

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rancho Mirage High School
Address	31001 Rattler Rd Rancho Mirage, CA 92270
County-District-School (CDS) Code	054702
Principal	Teresa Haga, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023-6/30/2024
Schoolsite Council (SSC) Approval Date	11/1/2023
Local Board Approval Date	12/12/2023

This certifies that updates to my SPSA are completed

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Purpose and Description..... 5
- Educational Partner Involvement 5
- Resource Inequities 8
 - Needs Assessment – Review of Performance 8
 - Reflections: Success 8
 - Reflections: Identified Need 9
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - Student Population 13
 - Overall Performance 15
 - Academic Performance 17
 - Conditions & Climate 26
- Annual Review and Update 29
 - Goal 1 – Increased Academic Achievement 29
 - Goal 2 – Parent Engagement..... 41
 - Goal 3 – Safe and Healthy Learning Environment..... 44
- Goals, Strategies, & Proposed Expenditures..... 49
 - Goal 1 49
 - Goal 2..... 65
 - Goal 3..... 68
- Centralized Services for Planned Improvements in Student Performance 74
- Budget Summary and Consolidation 76
 - Budget Summary 76
 - Allocations by Funding Source 76
 - Other Federal, State, and Local Funds 76
 - Expenditures by Funding Source 78
 - Expenditures by Budget Reference 79
 - Expenditures by Budget Reference and Funding Source 80
- School Site Council Membership 81
- Recommendations and Assurances 82
- Title I and LCFF Funded Program Evaluation 83
- Instructions..... 86

School Vision and Mission

The mission of Rancho Mirage High School is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of their abilities and chosen educational and career goals. Each student will be treated as an individual, given the tools and support to be a lifelong learner, and taught to function as a member of a group and as a productive and meaningful member of society.

The vision for Rancho Mirage High School is guided by the Palm Springs Unified School District Belief Statements and includes students, parents, the community, school staff and school leadership.

Students

RMHS expects all students to work toward graduation and successfully transition to college or career. All students are welcomed into a school culture that encourages individuality and expects extra/co-curricular participation in order to foster a sense of belonging. By participating in this educational community, students acquire knowledge, skills, and attitudes that will serve them today and in the future.

Parents and Community

RMHS is a working partnership of students, parents, staff and community members who effectively communicate to meet the educational needs of its students.

School

RMHS provides students with a safe and secure learning environment characterized by responsible, respectful, and ethical behavior by the entire school community.

Staff and School Leadership

RMHS is a professional learning community that ensures that all students learn at high levels through a collaborative culture and an ambitious vision for student success.

School Profile

Rancho Mirage High School opened in September 2013 and serves students from Rancho Mirage, Palm Desert, Thousand Palms, and Cathedral City. As a result of the PSUSD open enrollment policy, students also attend from other neighboring communities. The school is situated on a 64-acre site and serves approximately 1450 students in grades nine through twelve. Approximately one hundred and twenty faculty and staff members serve an ethnically diverse student population which includes: 72% Hispanic, 17% white, 5% Filipino, 3% African-American, and 3% other.

Rancho Mirage High School, home of the Rattlers, is committed to the pursuit of academic excellence by providing diverse educational opportunities that include: career technical education, college prep, and advanced placement offerings. All students receive a strong academic curriculum with an emphasis on career and college readiness. Students may challenge a more rigorous course of study by enrolling in Honors or Advanced Placement classes. Students may also pursue their interests in the performing arts, world languages, sports, and other club programs. Additionally, students may choose Culinary Arts or Automotive Technology as a Career Technical Education academy or Technical Theater as a CTE focused pathway. We also offer a thriving Advancement Via Individual Determination (AVID) program to first generation college-bound students.

Rancho Mirage High School Leadership Team meets monthly and reports on grade and content level collaboration work. Lead teacher collaboration involves representatives from each district high school, along with an administrative designee and a district office administrator to monitor the implementation of this work. Staff development is planned to meet the needs of English Learners and Special Education students along with data analysis and evaluation through Professional Learning Communities. Additionally, staff development is occurring for AP classes, ELD strategies, and AVID strategies which support students' language development and helps to create a college-going climate.

Rancho Mirage High School teaches standards-aligned, state-adopted curriculum through the use of curriculum guides that have been cooperatively developed by district high school teachers and PSUSD office personnel. In addition, instructional practices are guided by; STAR tests, short cycle assessments, developing regulations and procedures that are in line with the Education Code and California Department of Education guidelines.

In addition to mainstreaming special education students in CP and honors classes, 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. Identified special education services are delivered through: pull out programs, within the regular education classes through paraprofessional support, and/or consultation from special education personnel. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds. RMHS also services Special Education students in the Functional Life Skills program for those in need of intensive interventions.

Parent involvement and training is essential and student goal setting is included in the after school meetings with parents as well as through the Back to School Nights. Parents are informed on how they can be involved in helping to address the improvement of student academic achievement, and finally, the district also provides information to parents about how they can transfer their child to another school, should the parent feel the desire to do so.

The School Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage High School Site Council (SSC). The RMHS Leadership Team will evaluate the effectiveness of our SPSA shortly after state and federal assessments are released and our SSC and other leadership groups have had the opportunity to review student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

Purpose and Description

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

Additional Targeted Support and Improvement

Homeless students, Students with Disabilities, and Two or More Ethnicities.

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

Rancho Mirage High School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The RMHS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students with a goal to close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

Parent/community member

Gabby Serano and Caryn Gates (parents) will continue to serve their 2nd year on the SSC.

There was one open Parent/Community member position for this year. On August 22, 2022, a nomination form was emailed to all parents of RMHS students as well as posted on the school website.

The following nominations were received:

- Nancy Arias
- Randy Avila
- Cara Van Dijk
- Jim Lister-Looker

- Irma Iniguez
- Stephen Nelson
- Rosa Perez
- Elisa Sheard
- Krystal Franz Wilson

On September 1, 2022, a ballot listing the above names as well as a line for write-in candidates was distributed through email as well as posted on the school website.
Voting closed on September 2, 2022.

Nancy Arias was invited to serve as a Parent/Community member.

Teacher/certificated staff

The following staff will continue to serve this year:

Teachers: Sarah Robles and Jorge Jimenez

There were two open Teacher positions and one open Other Staff position.

On Monday, 8/22/2022, a nomination Google Form was emailed to all staff stating the open positions, the expectations of the position, and requesting nominations.

The following teacher nominations were received:

- David Shaw
- Michelle Hilario
- Wendy Bystrzycki
- Taylor Sandoval
- Athena Martinez O'Grady
- Jen O'Connor

There were NO other staff nominated at this time.

On Thursday, 9/1/2022, a ballot listing the above names as well as a line for a write-in candidate was distributed to all RMHS staff using Google Forms. The voting closed at the end of the school day on 9/2/2022.

The results were as follows:

David Shaw--8 votes

Wendy Bystrzycki-- 12 votes

Athena Martinez O'Grady--10 votes

Taylor Sandoval--14 votes

Jen O'Connor--8 votes

Michelle Hilario-- 15 votes

Michelle Hilario and Taylor Sandoval were invited to serve as Certificated members.

Deydi Valle was invited to serve as "other" Classified staff member by write-in ballot.

Students

Due to graduation and limited participation of the previous SSC Student Representatives, all three seats were open for election this year.

On August 22, 2022, a nomination Google Form was emailed to all students stating the open positions, the expectations of the position, and requesting nominations.

The following nominations were received:

- Madison Davenport
- Fernando Garcia
- Dominic Lopez
- Abraham Luna
- Rosa Perez

On September 1, 2022, a ballot listing the above names as well as a line for write-in candidates was distributed through email as well as posted on the school website.

Voting closed on September 2, 2022

The results were as follows:

Fernando Garcia--25 votes

Abraham Luna--33 votes

Rosa Perez--34 votes

Madison Davenport--37 votes

Dominic Lopez--52 votes

Dominic Lopez, Madison Davenport, and Rosa Perez were invited to join as Student SSC members.

ELAC representatives

- Dr. Omier, Assistant Principal, reached out to the Spanish-speaking parents to identify those interested in participating in the school's ELAC committee and SSC. Cesilia Carbajal, Jorge Duran, Rubi Acevedo, and Alma Chacon compose this year's ELAC. Cesilia Carbajal will serve as the ELAC rep on SSC and the DELAC representative.

