus on state adopted performance standards. The district is currently working on developing unit plans that align to the Common Core State Standards (CCSS). Teachers from several sites are participating in the development of the Units. Textbook adoptions will follow after several years.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials adopted by PSUSD are standards-based materials approved by the California Department of Education and the Palm Springs Unified School District Board of Education. Additionally, district and site funds pay for textbook consumable materials each year. Students have their own textbook for each core subject.

Opportunity and Equal Educational Access

7. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Support classes for English Language Learners, including newcomer and Long-Term English Learners (LTELs).
- Reduction of student-teacher ratio in ELD classes, and for students with special needs
- Reduction of student-teacher ratio in ninth grade CP English, math and science classes to allow students to receive support in meeting the standards.
- Necessary data dissemination to teachers and members of the School Leadership Team
- Departmental and grade level planning time to analyze data, identify gaps, improve first instruction and implement remediation more accurately and efficiently
- Grade level collaboration in designing cross-curricular, standards-based assignments and assessments to meet the state standards and move students toward meeting the ESLRs
- The student to teacher ratio is set lower in ninth grade classes and progressively increases to the twelfth grade. Courses such as Integrated Math I, which have been found to be a gateway course, have the lowest ratio.

Parental Involvement

8. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have support from the PSHS Academic Booster Club. The Academic Boosters write grants and raise funds to provide additional support for at-risk students, such as tutoring, payment for AP tests for students who cannot afford them and do not qualify for fee reductions, and providing graphing calculators. We also use donations from community organizations to pay for bus passes for students who cannot afford them.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds to enable under-performing students to meet standards include: general tutoring opportunities, supplemental counseling support, additional support for ELD students to follow up on placement and progress in ELD classes, an additional ELD teacher to provide support for students to access grade level instruction, a freshman tutoring program, and specialized programs such as online remediation courses.

Description of Barriers and Related School Goals

We continue to look for ways to support English Learners. We are especially struggling with students who are long-term English Learners, students who have not been able to meet the requirements to be re-classified as English proficient for five or more years.

With the new English Learner Framework we have developed a full-inclusion model for all English Learners. We have made a major shift in the way that we support these students and continue to look for new ways to meet the needs of students. The plan developed is as follows:

In 2015/16 we began funding for two Bilingual Paraprofessionals (7 hour, school year) to provide support for the regular classes in which we have scheduled our ELD 1 and 2 students. This support is necessary to allow transition for students who need to be in content classes but have minimal English skills.

In 2016/17 we started funding an additional FTE for a second ELD teacher so that we can have ELD 1 and 2 students in grade level English classes. The two ELD teachers (one funded currently out of our existing FTE allotment) to team teach, with a regular English content teacher, the regular English course for the ELD 1 and 2 students. The students would be in their grade-level course with other English-only students. We also provide an additional ELD support class blocked with the English class. This requires eight sections for the grade level courses and the ELD support class (English I and support, English II and Support, English III and Support and ERWC and support). Each of the ELD teachers teach an additional support class, one for newcomers and the other for LTELS.

Another area of focus is the shift to the Common Core and assuring students are college and career ready. This means a shift in focus from rote memorization of content for the former state standardized tests to students being able to think and reason. We are working, as a staff, to implement instruction that supports the students in developing the skills that will allow them to be successful in the world in which they will live. Through the Professional Learning Community approach we are working to develop strategies and lessons that support students in meeting the high standards. We are also working to implement the technology that will support our students in applying the content in a way that prepares them for the technology they will use in the workplace.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	429	383	390	419	370	388	418	370	388	97.7	96.6	99.5
All Grades	429	383	390	419	370	388	418	370	388	97.7	96.6	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2575.0	2585.2	2606.4	16	18	24.23	33	37	38.92	28	24	19.85	22	21	17.01
All Grades	N/A	N/A	N/A	16	18	24.23	33	37	38.92	28	24	19.85	22	21	17.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	23	32.73	52	57	48.71	22	20	18.56
All Grades	25	23	32.73	52	57	48.71	22	20	18.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	28	28	36.86	49	46	43.56	24	27	19.59
All Grades	28	28	36.86	49	46	43.56	24	27	19.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	17	24.48	65	68	59.79	24	14	15.72
All Grades	11	17	24.48	65	68	59.79	24	14	15.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	18	31	37.89	64	52	47.16	18	17	14.95
All Grades	18	31	37.89	64	52	47.16	18	17	14.95

Conclusions based on this data:

1. The focus for English is on implementation of the new curriculum, StudySync. This will allow a greater focus on writing and citation of evidence.
2. We are also working to implement vertical and horizontal alignment. The teachers will implement common writing prompts to norm, provide data for collaboration, and monitor progress.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	429	383	390	418	370	387	416	370	387	97.4	96.6	99.2
All Grades	429	383	390	418	370	387	416	370	387	97.4	96.6	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2550.8	2556.9	2560.7	6	6	11.89	19	20	22.22	29	30	21.96	46	44	43.93
All Grades	N/A	N/A	N/A	6	6	11.89	19	20	22.22	29	30	21.96	46	44	43.93

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	15	15	20.93	36	34	28.42	49	51	50.65	
All Grades	15	15	20.93	36	34	28.42	49	51	50.65	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	8	8	12.14	51	55	44.70	40	37	43.15
All Grades	8	8	12.14	51	55	44.70	40	37	43.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	9	10	17.05	57	69	54.01	33	21	28.94
All Grades	9	10	17.05	57	69	54.01	33	21	28.94

Conclusions based on this data:

1. We are working with counselors to make sure the students complete the third year of math during their junior year instead of their senior year. Currently, we have 85% of juniors completing a third year of math.
2. We have created common final exams for math courses and are creating standards-based common assessment items for each unit. The common assessment items will also provide data for collaboration and refining instruction.
3. The math department is continually refining vertical and horizontal alignment.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	2	7	9	43	36	45	35	33	31	13	18	12	6	5	3
10	10	8	9	32	37	38	46	36	34	7	13	17	5	6	2
11	10	6	10	45	50	44	33	28	24	8	13	14	4	3	8
12	10	3	7	34	44	38	34	31	45	14	11	10	7	11	
Total	7	7	9	40	40	42	37	33	31	11	14	13	5	6	4

Conclusions based on this data:

1. We continue to work on developing supports for our English Learners.
2. We are continuing the implementation of the full-inclusion program. We 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.
3. We have implemented additional support for newcomers and LTELs.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	3	8	11	40	34	43	34	31	30	12	18	13	10	8	4
10	9	8	9	30	34	35	45	34	36	6	12	15	11	11	5
11	9	5	11	41	42	42	31	29	24	7	13	14	11	11	9
12	12	3	8	30	43	39	36	30	39	12	11	8	9	14	6
Total	7	7	10	37	37	40	36	32	31	10	14	13	10	11	6

Conclusions based on this data:

1. We continue to work on developing supports for our English Learners.
2. We are continuing the implementation full-inclusion program. We 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.
3. We have implemented additional support for newcomers and LTELS.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement																		
LCAP GOAL:																		
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness																		
LCAP ALIGNED SCHOOL GOAL #1:																		
Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT																		
C – CA School Dashboard ELPI	Green (73.8%)	maintain Green	75.3% or higher															
D – EL Reclassification Rate	13.2%	1.5%	14.7%															
E – CA School Dashboard Graduation Rate Indicator (class of 2016 projected)	Blue (97.2%, -0.2%)	maintain Green	95.0% or higher	Green (91.4%, -3.1%)	maintain Green	90.3% or higher	Blue (96.3%, -1.2%)	maintain Green	95.0% or higher	Blue (100%, -2.0%)	maintain Green	95.0% or higher	Blue (96.7%, -0.0%)	maintain Green	95.0% or higher	Blue (96.6%, -0.6%)	maintain Green	95.0% or higher
K – CA School Dashboard CCI	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
L – UC/CSU Entrance Requirement Completion Rate (2015–2016)	46.9%	increase 3%	49.9%	0.0%	increase 4%	4.0%	40.4%	increase 4%	44.4%	42.9%	increase 4%	46.9%	40.9%	increase 3%	43.9%		increase 3%	
M – CTE Program Completion Rate (2016–2017)	97.9%	<95.0%	95.0%															
N – CTE Graduation Rate (2016–2017)		< 97.0%																
O – CTE Under-represented Gender Group Participation Rate (2016–2017)		increase 2%																
P – EAP ELA (% Ready/Conditionally Ready)	63.2%	increase 4%	67.2%	4.2%	increase 6%	10.2%	56.9%	increase 4%	60.9%	69.2%	increase 6%	75.3%	59.2%	increase 4%	63.2%	15.4%	increase 4%	19.4%
Q – EAP Math (% Ready/Conditionally Ready)	34.1%	increase 4%	38.1%	2.1%	increase 6%	8.1%	27.1%	increase 4%	31.1%	19.2%	increase 6%	25.2%	28.4%	increase 4%	32.4%	0.0%	increase 4%	4.0%
R – AP Test Results (% scoring 3 or higher on one or more test)	54.1%	increase 2%	56.1%	50.6%	increase 2%	52.6%	58.2%	increase 2%	60.2%	12.5%	increase 5%	17.5%	52.6%	increase 2%	54.6%	50.00%	increase 2%	52.0%
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Additional school data used to form this goal included Attendance rates, graduation rates, UC a-g rates, AP participation and pass rates, and National Clearinghouse college data.																		

Associate Research Based Data:

Rigor is creating an environment in which each student is expected to learn at high levels, and each is supported so he or she can learn at high level, and each student demonstrates learning at high level. Dr. Robert Marzano

How the School will Evaluate the Progress of this Goal:

ELA Key Data Interim Tests, Math Key Data Interim Tests, PSAT, History DBQ Common Assessment, ELPAC Results, 17-18 SBAC/CAASPP Results, NGSS Assessments, Progress Adviser data.

Additional school tools used to evaluate the progress of this goal include ...

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Schedule and conduct before and after school tutoring, lunch tutoring and teacher prep period tutoring and strategic support classes Subjects to be tutored are ELA, Math, and ELL. Provide time for training and collaboration in math and English.	July 1, 2018 to June 30, 2019	Assistant Principal	Extra Duty/Salary for Collaboration and Training in Math, English and Science.	1000-1999: Certificated Personnel Salaries	Title I	17,500.00
			Extra Duty/Benefits for Collaboration and Training in Math, English and Science.	3000-3999: Employee Benefits	Title I	3,498.00
			Extra Duty/Salary Tutoring Support			
			Extra Duty/Benefits Tutoring Support			
			Substitutes for release time for teacher collaboration in English, Math, Science, and World Language.	5700-5799: Transfers Of Direct Costs	Title I	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in staff development opportunities to support the implementation of the Common Core State Standards. These include attendance at CATE, CMC and AVID.	July 1, 2018 to June 30, 2019	Administration Teachers	Professional development including; travel and accommodations. The focus is for teachers to attend conferences that highlight implementation of the Common Core State Standards.	5000-5999: Services And Other Operating Expenditures	Title I	21,000.00
			Substitutes for teachers on travel and conference	5700-5799: Transfers Of Direct Costs	Title I	12,000.00
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.	July 1, 2018 to June 30, 2019	Administration Teachers	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	14,500.00
			Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction	3000-3999: Employee Benefits	Title I	2,900.00
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation. Online subscription to an anti-plagiarism software.	July 1, 2018 to June 30, 2019	Administration and Teachers	Supplemental materials and supplies.	4000-4999: Books And Supplies	Title I	7368