SSC Meeting Dates and Topics

September 14, 2022: SSC Training

October 5, 2022 Review of by-laws, data review review of SPSA

November 2, 2022 Information regarding Attendance and monitoring of the SPSA was provided

February 1, 2023: LCAP Presentation and discussion, SPSA monitoring

March 1, 2023: Discussion of budget proposals and approval of SPSA budget for 2022-2023

May 3, 2023: Planning for next year

Leadership Team Meeting Dates and Topics

August 16, 2022 Discussion of goals for the year, budget discussion, plans for Back to School Night

September 6, 2022: Review of data, WASC discussion, College-Kickoff Day discussion

October 4, 2022: WASC discussion, site goals

November 1, 2022: site policy review, crisis response protocol and safety review,

January 31, 2023: Course selection process, ELPAC testing, CAASPP discussion, Panorama Survey

February 28, 2023 Budget proposals for SSC

March 28, 2023: Review of upcoming testing, course registration

April 25, 2023 Preparation for end of the year

May 30, 2023: Planning for next year

English Learner Advisory Committee Meeting Dates and Topics:

October 11, 2022: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items.

November 15, 2022: Parent resource information for SEL, ELPAC discussion, report on SSC items.

January 17, 2023: Review of Needs Assessment, ELPAC exam and R-FEP criteria, school information including SSC items

March 1, 2023: Review of LCAP, site information including SSC items, testing and Summer School review

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section), district benchmarks, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:

- -Increase allocations for math support personnel and credit recovery opportunities
- -Increase allocations for social-emotional learning training for staff

Resource Inequities

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

All students have access to tutoring in all subjects, each student has a Chromebook provided by the district, and all students have access to teachers who have been trained in AVID strategies which are a schoolwide focus on Writing, Inquiry, Reading, Collaboration, and Rigor (WICOR).

An area of inequity identified by our Needs Assessment was for our English Learner students based on the 2022 CA School Dashboard results. English Learners scored 121 points below standard while All students scored 4.3 points above standard. Additionally, English learners scored 193.5 points below standard while All students scored 112.5 points below standard. The graduation rate for English Learners was 89.8% while the graduation rate for All students was 96.5%. 2022-23 STAR test results indicate a continuing differential for EL students in both reading and mathematics.

In Goal 1 of our 2023-2024 plan, we are addressing this inequity through two specific actions:

- ELD classroom teacher for four (4) periods and one (1) class period devoted to coaching all staff on ELD needs and supports.
- Two bilingual paraprofessionals to support students in class, during tutoring, and in collaboration with the ELD teacher's coaching period.

Our suspension data shows a rate for the 2021-2022 school year of 10.5% for All students with a 13.4% rate for English Learners, 12.2% rate for Homeless students and a 14.7% rate for Students with Disabilities.

In Goal 1, Goal 2, and Goal 3 of our 2023-2024 plan, we are addressing this inequity through three specific items:

- Staff training in Social Emotional Learning through conference and workshop attendance.
- Counseling attendance at workshops and conferences.
- -Math Intervention teacher for Integrated Math II

Needs Assessment – Review of Performance

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

The graduation rate for the class of 2022 was 96.5%. English Learner students had a graduation rate of 89.8% which was an improvement over 78.0% from 2021. Hispanic students were at 95.5%, and socioeconomically disadvantaged students had a 93.1% graduation rate. These numbers all increased from 2021. These rates are also higher than the state's graduation rate of 87.4%.

On this year's STAR assessments, 11th grade ELA students have consistently shown growth in meeting or exceeding the standard. According to these results 36.4% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP.

On this year's STAR assessments, 11th grade Math students have consistently shown growth in meeting or exceeding the standard. According to these results 8.4% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP.

Supporting Actions: Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after school tutoring.

ELA teachers continued their work with Solution Tree building on common assessments and curriculum maps.

The Integrated Math I intervention team of three teachers and IM II intervention teacher continued to support students through push-in and pull-out interventions. All math teachers participated in three days of collaboration with Irvine Math Project to focus on engaging instructional strategies.

Social Studies teachers participated in three collaboration sessions with Solution Tree to begin creating a common curriculum map.

Reflections: Success

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

ELA Indicator--The Fall 2022 California School Dashboard reported that English Language Learners scored in the very low performance level. The performance gap is two levels below the overall school result indicating a need for ongoing support. This performance gap continues to be reflected in the STAR Reading data with EL students projected to meet or exceed standard on the CAASPP at a rate of 32.5% lower than the All Students group.

Math Indicator--The Fall 2022 California School Dashboard reported that English Language Learners scored in the very low performance level. The performance gap is one level below the overall school result indicating a need for ongoing support. This performance gap continues to be reflected in the STAR Math data with EL students projected to meet or exceed standard on the CAASPP at a rate of 8% lower than the All Students group.

Suspension Rate Indicator--The Fall 2022 California School Dashboard reported that All students have a very high suspension rate of 10.5%. Three subgroups in particular have the highest rates: Homeless students with 12.2%, Students with Disabilities with 14.7%, and Two or More Races with 16.3%. A root cause analysis was conducted for each of these subgroups using the 5 Why's protocol. Suggestions to decrease suspension rates are related to increasing student connectedness to school. This will be supported through various activities supported with LCAP funding.

Supporting Actions:

A continued school wide focus on reading and writing across the curriculum will support students' growth in English Language Arts. Additionally, the use of AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies will help students improve in all academic areas. Curriculum for English as well as the program/pathway for English Language Learners was introduced in the fall of 2017. We continue to support our teachers with professional development and planning/collaboration time to allow them to fully access all of the scaffolds and extensions available with StudySync. Throughout the 2022/2023 school year, the ELA department participated in workshops and coaching days with a trainer from Solution Tree. The focus of these days was on curriculum alignment and instructional mapping. The site plans to continue to offer additional planning and collaboration time for ELA teachers as we address student needs in ELA.

To support improvement in mathematics, we will continue to provide professional development for all teachers related to the Carnegie mathematics curriculum. Additionally, our math department staff participated in workshop and coaching days with the Irvine Math Project. The focus of these days was on instructional strategies and student engagement. We also offer tutoring specifically focused on supporting students' math needs. Cross-curricular collaboration with science and math and within CTE academies will also address the performance gaps in math. We will continue to offer additional planning and collaboration time for all math teachers to help them create vertical and horizontal alignment to standards and address student learning needs. Starting in the 2021-2022 school year, the district provided an addition math teacher to provide support for all Integrated Math I classes. As a result of the successful pass rate due, in part, to the added support, we added an additional Math teacher to support the IM II students in 2022-2023.

To address the suspension rates, we added a Dean of Students to work on Tier I and Tier II intervention supports for students. Additionally, an MTSS coach and Wellness Center were added to the campus in the fall of 2023. Both of these additions work to support SEL needs of students as well as to increase academics.

In reviewing data from quarter one, our students continue to need additional support in mathematics. To address these needs, we will use additional funding to support expansion of the Math Lab tutoring days and provide a class set of calculators for each teacher. This will allow students to access and become familiar with technology to support their learning.

To help students continue to meet requirements for graduation, the School Site Council has approved funding for the purchase of locks for the PE lockers. Many of our students struggle financially and purchasing a lock to secure their clothing for PE is not always an option. This will help support student participation in a course that is required for graduation as well as add to the students sense of security on campus.

Many exams, including the CAASPP, CAST, ELPAC, and some AP exams have moved to a digital format. Students' 1:1 Chromebook devices are not always reliable for testing purposes. Therefore, funding will be

Reflections: Identified Need

used to purchase Chromebooks that will have a specified use for these exams to ensure student access to reliable technology. Additional Chromebooks will also be purchased to provide teachers with an additional Chromebook to be used as a class loaner when needed to ensure student access to curriculum.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.60%	0.6%	9	9	9
African American	3.2%	2.51%	2.35%	48	38	35
Asian	0.5%	0.73%	0.6%	7	11	9
Filipino	2.7%	2.98%	2.82%	41	45	42
Hispanic/Latino	77.5%	79.70%	81.42%	1,176	1205	1214
Pacific Islander	0.1%	0.07%	0.13%	1	1	2
White	13.2%	11.04%	9.32%	201	167	139
Multiple/No Response	2.3%	2.38%	2.75%	35	36	41
	Total Enrollment			1,518	1512	1491

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	444	382	419
Grade 10	389	421	396
Grade 11	359	357	379
Grade 12	326	352	297
Total Enrollment	1,518	1,512	1,491

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	195	214	239	12.4%	14.0%	15.70%
Fluent English Proficient (FEP)	604	581	557	38.5%	38.0%	36.70%
Reclassified Fluent English Proficient (RFEP)	29	12	20	15.8%	6.2%	8.4%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,512	97.0	17.3	0.2
Total Number of Students enrolled in Rancho Mirage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	262	17.3
Foster Youth	3	0.2
Homeless	36	2.4
Socioeconomically Disadvantaged	1,467	97.0
Students with Disabilities	154	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	2.5
American Indian	9	0.6
Asian	11	0.7
Filipino	45	3.0
Hispanic	1,205	79.7
Two or More Races	36	2.4
Pacific Islander	1	0.1
White	167	11.0

Conclusions based on this data:

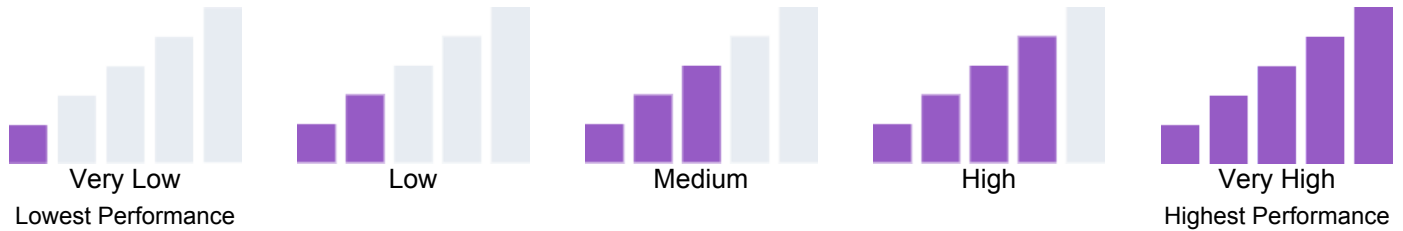
1.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

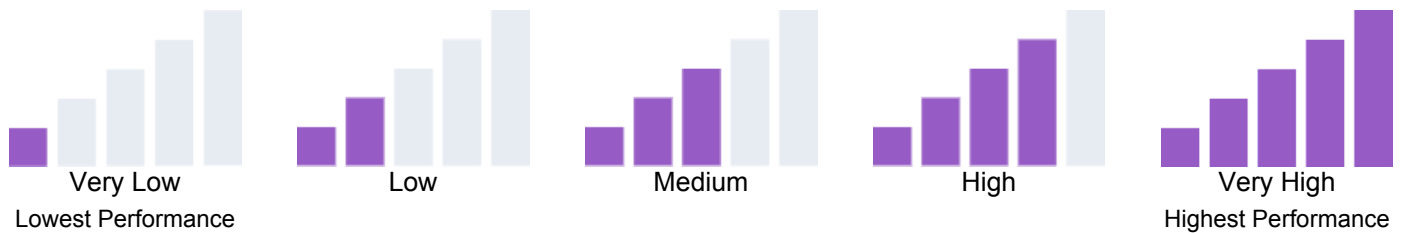
1. Performance on the CAASPP exam for mathematics remains low for all students which is a continuing area of focus.
2. Suspension rates for all students are very high which has become an area of focus for improvement.
3. English Learner Progress is low which continues to be an area of focus.

School and Student Performance Data

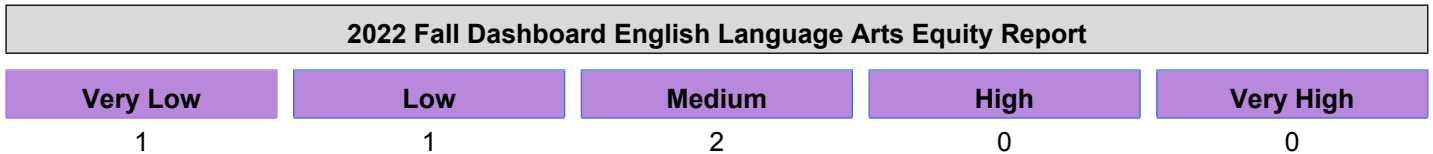
Academic Performance English Language Arts

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

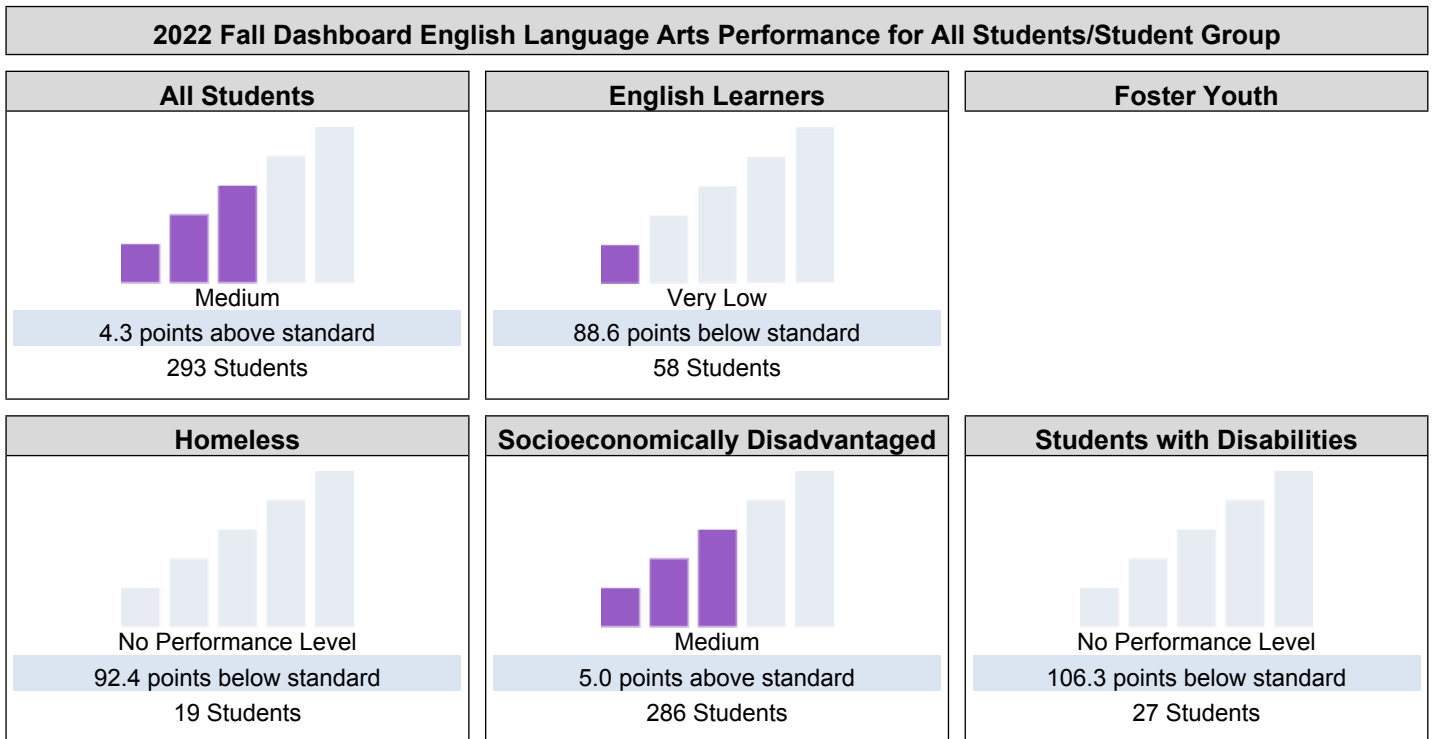
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



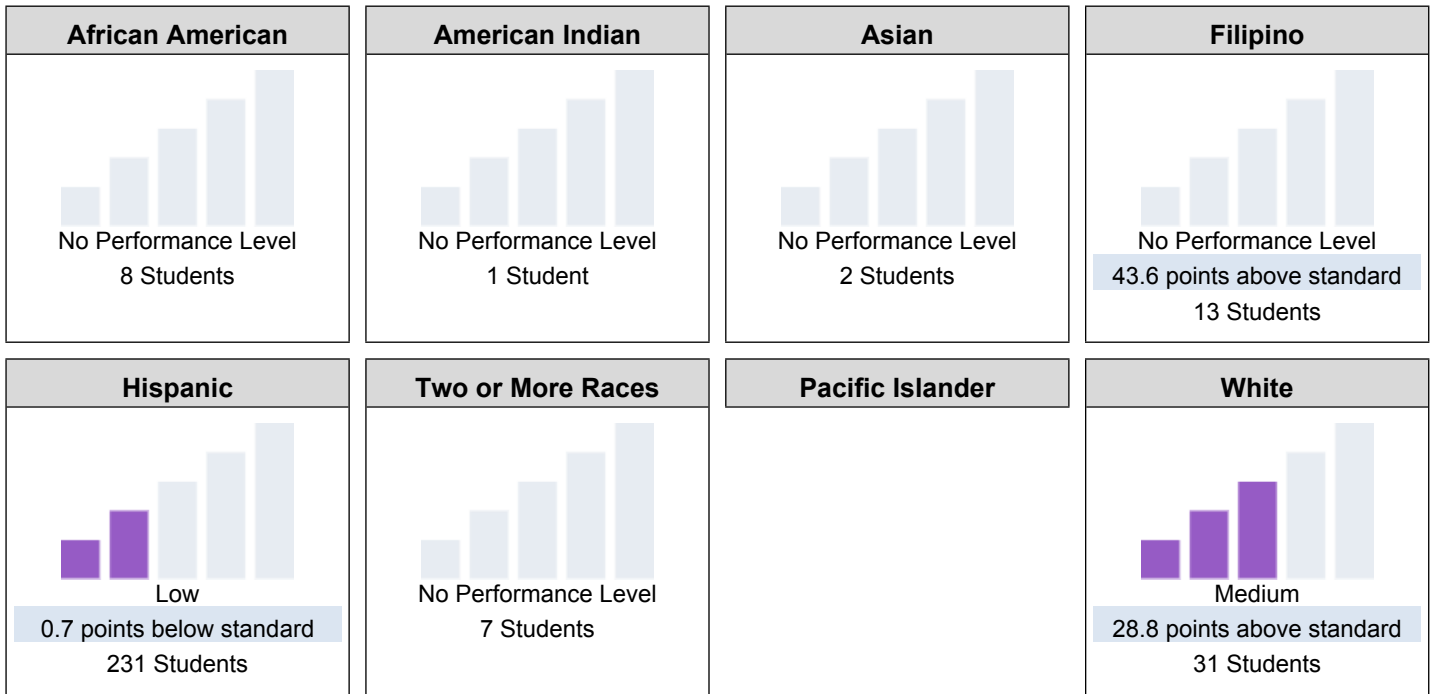
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.0 points below standard	4.3 points above standard	11.1 points above standard
43 Students	15 Students	134 Students