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			On Line Subscription and Licenses	5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000.00
			Supplemental materials and supplies.	4000-4999: Books And Supplies	LCFF	5,790.00
Provide after-school tutoring for all subject areas for ELD students. This is accomplished within the regular day for our teachers and Bilingual Paraprofessionals.	July 1, 2018 to June 30, 2019	Assistant Principal and Teachers	Tutoring for ELD students pull out interventions before and after school			
			Tutoring for ELD students pull out interventions before and after school			
Participate in professional learning community release time to increase EL achievement.	July 1, 2018 to June 30, 2019	Administration and teachers of ELD students	Substitute cost for teachers to have release time to collaborate and increase EL achievement	5700-5799: Transfers Of Direct Costs	Title I	2,000.00
Provide an additional ELD teacher to meet the Designated requirement of the ELD Framework. We are planning on implementing 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.	July 1, 2018 to June 30, 2019	Administration	Supplemental ELD teacher salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Title I	63,479.00
			Supplemental ELD Teacher benefits 1.0 FTE	3000-3999: Employee Benefits	Title I	29,056.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor to provide counseling support for at risk and ELL students	July 1, 2018 to June 30, 2019	Counselor and assistant principal over the counseling department	Supplemental Counselor salary and benefits; 1.0 FTE	1000-1999: Certificated Personnel Salaries	LCFF	66,867.00
			Supplemental Counselor salary and benefits; 1.0 FTE	3000-3999: Employee Benefits	LCFF	30,120.00
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.	July 1, 2018 to June 30, 2019	ELD Department Chair, teachers of ELD students and the assistant principal.	Bilingual Paraprofessional, 7 hour-school year.	2000-2999: Classified Personnel Salaries	Title I	30,830.00
			Bilingual Paraprofessional, 7 hour-school year.	3000-3999: Employee Benefits	Title I	25,943.00
			Bilingual Paraprofessional, 5.75 hour-school year.	1000-1999: Certificated Personnel Salaries	LCFF	21,445.00
			Bilingual Paraprofessional, 5.75 hour-school year.	3000-3999: Employee Benefits	LCFF	6,675.00
AVID program additional support to increase graduation rate and college attendance.	July 1, 2018 to June 30, 2019	Counselor, teachers and administration	Transportation for college visits for AVID classes.	5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.	July 1, 2018 to June 30, 2019	Counselor, teachers and administration	Transportation for college visit and end of year awards recognition for Ophelia students.	5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	July 1, 2018 to June 30, 2019	AP over Counseling	Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.	2000-2999: Classified Personnel Salaries	LCFF	37,820.00
			Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.	3000-3999: Employee Benefits	LCFF	26,883.00
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.	July 1, 2018 to June 30, 2019	Librarian, teachers and administration	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, mounted LCD projector, ELMO, and Mobi pad. This Year we continue to focus on the LCD projectors with this money.	5000-5999: Services And Other Operating Expenditures	Title I	50,400.00

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Partnerships																		
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 and community.																		
LCAP ALIGNED SCHOOL GOAL #2:																		
Increase parent involvement by providing a Parent Center, child care for parent meetings and Spanish translation services for parents at meetings.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																		
PARTNERSHIPS																		
C - Student Attendance Rates	95.2%	increase 1%	96.2%	94.1%	increase 1%	95.1%	95.1%	increase 1%	96.1%	94.6%	increase 2%	96.60%	95.0%	increase 1%	96.0%	91.5%	increase 2%	93.5%
D - CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation - Chronic Absentee Rate (2016-2017)	15.3%	X	X	20.7%	X	X	15.9%	X	X	16.2%	X	X	16.1%	X	X	32.0%	X	X
E - High School Dropout Rate (2015-2016 shown)	1.4%	decrease 1.0%	0.4%	1.4%	decrease 3.0%	0.0%	1.2%	decrease 1.0%	0.2%	0.0%	decrease 3.0%	0.0%	1.5%	decrease 1.0%	0.5%	3.4%	decrease 3.0%	0.4%
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Additional school data used to form this goal included ...																		
Associate Research Based Data:																		
Parental involvement programs, as a whole, were associated with higher academic achievement by .3 of a standard deviation unit. This research is described in "A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students" William Jeynes. http://uex.sagepub.com/content/47/4/706.short																		
How the School will Evaluate the Progress of this Goal:																		
Parent attendance rates for school events/trainings, student attendance rates, chronic absenteeism rates, Parent conference attendance, Panorama survey response rate, Dropout rate.																		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.	July 1, 2018 to June 30, 2019	Office Specialist in Parent Center, translators for meetings, counselors and administration.	Child care and translation for "Conversations with the Principal" and other parent meetings.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
			Child care and translation for "Conversations with the Principal" and other parent meetings.	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	545.00
			Supplies for the Parent Center	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1364.00
			Child care and translation for parent meetings, such as counselor grade level parent nights.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1443.00
			Child care and translation for parent meetings, such as counselor grade level parent nights.	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	288.00
			Child care and translation for parent meetings, such as counselor grade level parent nights.	2000-2999: Classified Personnel Salaries	Title I	1443.00
			Child care and translation for parent meetings, such as counselor grade level parent nights.	3000-3999: Employee Benefits	Title I	288.00

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environment																			
LCAP GOAL:																			
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.																			
LCAP ALIGNED SCHOOL GOAL #3:																			
Increase preparedness for emergency situations and maintain basic emergency supplies in the classrooms and in the emergency containers.																			
Expected Annual Measurable Outcomes:																			
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																			
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target	
GOAL 3 - SAFE LEARNING ENVIRONMENT																			
A - CA School Dashboard Suspension Rate Indicator	Yellow (4.4%, -0.1%)	decrease 0.3% to 2.0%	4.1% or lower																*
B - Expulsion Rate		< 0.5%			< 0.5%			< 0.5%			decrease 0.5%			< 0.5%			decrease 0.3%		
C - Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			
D - Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			
Data Used to Form this Goal:																			
Please see 16-17 results as noted in the matrix above.																			
Additional school data used to form this goal include emergency backpack inventories, safe school plan data, and recent current events.																			
Associate Research Based Data:																			
"Safe schools promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety in school are related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout." This is from the National Center on Safe Supportive Learning Environments.																			
How the School will Evaluate the Progress of this Goal:																			
Suspension rates, expulsion rates, discipline referral rates, Panorama SEL survey results, Panorama Climate Survey Results																			
Additional school tools used to evaluate the progress of this goal include the safe school plan and the number of incidents occurring during the year, the post evaluations of drills																			

and incidents, and safety committee evaluations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of supplemental emergency supplies.	July 1, 2018 to June 30, 2019	Assistant Principal over Safety	Purchase emergency supplies	4000-4999: Books And Supplies	LCFF	2,000.00
Implementation of a Peer to Peer counseling program	July 1, 2018 to June 30, 2019	Assistant Principal - Guidance and Counseling Club Advisor School Psychologist	Bi-monthly meetings to train students in providing support.			
			Peer to peer counseling to assist with depression, stress, and suicide prevention.			
			Substitute support for teacher release time for training	5700-5799: Transfers Of Direct Costs	Title I	560.00
			Funds for materials and supplies related to training, promotion of services, and counseling students.	4000-4999: Books And Supplies	Title I	500.00
Safe House "Cup of Happy" on campus availability to provide student social-emotional support.	July 1, 2018 to June 30, 2019	Assistant Principal - Guidance and Counseling School Psychologist	Weekly availability of "Cup of Happy" from Safe house during lunch.			
H.E.R.O. drills and monthly classroom scenario discussions.	July 1, 2018 to June 30, 2019	School Safety Team	Quarterly Drills and monthly H.E.R.O. scenarios for classroom discussion.			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	298265	0.00
Title I Part A: Parent Involvement	5640	0.00
LCFF	202600	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	202,600.00
Title I	298,265.00
Title I Part A: Parent Involvement	5,640.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	183,791.00
2000-2999: Classified Personnel Salaries	73,536.00
3000-3999: Employee Benefits	126,196.00
4000-4999: Books And Supplies	17,022.00
5000-5999: Services And Other Operating Expenditures	76,400.00
5700-5799: Transfers Of Direct Costs	17,560.00
5800: Professional/Consulting Services And Operating	12,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	88,312.00
2000-2999: Classified Personnel Salaries	LCFF	37,820.00
3000-3999: Employee Benefits	LCFF	63,678.00
4000-4999: Books And Supplies	LCFF	7,790.00
5000-5999: Services And Other Operating	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	95,479.00
2000-2999: Classified Personnel Salaries	Title I	32,273.00
3000-3999: Employee Benefits	Title I	61,685.00
4000-4999: Books And Supplies	Title I	7,868.00
5000-5999: Services And Other Operating	Title I	71,400.00
5700-5799: Transfers Of Direct Costs	Title I	17,560.00
5800: Professional/Consulting Services And	Title I	12,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,443.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	833.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,364.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	496,074.00
Parent and Community Partnerships	7,371.00
Safe Learning Environment	3,060.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ms. Erin Graham		X			
Dr. Jason Powell		X			
Ms. Rachel Schoenbeck		X			
Miss Gabrielle Gutierrez					X
Mr. Ryan Woll	X				
Mr. Erik Cross		X			
Ms. Reshae Crawford				X	
Miss Faith Soulierre					X
Miss Zarah Walter					X
Ms. Dee Dee Wilson Barton				X	
Ms. Kristie Dore				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.

School Site Council Meeting Minutes

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 04/08/2015.

Attested:

Ryan Woll

Typed Name of School Principal

Signature of School Principal

Date

Dee Dee Wilson Barton

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement																		
LCAP GOAL:																		
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness																		
LCAP ALIGNED SCHOOL GOAL #1:																		
Assure students are being taught to the rigor necessary to prepare them for their future. This includes preparing staff to teach to the rigor, providing support for students to meet the rigor levels, and materials to engage students in supplementary activities that support application of concepts.																		
Expected Annual Measurable Outcomes																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT																		
C – CA School Dashboard ELPI	Green (73.8%)	maintain Green	75.3% or higher															
D – EL Reclassification Rate	13.2%	1.5%	14.7%															
E – CA School Dashboard Graduation Rate Indicator (class of 2016 projected)	Blue (97.2%, -0.2%)	maintain Green	95.0% or higher	Green (91.4%, -3.1%)	maintain Green	90.3% or higher	Blue (96.3%, -1.2%)	maintain Green	95.0% or higher	Blue (100%, -2.0%)	maintain Green	95.0% or higher	Blue (96.7%, -0.0%)	maintain Green	95.0% or higher	Blue (96.6%, -0.6%)	maintain Green	95.0% or higher
K – CA School Dashboard CCI	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
L – UC/CSU Entrance Requirement Completion Rate (2015–2016)	46.9%	increase 3%	49.9%	0.0%	increase 4%	4.0%	40.4%	increase 4%	44.4%	42.9%	increase 4%	46.9%	40.9%	increase 3%	43.9%		increase 3%	
M – CTE Program Completion Rate (2016–2017)	97.9%	<95.0%	95.0%															
N – CTE Graduation Rate (2016–2017)		<97.0%																
O – CTE Under-represented Gender Group Participation Rate (2016–2017)		increase 2%																
P – EAP ELA (% Ready/Conditionally Ready)	63.2%	increase 4%	67.2%	4.2%	increase 6%	10.2%	56.9%	increase 4%	60.9%	69.2%	increase 6%	75.3%	59.2%	increase 4%	63.2%	15.4%	increase 4%	19.4%
Q – EAP Math (% Ready/Conditionally Ready)	34.1%	increase 4%	38.1%	2.1%	increase 6%	8.1%	27.1%	increase 4%	31.1%	19.2%	increase 6%	25.2%	28.4%	increase 4%	32.4%	0.0%	increase 4%	4.0%
R – AP Test Results (% scoring 3 or higher on one or more test)	54.1%	increase 2%	56.1%	50.6%	increase 2%	52.6%	58.2%	increase 2%	60.2%	12.5%	increase 5%	17.5%	52.6%	increase 2%	54.6%	50.00%	increase 2%	52.0%
How will the school evaluate the progress?																		
ELA Key Data Interim Tests, Math Key Data Interim Tests, PSAT, History DBQ Common Assessment, ELPAC Results, 17-18 SBAC/CAASPP Results, NGSS Assessments, Progress Adviser data.																		
Additional school tools used to evaluate the progress of this goal include ...																		