Conclusions based on this data:

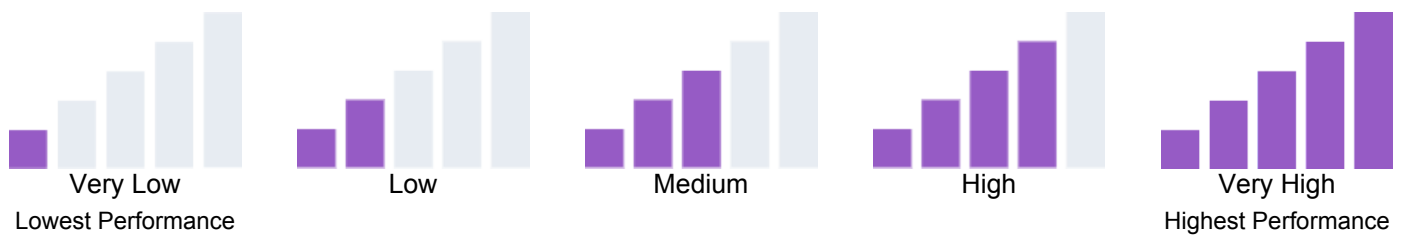
- English Learners scored 88.6 points below standard which is significantly lower than All students who scored 4.3 points above standard.
- Hispanic students scored 0.7 points below standard which is lower than All students who scored 4.3 points above standard.

School and Student Performance Data

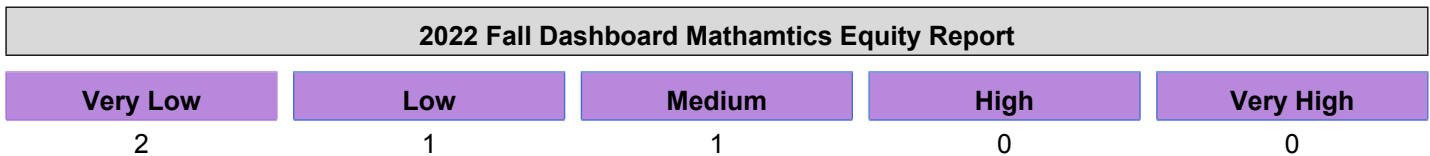
Academic Performance Mathematics

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

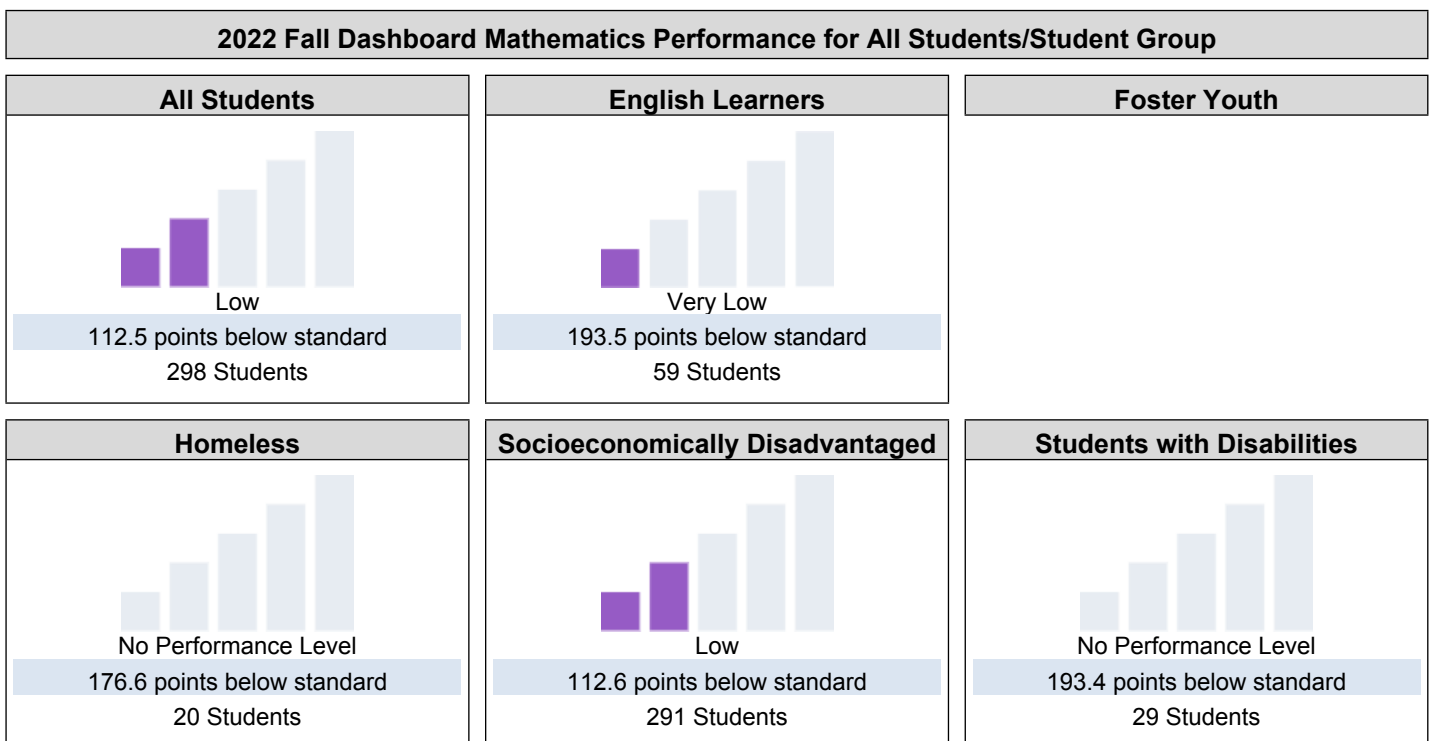
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



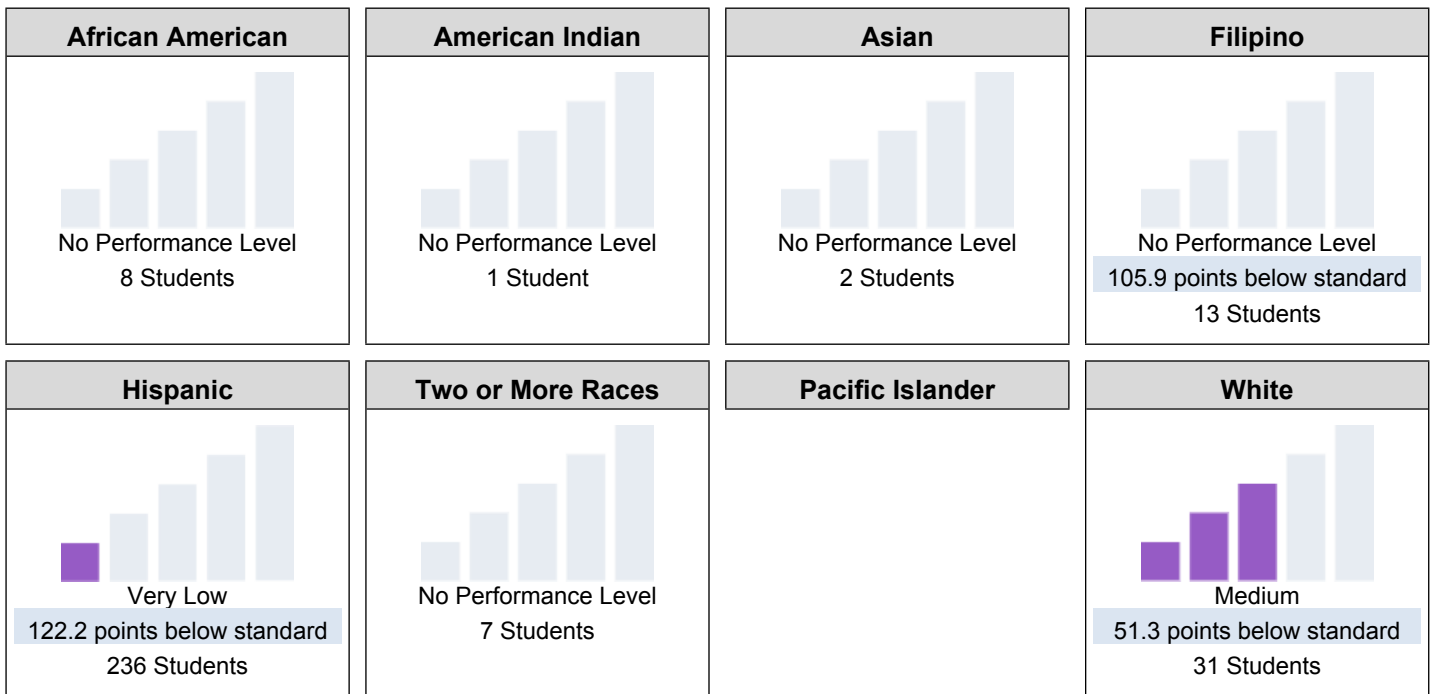
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
221.7 points below standard 44 Students	110.9 points below standard 15 Students	94.2 points below standard 135 Students