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 1. Schedule and conduct before and after school tutoring, lunch tutoring and teacher prep period tutoring and strategic support classes Subjects to be tutored are ELA, Math, and ELL. Provide time for training and collaboration in math and English.				
1.2 Participate in staff development opportunities to support the implementation of the Common Core State Standards. These include attendance at CATE, CMC and AVID.				
1.3 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.				
1.4 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. Online subscription to an anti-plagiarism software.				
1.5 Provide after-school tutoring for all subject areas for ELD students. This is accomplished within the regular day for our teachers and Bilingual Paraprofessionals.				
1.6 Participate in professional learning				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
community release time to increase EL achievement.				
1.7 Provide an additional ELD teacher to meet the Designated requirement of the ELD Framework. We are planning on implementing 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.				
1.8 Counselor to provide counseling support for at risk and ELL students				
1.9 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.				
1.10 AVID program additional support to increase graduation rate and college attendance.				
1.11 Ophelia Project support for				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
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.				
1.12 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				
1.14 Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

SUBJECT: Parent and Community Partnerships																		
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 and community.																		
LCAP ALIGNED SCHOOL GOAL #2:																		
Increase parent involvement by providing a Parent Center, child care for parent meetings and Spanish translation services for parents at meetings.																		
Expected Annual Measurable Outcomes																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
PARTNERSHIPS																		
GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																		
C - Student Attendance Rates	95.2%	increase 1%	96.2%	94.1%	increase 1%	95.1%	95.1%	increase 1%	96.1%	94.6%	increase 2%	96.60%	95.0%	increase 1%	96.0%	91.5%	increase 2%	93.5%
D - CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation - Chronic Absentee Rate (2016-2017)	15.3%	X	X	20.7%	X	X	15.9%	X	X	16.2%	X	X	16.1%	X	X	32.0%	X	X
E - High School Dropout Rate (2015-2016 shown)	1.4%	decrease 1.0%	0.4%	1.4%	decrease 3.0%	0.0%	1.2%	decrease 1.0%	0.2%	0.0%	decrease 3.0%	0.0%	1.5%	decrease 1.0%	0.5%	3.4%	decrease 3.0%	0.4%
How will the school evaluate the progress?																		
Parent attendance rates for school events/trainings, student attendance rates, chronic absenteeism rates, Parent conference attendance, Panorama survey response rate, Dropout rate.																		

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	December to March	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	
2.1 Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
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.				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

SUBJECT: Safe Learning Environment																			
LCAP GOAL:																			
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.																			
LCAP ALIGNED SCHOOL GOAL #3:																			
Increase preparedness for emergency situations and maintain basic emergency supplies in the classrooms and in the emergency containers.																			
Expected Annual Measurable Outcomes																			
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																			
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target	
GOAL 3 - SAFE LEARNING ENVIRONMENT																			
A - CA School Dashboard Suspension Rate Indicator	Yellow (4.4%, -0.1%)	decrease 0.3% to 2.0%	4.1% or lower																*
B - Expulsion Rate		< 0.5%			< 0.5%			< 0.5%			decrease 0.5%			< 0.5%				decrease 0.3%	
C - Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			
D - Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			
How will the school evaluate the progress?																			
Suspension rates, expulsion rates, discipline referral rates, Panorama SEL survey results, Panorama Climate Survey Results																			
Additional school tools used to evaluate the progress of this goal include the safe school plan and the number of incidents occurring during the year, the post evaluations of drills and incidents, and safety committee evaluations.																			

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
3.1 Purchase of supplemental emergency supplies.				
3.2 Implementation of a Peer to Peer counseling program				
3.3 Safe House "Cup of Happy" on campus availability to provide student social-emotional				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
support.				
3.4 H.E.R.O. drills and monthly classroom scenario discussions.				

PALM SPRINGS HIGH SCHOOL
SCHOOL SITE COUNCIL

APRIL 9TH, 2018

ROOM 303

3:15 P.M.

AGENDA

ADMINISTRATION

Mr. Ryan Woll _____

PSHS CERTIFICATED FACULTY

Ms. Erin Graham _____

Dr. Jason Powell _____

Mr. Erik Cross _____

Ms. Rachel Schoenbeck _____

PSHS CLASSIFIED FACULTY

Ms. Patricia Warren _____

PARENTS

Ms. Reshae Crawford _____

Ms. Kristie Dore _____

Ms. Dee Dee Wilson Barton _____

STUDENTS

Miss Gabrielle Gutierrez _____

Miss Faith Soulliere _____

Miss Zarah Walter _____

- 1) Call Meeting to Order
- 2) Public Comments
- 3) Review and approval of minutes from the February 5th, 2018 School Site Council meeting
- 4) Review 2018-19 SPSA Goals and Spending Plan
- 5) Approve 2018-19 SPSA Goals and Spending Plan
- 6) Review of ELD Student Work
- 7) Adjournment

PALM SPRINGS HIGH SCHOOL
CONSEJO DEL SITIO ESCOLAR

ABRIL 9, 2018

SALÓN 303

3:15 P.M.

AGENDA

ADMINISTRACIÓN

Mr. Ryan Woll _____

PSHS FACULTAD CERTIFICADA

Ms. Erin Graham _____

Dr. Jason Powell _____

Mr. Erik Cross _____

Ms. Rachel Schoenbeck _____

PSHS FACULTAD CLASIFICADA

Ms. Patricia Warren _____

PADRES

Ms. Reshae Crawford _____

Ms. Kristie Dore _____

Ms. Dee Dee Wilson Barton _____

ESTUDIANTES

Miss Gabrielle Gutierrez _____

Miss Faith Soulliere _____

Miss Zarah Walter _____

- 1) Convocación de la junta
- 2) Comentarios públicos
- 3) Revisión y aprobación de minutos de la junta de Febrero 5, 2018.
- 4) Reviso de metas y plan de gastos 2018-19 SPSA
- 5) Aprobar 2018-19 SPSA las metas y plan de gastos
- 6) Reviso de trabajo de estudiantes del programa ELD
- 7) Cierre

SCHOOL SITE COUNCIL MEETING

April 9th, 2018

3:15pm

Palm Springs High School – Room 303

In attendance were: Ryan Woll, Erin Graham, Erik Cross, Jason Powell, Patricia Warren, Dee Dee Wilson Barton, Kristie Dore, Faith Soulliere