Conclusions based on this data:

- All students scored in the low range with 112.5 points below standard.
- English Learners scored in the very low range with 193.5 points below standard.
- Hispanic students scored in the very low range with 122.2 points below standard.

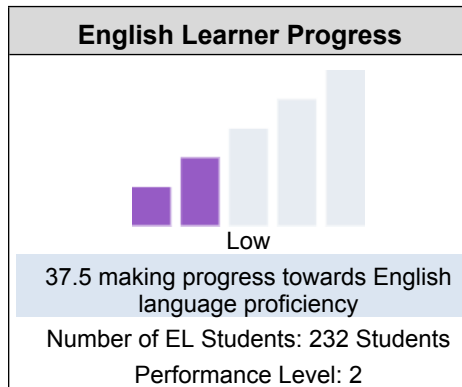
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4%	40.1%	2.2%	35.3%

Conclusions based on this data:

- English Learners Progress remains in the low range with only 37.5 % of students making progress towards English language proficiency.
- 22.4% of EL students decreased one ELPI level.

School and Student Performance Data

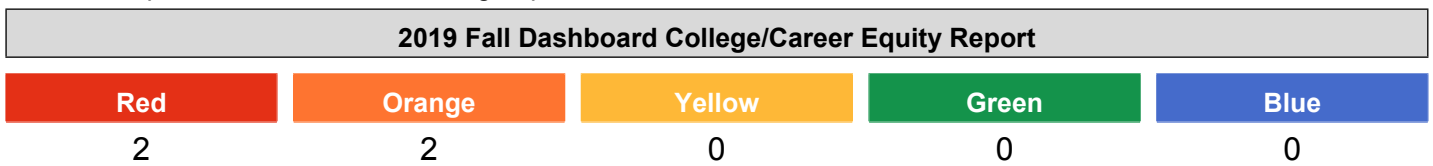
Academic Performance College/Career

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

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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> Red 32.5 Declined Significantly -13.8 348	<p>English Learners</p> Orange 14 Maintained -1.8 50	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 29.3 Declined -4.1 41	<p>Socioeconomically Disadvantaged</p> Red 28.4 Declined Significantly -16.7 303	<p>Students with Disabilities</p> No Performance Color 17.2 Increased Significantly +17.2 29

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.4 Declined Significantly -17 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 31.8 Declined Significantly -28.2 22
Hispanic	Two or More Races	Pacific Islander	White
 Red 28.3 Declined Significantly -15.5 237	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 49.2 Declined -6.9 63

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	46.3 Prepared	32.5 Prepared
Approaching Prepared	20.4 Approaching Prepared	23 Approaching Prepared
Not Prepared	33.3 Not Prepared	44.5 Not Prepared

Conclusions based on this data:

1. All students, Hispanic students, and Socioeconomically disadvantaged students declined significantly on academic performance/college and career.
2. English Learners maintained their academic performance status.
3. White students showed a decline in their academic performance.

School and Student Performance Data

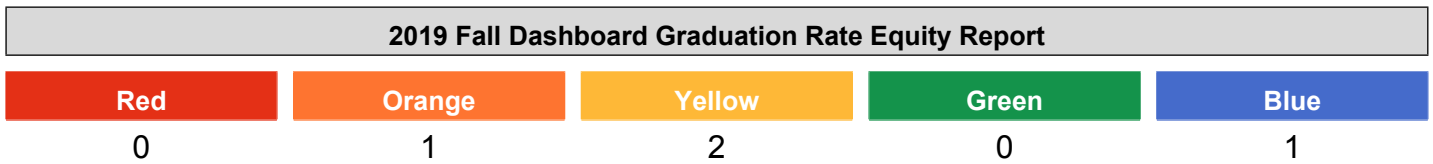
Academic Engagement Graduation Rate

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>94.9</p> <p>Declined -1.4</p> <p>354</p>	<p>English Learners</p> <p>Orange</p> <p>88.5</p> <p>Declined -2.8</p> <p>52</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>87.8</p> <p>Declined -7.7</p> <p>41</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>94.5</p> <p>Declined -1.2</p> <p>309</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>66.7</p> <p>Declined -12.5</p> <p>30</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 93.3 Increased +1 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 100 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95 Declined -1.4 240	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 93.9 Declined -1.1 65

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.3	94.9

Conclusions based on this data:

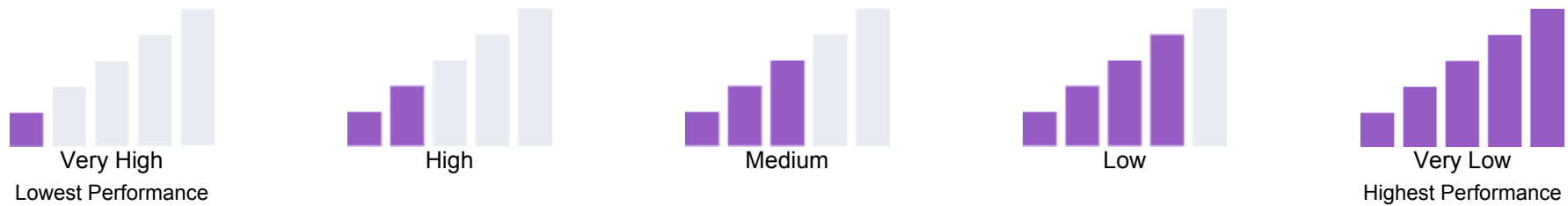
1. The All students graduation rate declined 1.4% from the previous year.
2. Hispanic students' graduation rate declined slightly but remains in the highest performance category.
3. English learner students' graduation rate declined by 2.8% with an overall rate of only 88.5%.