Absent: Rachel Schoenbeck, Reshae Crawford, Zarah Walter, Gabrielle Gutierrez

Public: None

Handouts: Agenda, Meeting Minutes from 2/5/18 Meeting, 2018-19 SPSA Proposed Spending Plans/Budget, UC a-g Completion Rates Data

- 1) Call Meeting to Order: The meeting was called to order at 3:15pm by Chairperson Dee Dee Wilson Barton.
- 2) Public Comments: None
- 3) Review and approval of minutes from February 5th, 2018 School Site Council meeting: The minutes from the February 5th, 2018 meeting were reviewed. *Jason Powell presented a motion to approve the February 5th, 2018 minutes with Faith Soulliere seconding the motion. The minutes were unanimously approved by the council.*
- 4) Review 2018-19 SPSA Goals and Spending Plan: Ryan discussed the data for the class of 2017 for UC a-g Completion rates. The data represents percentages of seniors in various demographic sub-groups (African America, Hispanic etc...) and how they perform each school year comparing PSHS with District and County percentages. PSHS increased in every subgroup from 2015-16 to 2016-17. All percentages are close with the exception of Special Education and English Learners. The schoolwide rate has gone from 33.3% for the class of 2012 to 54.24% for the class of 2017.
 - Title 1 – The funding for the work with English Learners has resulted in continued gains. We are currently leading the Coachella Valley in progress toward proficiency rates for English Learners, at 92.7%. This year 39 of our 212 English Learners was reclassified as proficient. It was proposed to continue funding our Bilingual Paraprofessional position who provides ELD support in core content classrooms. It was also proposed to continue to fund the additional ELD teacher. The proposal included ongoing support as follows: core department collaborative time (subs for pull out and extra duty for time outside of school), Response to Intervention and student support in all content areas, and ELD pullout interventions. The proposal also includes collaborative time for Math, Social Science, English and Science to review progress and adjust unit plans because of new standards, textbooks and assessments. The proposal for Professional Development funds is to also allow for various Counselor conferences and other teacher conferences, such as the California Math Council and California Association of Teachers of English. Technology funds have been proposed for additional classroom projection systems. Ryan mentioned that the District Technology Department will no longer be “matching” funds with the site for projection system purchases. The proposed budget also includes site subscriptions and licenses for the following: Turn It In, EBSCO, Nearpod etc. There is also a budget proposed for extra duty for classified staff to assist with translation services for parents meetings, counselor meetings, FAFSA night etc. A small budget has been proposed for materials and supplies. The Science department specifically needs dissection materials. **Total Allocation \$299,715.00**
 - LCFF – It was proposed that the supplementary counselor salary and office specialist positions continue to be funded. The office specialist supports the counselors freeing them up to assist more students and give greater 1 on 1 time. Our students have shown a continuous increase in

the percent of students meeting the University of California a-g entrance requirements. For the class of 2017 the following a-g completion rate data was shared: Schoolwide – 54.24%, African American – 48.72%, Hispanic – 49.56%, White – 56.47%, Low Socio-economic Status – 50.17%, and the district average was 39.31%. Our graduation rate for the class of 2017 was above 99%. This data shows the work our counselors are doing is having a significant role in the success of students. The District Office will no longer be funding the Bilingual Paraprofessional position through district English Learner support after the 2018/19 school year. If we decide this resource is necessary to student progress, we will need to pay for this out of LCFF funds for next year. This staff member offers support to ELD students and assists with ELPAC testing. It was proposed that we fund AVID and Ophelia college trips and awards ceremonies. The final proposal for funding was for emergency supplies to support the Safe School Plan./**Total Allocation: \$202,600.00**

- 5) Approve 2018-19 SPSA Goals and Spending Plan: *Dee Dee Wilson Barton called for a motion to approve the 2018-19 SPSA Goals and Spending Plan as presented by Mr. Woll with the addition that the Science department will be allocated funds to purchase supplemental dissection materials out of the Materials & Supplies Title 1 budget as soon as funds are available. Kristie Dore made the motion with Erik Cross seconding the motion. The motion was unanimously approved by the council*
- 6) Review of ELD Student Work: Various samples of student work was provided by Mr. Woll for the members of the council to review. The student work came from Mrs. Alba Lantz's and Mrs. Karin Cheng's ELD classes and was presented to demonstrate how the students' writing has progressed since the beginning of the school year.
- 7) Adjournment: Chairperson Dee Dee Wilson Barton adjourned the meeting at 3:55pm.

Junta de Consejo Escolar
Abril 9, 2018
3:15pm
Palm Springs High School – Salon 303

En asistencia estuvieron: Ryan Woll, Erin Graham, Erik Cross, Jason Powell, Patricia Warren, Dee Dee Wilson Barton, Kristie Dore, Faith Soulliere

Ausentes: Rachel Schoenbeck, Reshae Crawford, Zarah Walter, Gabrielle Gutierrez

Publico: None

Folletos: Agenda, minutos de la junta de 2/5/18, 2018-19 SPSA plan de gastos/presupuesto, UC a-g datos de tasas de finalización

- 1) Convocación de junta: La junta fue convocada por la presidenta Dee Dee Barton a las 3:15pm
- 2) Comentarios públicos: Ninguno
- 3) Revisión y aprobación de minutos de la junta de febrero 5, 2018 del consejo escolar: Los minutos de la junta de febrero 5, 2018 fueron revisados. ***Jason Powell presento una moción para aprobar los minutos de febrero 5, 2018 con Faith Soulliere haciendole segunda. Los minutos fueron unánimemente aprobados por el consejo.***
 - Reviso de metas y plan de gastos 2018-19 SPSA :Ryan discutió los datos para la clase de 2017 para UC a-g Tasas de finalización. Los datos representan porcentajes de personas mayores en varios subgrupos demográficos (Afro americanos, hispanos, etc.) y cómo se desempeñan cada año escolar comparando el PSHS con los porcentajes del Distrito y del Condado. El PSHS aumentó en cada subgrupo de 2015-16 a 2016-17. Todos los porcentajes son similares, con excepción de Educación Especial y Aprendices de Inglés. La tasa escolar ha pasado del 33.3% para la clase de 2012 al 54.24% para la clase de 2017.
 - Título 1 – El financiamiento para el trabajo con los Estudiantes de inglés ha resultado en ganancias continuas. Actualmente estamos liderando el Valle de Coachella en progreso hacia las tasas de competencia para los Estudiantes de inglés, en 92.7%. Este año, 39 de nuestros 212 aprendices de inglés fueron reclasificados como competentes. Se propuso continuar financiando nuestro puesto de Paraprofesional bilingüe que brinda apoyo de ELD en los salones de contenido básico. También se propuso continuar financiando al maestro adicional de ELD. La propuesta incluyó apoyo continuo de la siguiente manera: tiempo de colaboración del departamento central (substitutos para retiro y tiempo extra por tiempo fuera de la escuela), Respuesta a Intervención y apoyo estudiantil en todas las áreas de contenido, e intervenciones de retiro ELD. La propuesta también incluye un tomo de colaboración para Matemáticas, Ciencias Sociales, Inglés y Ciencias para revisar el progreso y ajustar los planes de unidad debido a nuevos estándares, libros de texto y evaluaciones. La propuesta de fondos de Desarrollo Profesional también permite varias conferencias de consejeros y otras conferencias de maestros, como el Consejo de Matemáticas de California y la Asociación de Maestros de Inglés de California. Se han propuesto fondos de tecnología para sistemas adicionales de proyección en el aula. Ryan mencionó que el Departamento de Tecnología del Distrito ya no estará "emparejando" fondos con el sitio para las compras del sistema de proyección. El presupuesto propuesto también incluye suscripciones de sitios y licencias para lo siguiente: Turn it In, EBSCO, Nearpod, etc. También se propuso un presupuesto para el personal adicional para ayudar con los servicios de traducción para reuniones de padres, reuniones de consejeros, noches de FAFSA, etc. Se ha propuesto un pequeño presupuesto para materiales y suministros. El departamento de Ciencias necesita específicamente materiales de disección. Asignación total \$ 299,715.00, at 92.7%.
 - LCFF – se propuso que se continúen financiando los puestos de consejero suplementario y de especialista de oficina. El especialista de la oficina ayuda a los consejeros a liberarlos para

ayudar a más estudiantes y darles más tiempo 1 a 1. Nuestros estudiantes han mostrado un aumento continuo en el porcentaje de estudiantes que cumplen con los requisitos de entrada de la universidad de California. Para la clase de 2017, se compartieron los siguientes datos de tasa de finalización de la educación: Escolar - 54.24%, Afroamericano - 48.72%, Hispano - 49.56%, Blanco - 56.47%, Nivel socioeconómico bajo - 50.17%, y el promedio del distrito fue de 39.31 % Nuestra tasa de graduación para la clase de 2017 fue superior al 99%. Estos datos muestran que el trabajo que nuestros consejeros están haciendo tiene un papel importante en el éxito de los estudiantes. La Oficina del Distrito ya no financiará el puesto de Paraprofesional Bilingüe a través del apoyo del Distrito de Aprendices de Inglés después del año escolar 2018/19. Si decidimos que este recurso es necesario para el progreso del estudiante, tendremos que pagarlo con los fondos de la LCFF para el próximo año. Este miembro del personal ofrece apoyo a los estudiantes de ELD y ayuda con las pruebas de ELPAC. Se propuso que financiémos los viajes a universidades AVID y Ophelia y las ceremonias de premiación. La propuesta final para la financiación fue para suministros de emergencia para apoyar el Plan de Seguridad Escolar. / Asignación total: \$ 202,600.00

- 4) Aprobación de metas y plan de gastos 2018-19 SPSA: ***Dee Dee Wilson Barton pidió una moción para aprobar las metas y el plan de gastos 2018-19 SPSA presentado por el Señor Woll con adición de que el departamento de Ciencias asignara fondos para comprar materiales de disección del fondo de Materiales y suministros de título 1 así como esté disponible. Kristie Dore hizo moción con Erik Cross haciéndole segunda. La moción fue unánimemente aprobada por el consejo.***
- 5) Reviso de trabajo de estudiantes del programa ELD: Varios ejemplos de trabajos de estudiantes fueron mostrados por el Señor Woll para que revisaran miembros del consejo. El trabajo de estudiantes provino de la clase ELD del la Señora Alba Lantz y la Señora Karin Cheng que fue presentado para demostrar como los estudiantes han progresado desde el comienzo del año escolar.
- 6) Cierre: La presidenta Dee Dee Wilson Barton termino la junta a las 3:55pm.

**PALM SPRINGS HIGH SCHOOL
SCHOOL SITE COUNCIL**

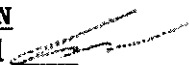
APRIL 9TH, 2018

ROOM 303


3:15 P.M.

AGENDA

ADMINISTRATION

Mr. Ryan Woll 

PSHS CERTIFICATED FACULTY

Ms. Erin Graham 

Dr. Jason Powell 

Mr. Erik Cross 

Ms. Rachel Schoenbeck *Absent*

PSHS CLASSIFIED FACULTY

Ms. Patricia Warren 

PARENTS

Ms. Reshae Crawford *Absent*

Ms. Kristie Dore 

Ms. Dee Dee Wilson Barton 

STUDENTS

Miss Gabrielle Gutierrez *Absent*

Miss Faith Soulliere 

Miss Zarah Walter *Absent*

- 1) Call Meeting to Order
- 2) Public Comments
- 3) Review and approval of minutes from the February 5th, 2018 School Site Council meeting
- 4) Review 2018-19 SPSA Goals and Spending Plan
- 5) Approve 2018-19 SPSA Goals and Spending Plan
- 6) Review of ELD Student Work
- 7) Adjournment

Budget By Expenditures

Palm Springs High School

Funding Source: LCFF

\$202,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental materials and supplies.	4000-4999: Books And Supplies	\$5,790.00		Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation. Online subscription to an anti-plagiarism software.
Supplemental Counselor salary and benefits; 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$66,867.00		Counselor to provide counseling support for at risk and ELL students
Supplemental Counselor salary and benefits; 1.0 FTE	3000-3999: Employee Benefits	\$30,120.00		Counselor to provide counseling support for at risk and ELL students
Bilingual Paraprofessional, 5.75 hour-school year.	1000-1999: Certificated Personnel Salaries	\$21,445.00		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.
Bilingual Paraprofessional, 5.75 hour-school year.	3000-3999: Employee Benefits	\$6,675.00		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.
Bilingual Paraprofessional, 5.75 hour-school year.	3000-3999: Employee Benefits	\$6,675.00		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.
Bilingual Paraprofessional, 5.75 hour-school year.	3000-3999: Employee Benefits	\$6,675.00		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.
Transportation for college visits for AVID classes.	5000-5999: Services And Other Operating Expenditures	\$3,000.00		AVID program additional support to increase graduation rate and college attendance.