School and Student Performance Data

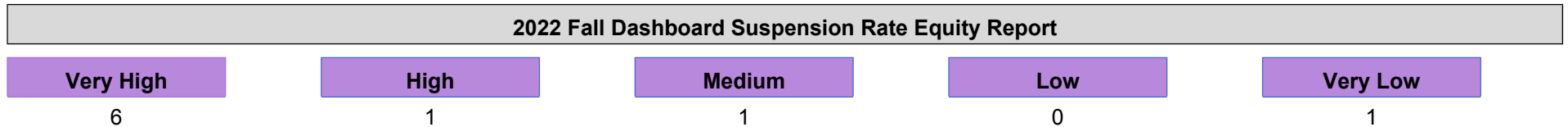
Conditions & Climate Suspension Rate

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

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

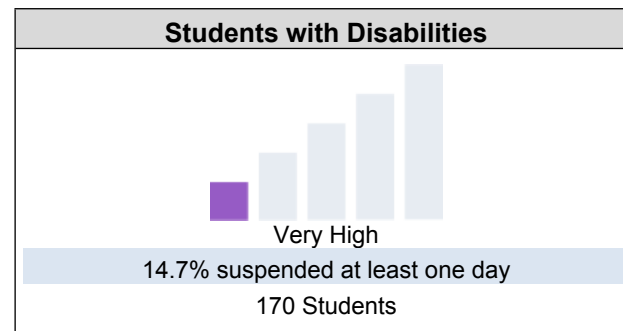
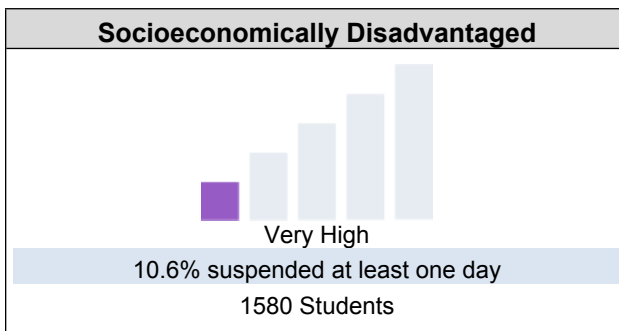
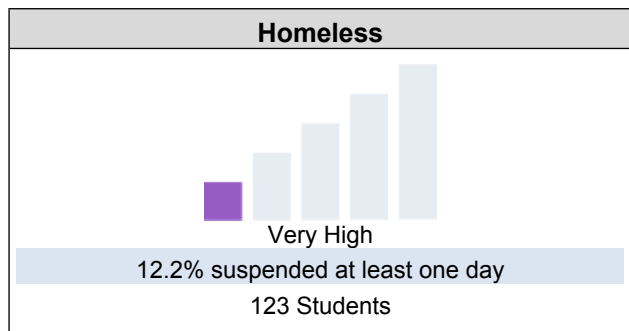
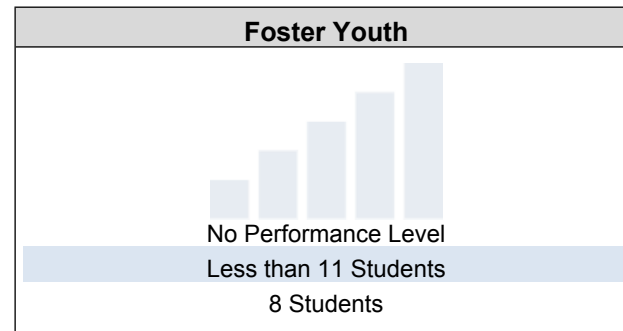
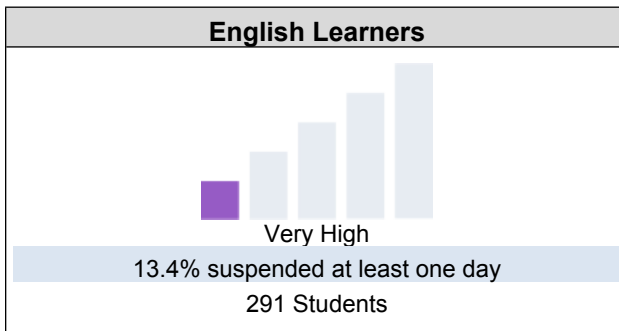
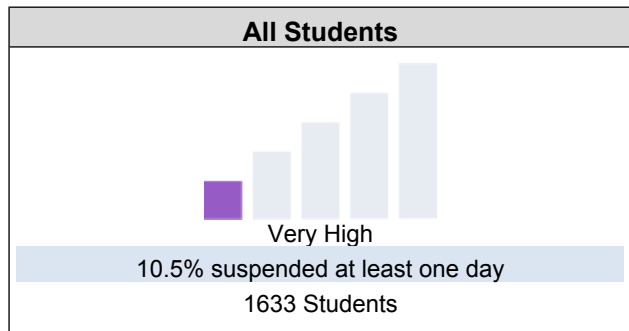


This section provides number of student groups in each level.

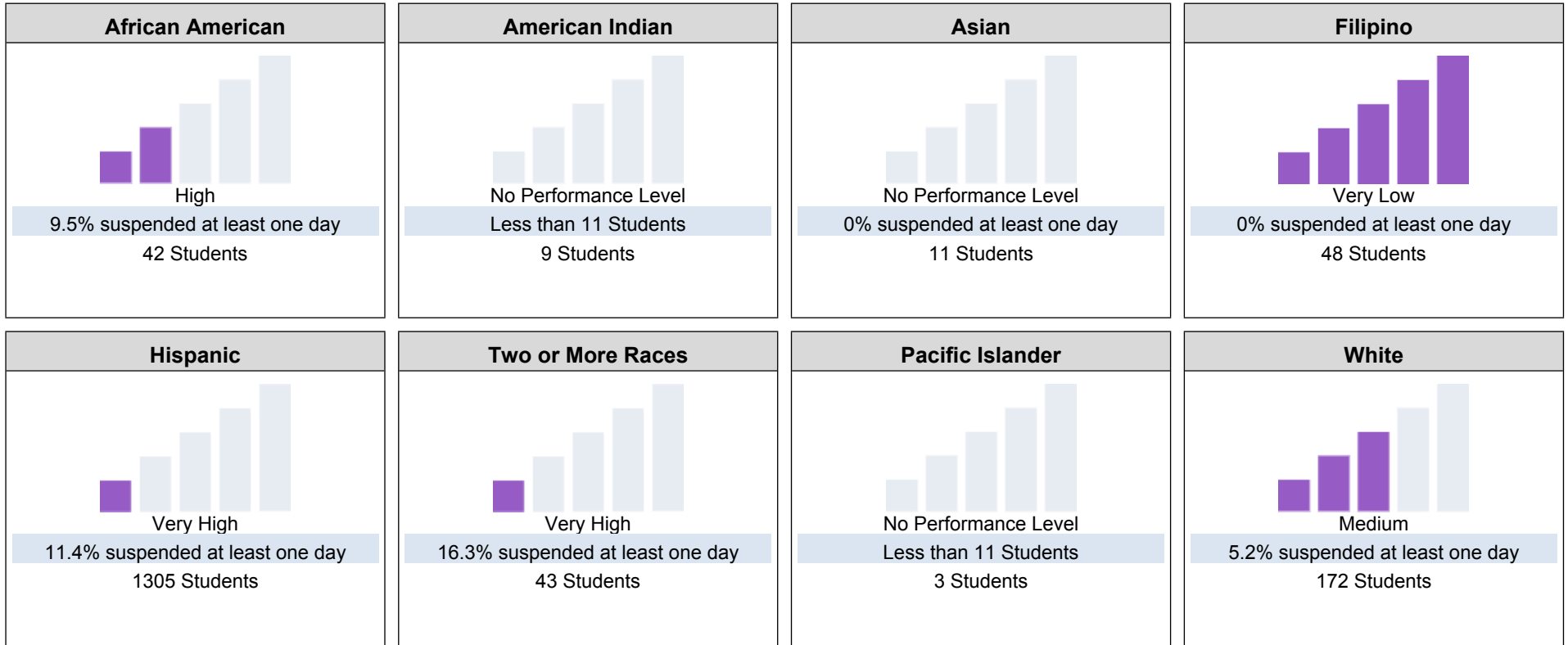


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. All students have a very high suspension rate of 10.5%.
2. Homeless students (12.2%), Students with Disabilities (14.7%) and Two or more races (16.3%) have very high suspension rates.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
<p>California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p> <p>No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>Increase 3 points</td> <td>++3 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>Increase 6 points</td> <td>++6 points</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>Increase 3 points</td> <td>++3 points</td> </tr> <tr> <td>AA</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>increase 3 points</td> <td>++3 points</td> </tr> <tr> <td>SWD</td> <td>N/A</td> <td>increase 6 points</td> <td>++6 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	Increase 3 points	++3 points	EL	Yellow	Increase 6 points	++6 points	Hisp	Green	Increase 3 points	++3 points	AA	N/A	N/A	N/A	SED	Green	increase 3 points	++3 points	SWD	N/A	increase 6 points	++6 points	<p>Fall 2022 California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) 4.3 points above standard English Learners (EL) 88.6 points below standard Hispanic (Hisp) 0.7 points below standard African American (AA) N/A Socioeconomically Disadvantaged (SED) 5 points above standard Students with Disabilities (SWD) N/A</p>
St. Group	Color	DFS/Percentage	Change																											
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SWD	N/A	increase 6 points	++6 points																											
<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p> <p>No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>Increase 3 points</td> <td>++3 points</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>Increase 6 points</td> <td>++6 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>Increase 3 points</td> <td>++3 points</td> </tr> <tr> <td>AA</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>Increase 3 points</td> <td>++3 points</td> </tr> <tr> <td>SWD</td> <td>N/A</td> <td>Increase 6 points</td> <td>++6 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	Increase 3 points	++3 points	EL	Orange	Increase 6 points	++6 points	Hisp	Yellow	Increase 3 points	++3 points	AA	N/A	N/A	N/A	SED	Orange	Increase 3 points	++3 points	SWD	N/A	Increase 6 points	++6 points	<p>Fall 2022 California School Dashboard - All Students (ALL) 112.5 points below standard English Learners (EL) 193.5 points below standard Hispanic (Hisp) 122.2 points below standard African American (AA) N/A Socioeconomically Disadvantaged (SED) 112.6 points below standard Students with Disabilities (SWD) N/A</p>
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SED	Orange	Increase 3 points	++3 points																											
SWD	N/A	Increase 6 points	++6 points																											