Palm Springs High School

Transportation for college visit and end of year awards recognition for Ophelia students.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.
Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.	2000-2999: Classified Personnel Salaries	\$37,820.00	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
Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.	3000-3999: Employee Benefits	\$26,883.00	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
Purchase emergency supplies	4000-4999: Books And Supplies	\$2,000.00	Purchase of supplemental emergency supplies.
LCFF Total Expenditures:		\$202,600.00	
LCFF Allocation Balance:		\$0.00	

Funding Source: Title I

\$298,265.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitute support for teacher release time for training	5700-5799: Transfers Of Direct Costs	\$560.00		Implementation of a Peer to Peer counseling program
Funds for materials and supplies related to training, promotion of services, and counseling students.	4000-4999: Books And Supplies	\$500.00		Implementation of a Peer to Peer counseling program

Palm Springs High School

<p>Child care and translation for parent meetings, such as counselor grade level parent nights.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$1,443.00</p>	<p>Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.</p>
<p>Child care and translation for parent meetings, such as counselor grade level parent nights.</p>	<p>3000-3999: Employee Benefits</p>	<p>\$288.00</p>	<p>Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.</p>
<p>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, mounted LCD projector, ELMO, and Mobi pad. This Year we continue to focus on the LCD projectors with this money.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$50,400.00</p>	<p>Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.</p>

Palm Springs High School

Bilingual Paraprofessional, 7 hour-school year.	2000-2999: Classified Personnel Salaries	\$30,830.00	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.
Bilingual Paraprofessional, 7 hour-school year.	3000-3999: Employee Benefits	\$25,943.00	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. 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.
Substitute cost for teachers to have release time to collaborate and increase EL achievement	5700-5799: Transfers Of Direct Costs	\$2,000.00	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. Participate in professional learning community release time to increase EL achievement.
Supplemental ELD teacher salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$63,479.00	Provide an additional ELD teacher to meet the Designated requirement of the ELD Framework. We are planning on implementing 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.

Palm Springs High School

Supplemental ELD Teacher benefits 1.0 FTE	3000-3999: Employee Benefits	\$29,056.00	Provide an additional ELD teacher to meet the Designated requirement of the ELD Framework. We are planning on implementing 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.
Extra Duty/Salary for Collaboration and Training in Math, English and Science.	1000-1999: Certificated Personnel Salaries	\$17,500.00	1. Schedule and conduct before and after school tutoring, lunch tutoring and teacher prep period tutoring and strategic support classes Subjects to be tutored are ELA, Math, and ELL. Provide time for training and collaboration in math and English.
Extra Duty/Benefits for Collaboration and Training in Math, English and Science.	3000-3999: Employee Benefits	\$3,498.00	1. Schedule and conduct before and after school tutoring, lunch tutoring and teacher prep period tutoring and strategic support classes Subjects to be tutored are ELA, Math, and ELL. Provide time for training and collaboration in math and English.
Substitutes for release time for teacher collaboration in English, Math, Science, and World Language.	5700-5799: Transfers Of Direct Costs	\$3,000.00	1. Schedule and conduct before and after school tutoring, lunch tutoring and teacher prep period tutoring and strategic support classes Subjects to be tutored are ELA, Math, and ELL. Provide time for training and collaboration in math and English.
Professional development including; travel and accommodations. The focus is for teachers to attend conferences that highlight implementation of the Common Core State Standards.	5000-5999: Services And Other Operating Expenditures	\$21,000.00	Participate in staff development opportunities to support the implementation of the Common Core State Standards. These include attendance at CATE, CMC and AVID.
Substitutes for teachers on travel and conference	5700-5799: Transfers Of Direct Costs	\$12,000.00	Participate in staff development opportunities to support the implementation of the Common Core State Standards. These include attendance at CATE, CMC and AVID.

Palm Springs High School

Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction.	1000-1999: Certificated Personnel Salaries	\$14,500.00	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.
Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction	3000-3999: Employee Benefits	\$2,900.00	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.
Supplemental materials and supplies.	4000-4999: Books And Supplies	\$7,368.00	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation. Online subscription to an anti-plagiarism software.
On Line Subscription and Licenses	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation. Online subscription to an anti-plagiarism software.

Title I Total Expenditures: \$298,265.00

Title I Allocation Balance: \$0.00

Funding Source: Title I Part A: Parent Involvement \$5,640.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Palm Springs High School

<p>Child care and translation for "Conversations with the Principal" and other parent meetings.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$2,000.00</p>	<p>Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.</p>
<p>Child care and translation for "Conversations with the Principal" and other parent meetings.</p>	<p>3000-3999: Employee Benefits</p>	<p>\$545.00</p>	<p>Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.</p>

Palm Springs High School

Supplies for the Parent Center	4000-4999: Books And Supplies	\$1,364.00	Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.
Child care and translation for parent meetings, such as counselor grade level parent nights.	2000-2999: Classified Personnel Salaries	\$1,443.00	Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.

Palm Springs High School

Child care and translation for parent meetings, such as counselor grade level parent nights.	3000-3999: Employee Benefits	\$288.00	Educate parents on how to understand graduation requirements and credit evaluation to ensure student success. 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.
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Title I Part A: Parent Involvement Total Expenditures: \$5,640.00

Title I Part A: Parent Involvement Allocation Balance: \$0.00

Palm Springs High School Total Expenditures: \$506,505.00