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School -16%	California Science Test - Percent of Students Who Meet or Exceed Standard High School																												
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 37%	California School Dashboard – English Learner Progress Indicator (ELPI) 37.5%																												
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 36%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 33.1%																												
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) No 2020-2021 data are available for the graduation cohort in 2021.	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>96%</td> <td>increase 1%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>90%</td> <td>increase 2%</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>96%</td> <td>increase 1%</td> </tr> <tr> <td>AA</td> <td></td> <td>95%</td> <td>increase 1%</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>96%</td> <td>increase 1%</td> </tr> <tr> <td>SWD</td> <td></td> <td>70%</td> <td>increase 4%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	96%	increase 1%	EL	Yellow	90%	increase 2%	Hisp	Blue	96%	increase 1%	AA		95%	increase 1%	SED	Green	96%	increase 1%	SWD		70%	increase 4%	Fall 2022 California School Dashboard - Graduation Rate Indicator All Students (ALL) 96.5% English Learners (EL) 89.8% Hispanic (Hisp) 96.6% African American (AA) N/A Socioeconomically Disadvantaged (SED) 97% Students with Disabilities (SWD) 88.9%
St. Group	Color	DFS/Percentage	Change																											
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College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) No 2020-2021 data are available for the graduation cohort in 2021.	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>35%</td> <td>increase 2%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>16%</td> <td>increase 2%</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>30%</td> <td>increase 2%</td> </tr> <tr> <td>AA</td> <td></td> <td>23%</td> <td>increase 2%</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>30%</td> <td>increase 2%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	35%	increase 2%	EL	Yellow	16%	increase 2%	Hisp	Orange	30%	increase 2%	AA		23%	increase 2%	SED	Orange	30%	increase 2%	No 2021-22 data due to the pandemic and lack of CAASPP computable results for the graduation cohort in 2022.				
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Metric/Indicator	Expected Outcomes	Actual Outcomes				
	<table border="1"> <tr> <td data-bbox="560 164 728 224">SWD</td> <td data-bbox="728 164 896 224"></td> <td data-bbox="896 164 1064 224">19%</td> <td data-bbox="1064 164 1199 224">increase 2%</td> </tr> </table>	SWD		19%	increase 2%	
SWD		19%	increase 2%			
<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%</p>	<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 51.8% English Learners (EL) 20.9% Hispanic (Hisp) 47.1% African American (AA) N/A Socioeconomically Disadvantaged (SED) 51.9% Students with Disabilities (SWD) 6.9%</p>				
<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%</p>	<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>				
<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 47.6% English Learners (EL) 50% Hispanic (Hisp) 43.3% African American (AA) 0% Socioeconomically Disadvantaged (SED)</p>				
<p>Williams Textbook/Materials Compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance</p>	<p>Williams Textbook/Materials Compliance--100%</p>				

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.</p>	<p>Staff were unable to attend the planned CTE conference.</p> <p>One staff member attended the CADA/CASL Leadership Development day to support student activities and improve school culture.</p>	<p>Substitutes, registration, and mileage for staff to participate in collaboration and attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF 11,500</p> <p>Substitute and registration for TTECHS teacher to participate in CTE conference. 5000-5999: Services And Other Operating Expenditures LCFF 1,200</p> <p>Registration, food, mileage, hotel, and substitute for two staff members to participate in the CADA conference. 5000-5999: Services And Other Operating Expenditures LCFF 4,500</p>	<p>Substitutes, registration, and mileage for staff to participate in collaboration and attend conferences. 5000-5999: Services And Other Operating Expenditures LCFF 3000</p> <p>Substitute and registration for TTECHS teacher to participate in CTE conference. 5000-5999: Services And Other Operating Expenditures LCFF 0.0</p> <p>Registration, food, mileage, hotel, and substitute for two staff members to participate in the CADA conference. 5000-5999: Services And Other Operating Expenditures LCFF 2000</p>
<p>Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.</p>	<p>One math teacher supported 12 sections of Integrated Math II. The teacher provided push-in and pull-out support to each class at least twice a week. Due to negotiated salary increase, cost exceeded original amount.</p> <p>Math Lab tutoring occurred daily after school with an average of 10 students participating in the support.</p>	<p>Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (1.0 FTE). 1000-1999: Certificated Personnel Salaries Title I 106,500</p>	<p>Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (1.0 FTE). 1000-1999: Certificated Personnel Salaries Title I 117,150</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Two teachers split a zero period assignment to provide Credit Recovery support to students four days a week. Students completed over 80 courses for Credit Recovery as a direct result of this support.	<p>Extra duty pay for teachers to facilitate tutoring in the Math Lab. 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 15,000.00</p>	<p>Extra duty pay for teachers to facilitate tutoring in the Math Lab. 0001-0999: Unrestricted: Locally Defined LCFF 10,000</p> <p>Extra duty pay for certificated staff to facilitate the credit recovery opportunity. 1000-1999: Certificated Personnel Salaries Title I 15,000</p>
Advanced Mathematics and Science Learning Opportunities to demonstrate real-world applications of math and science principles. Additionally, these learning opportunities will help students make the connections between mathematics and science. College exploration field trips for students in Ophelia Project and those not in AVID.	<p>Forty-five AP Environmental Science students conducted water testing experiments at the Whitewater Preserve. Funding for transportation was paid for by the Preserve.</p> <p>Thirty-eight students participated in College/Career Readiness field trips by attending the Pomona Raceway, Cal Poly Pomona, and Universal Technical Institute. Funding was provided by a grant from the Foundation.</p>	<p>Transportation and substitute costs for students who are not in AVID to participate in College Readiness field trips. This should also fund the Ophelia Project college trip. 5000-5999: Services And Other Operating Expenditures LCFF 5000</p> <p>Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve. 5000-5999: Services And Other Operating Expenditures LCFF 600</p> <p>Transportation and substitute costs for RACE academy students to participate in Career Readiness field trips.</p>	<p>Transportation and substitute costs for students who are not in AVID to participate in College Readiness field trips. This should also fund the Ophelia Project college trip. 5000-5999: Services And Other Operating Expenditures LCFF 0.0</p> <p>Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve. 5000-5999: Services And Other Operating Expenditures LCFF 200</p> <p>Transportation and substitute costs for RACE academy students to participate in Career Readiness field trips.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF 2000	5000-5999: Services And Other Operating Expenditures LCFF 1200
Support for Teaching Staff	All TOSA, consulting teachers, and coaches are paid for by District funds. These staff regularly support teachers on site with content-specific strategies as well as support for new teachers.	Mathematics coach assigned to work with Math teachers to improve instructional practice. 0.0	
		Consulting teachers to work with new teaching staff to clear their teaching credentials 0.0	
		Science TOSAs to support implementation of NGSS. 0.0	
		ELA and Math TOSAs to support CCSS and curriculum implementation 0.0	
		Providing collaboration time on a weekly basis as built into the work schedule. 0.0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Increase to schoolwide staffing ratio to support reduced class sizes. 0.0	
4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and one period of ELD coaching for all teachers (0.2).	One teacher supported newcomer English Language Learners through teaching classes as well as supporting other staff with instructional strategies. Due to an increase in salaries, funding was more than anticipated.	Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students 0.0	
		Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE) 1000-1999: Certificated Personnel Salaries Title I 95,435	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE) 1000-1999: Certificated Personnel Salaries Title I 104,979
		ELD coordinator period for certificated teacher to provide English Learner support to students and staff. (0.2 FTE) 1000-1999: Certificated Personnel Salaries LCFF 24,000	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE) 1000-1999: Certificated Personnel Salaries LCFF 26,400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.</p>	<p>Two bilingual paraprofessionals supported ten classes throughout the day to provide additional support to English Learner students. Due to salary increases, funding was more than anticipated.</p> <p>The Library Technician supported student access to books and technology before school started, at the change of semester, and at the end of the school year.</p>	<p>80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 37,000</p>	<p>80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 40,700</p>
		<p>80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 26,000</p>	<p>80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 28,600</p>
		<p>Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs). 2000-2999: Classified Personnel Salaries LCFF 4,000.00</p>	<p>Additional Library Tech hours to support student access to technology and curricular materials in the Library (360 hrs). 2000-2999: Classified Personnel Salaries LCFF 4000</p>
		<p>20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF</p>	<p>20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		18,500 80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 8,000	20,350 20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 8,800
<p>Materials and supplies for the CTE pathways, CTE academy, and science departments will provide students with additional hands-on, real-world learning opportunities. By providing all 11th grade students with access to the PSAT, the score reports can assist with AP course planning and provide students with information on areas for growth in preparation for the SAT. The PSAT score reports are also used during the SAT prep classes to individualize the instruction for students. Support for AP teachers to conduct review sessions and support for students to participate in AP exams may improve student achievement on the exams.</p>	<p>Over 400 AP exams will be given to students in May.</p> <p>Materials and supplies were purchased by our science department to increase student learning opportunities and provide enrichment activities.</p> <p>Materials and supplies were purchased by an ELA teacher to assist students in participating in an enrichment activity of building a physical portfolio.</p> <p>Materials and supplies were purchased by the RACE academy to enhance student learning and provide additional enrichment activities.</p> <p>The Technical Theater CTE pathway purchased materials and supplies to provide additional hands-on learning opportunities for students.</p>	<p>AP exam fees for all exams so each student will pay only \$5.00 per exam regardless of eligibility for free/reduced lunch program. 5000-5999: Services And Other Operating Expenditures Title I 25,000</p> <p>Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures LCFF 7,000</p> <p>Materials and supplies for ELA portfolio project. 4000-4999: Books And Supplies LCFF 400</p> <p>Materials and supplies to support the RACE academy 4000-4999: Books And Supplies</p>	<p>AP exam fees for all exams so each student will pay only \$5.00 per exam regardless of eligibility for free/reduced lunch program. 5000-5999: Services And Other Operating Expenditures Title I 20,000</p> <p>Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work. 5000-5999: Services And Other Operating Expenditures LCFF 7,000</p> <p>Materials and supplies for ELA portfolio project. 4000-4999: Books And Supplies LCFF 400</p> <p>Materials and supplies to support the RACE academy 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Students were given the option to register for the PSAT and take the exam free of charge. Approximately 100 sophomores and juniors registered for this year's exam.</p> <p>While AP mock exams and review sessions will be conducted in April and May, teachers were not provided extra duty pay due to the salary increase received earlier this year.</p>	<p>LCFF 3,000</p> <p>Technical Theater CTE pathway materials and supplies to support the program. 4000-4999: Books And Supplies LCFF 900</p> <p>Registration fee for all 11th grade students to participate in the PSAT. 5000-5999: Services And Other Operating Expenditures LCFF 5000</p> <p>Extra duty pay for teachers at the district hourly rate to conduct AP mock exams and review sessions in preparation for the May exams. 1000-1999: Certificated Personnel Salaries LCFF 7,000.00</p>	<p>LCFF 2500</p> <p>Technical Theater CTE pathway materials and supplies to support the program. 4000-4999: Books And Supplies LCFF 900</p> <p>Registration fee for all 11th grade students to participate in the PSAT. 5000-5999: Services And Other Operating Expenditures LCFF 1500</p> <p>Extra duty pay for teachers at the district hourly rate to conduct AP mock exams and review sessions in preparation for the May exams. 0001-0999: Unrestricted: Locally Defined LCFF 0.0</p>
<p>AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). By sending teachers from across all subject areas to the annual Summer Institute, more staff will be trained and able to implement these strategies that are proven to increase college eligibility and attendance. The AVID program is focused on supporting students who may be first-generation college attendees</p>	<p>Five RMHS staff will be attending the AVID Summer Institute in San Diego in June. The district is supporting the attendance of four teachers while the site is supporting the attendance of one additional teacher.</p>	<p>AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning.</p>	<p>AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and focuses on encouraging completion of A-G requirements.		Conferences and trainings may be conducted virtually as needed. 5000-5999: Services And Other Operating Expenditures Title I 10,000.00	Conferences and trainings may be conducted virtually as needed. 5000-5999: Services And Other Operating Expenditures Title I 3,000
Instructional Technology including site licenses for an online journalism publication, and EBSCO for academic research. All of these products can help improve reading, writing, and research abilities for all students. Additional instructional technology will be purchased to support all students' access to the curriculum.	Technology and instructional materials were purchased to support student access to the curriculum including document cameras, printers, and LCD projector light bulbs.	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies LCFF 14,218	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Additional materials and online service access that supports the success of students both at home and school. 4000-4999: Books And Supplies LCFF 14,000
	The online journalism publication license allows Journalism students to create an online newspaper to highlight campus activities.	Licenses for online journalism publication 5000-5999: Services And Other Operating Expenditures Title I 1,000.00	Licenses for online journalism publication 5000-5999: Services And Other Operating Expenditures Title I 900
	Hundreds of students accessed the EBSCO database website to conduct research for science, English, and social studies classes.	Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures Title I 5,000.00	Site license for EBSCO research database. 5000-5999: Services And Other Operating Expenditures Title I 5000
	The computer lab in the Media Center had all computers upgraded to current PCs to continue to support student access to instructional content.	Technology to supplement instructional materials including PC computers for computer lab and other technology to support classroom instruction. 4000-4999: Books And Supplies	Technology to supplement instructional materials including PC computers for computer lab and other technology to support classroom instruction. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 38,756	Title I 38,756

Analysis

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

The majority of planned actions and services were implemented. The additional support for student learning in terms of personnel have shown an improvement in student learning as evidenced by semester one grades. Staff participated in regular collaboration with District TOSAs and other support providers during Collaboration time and prep periods. Upgrade of Media Center computer lab supports student access to content and the credit recovery program daily.

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

Staff attendance at conferences was not as anticipated. A limited number of staff were able to participate in planned conferences. Due to district-approved salary increase, funding for staff was greater than anticipated.

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

Funding for staff participation in conferences will be shifted to allow more staff to participate in the AVID Summer Institute. Funding to support student participation in AP exams will be eliminated as the District will be supporting this effort. The PSAT is now only being provided to students who sign up to take the exam so we will not be providing funding for these exams.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150	Parent Participation in Stakeholder Input Processes--80
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 90% Hispanic (Hisp) 90% African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 84% Hispanic (Hisp) 87% African American (AA) N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) 95% Hispanic (Hisp) 99% African American (AA) N/A 	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 90% Hispanic (Hisp) -increase by 92% African American (AA) -N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site 6	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: 1% increase

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Purchase of materials and supplies to increase parent education and engagement in school activities.</p>	<p>Talkin Points software was not purchased due to reallocation of funds.</p> <p>Parent education materials were not purchased as electronic versions were available for free. Funds were reallocated to send additional staff to CABE.</p>	<p>Purchase of technology to increase parent communication. 4000-4999: Books And Supplies LCFF 8,000</p> <p>Purchase and production of educational materials for parents. Topics may include: Graduation Requirements, A-G completion, Seal of Biliteracy, ELPAC exams and Reclassification of English Learner students. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,229</p>	<p>Purchase of technology to increase parent communication. 4000-4999: Books And Supplies LCFF 0.0</p> <p>Purchase and production of educational materials for parents. Topics may include: Graduation Requirements, A-G completion, Seal of Biliteracy, ELPAC exams and Reclassification of English Learner students. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0.0</p>
<p>Parent Outreach Support through increasing the number of parents who attend the CABE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school.</p>	<p>While several parents from the ELAC committee were invited to participate in the CABE conference, they were unable to attend. Therefore one teacher and two bilingual paraprofessionals attended the three-day conference.</p>	<p>Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 5,472</p>	<p>Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 6,500</p>

Analysis

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

Staff attendance at the CABE conference was greater than anticipated due to the unavailability of parents to attend. Upon return from the conference, information was shared with staff and administration with goals being discussed for implementation. Parent education materials were not purchased as parent participation in meetings is minimal.

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

The Talking Points software was not purchased and funds were reallocated to support students with technology.

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

Talking Points software will not be purchased for 23-24 due to a change in district communication platforms with parents. Parent outreach and participation in parent education remain a goal to support student achievement.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL) 89.7%	Student Attendance Rates All Students (ALL) - increase by 2%	Student Attendance Rates as of March 31, 2023 All Students (ALL) 90.4%
Chronic Absenteeism Rates All Students (ALL) 38.7% English Learner (EL) 43.2% Hispanic (Hisp) 39.5% African American (AA) 44.2% Students with Disabilities (SWD) 55.1%	Chronic Absenteeism Rates All Students (ALL) decrease by 4% English Learner (EL) decrease by 4% Hispanic (Hisp) decrease by 4% African American (AA) decrease by 6% Students with Disabilities (SWD) decrease by 6%	Chronic Absenteeism Rates All Students (ALL) 36.1% English Learner (EL) 32.8% Hispanic (Hisp) 35.9% African American (AA) 57.5% Students with Disabilities (SWD) 41.8%
High School 4-Year Dropout Rate All Students (ALL) 1.6% English Learner (EL) 2.4% Hispanic (Hisp) 1.3% African American (AA) 6.7% Socioeconomically Disadvantaged (SED) 1.5%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) -maintain 0.0% Hispanic (Hisp) - decrease by 0.4% African American (AA) - decrease by 3% Socioeconomically Disadvantaged (SED) - decrease by 0.5%	High School 4-Year Dropout Rate All Students (ALL) 2.9% English Learner (EL) 8.3% Hispanic (Hisp) 3.0% African American (AA) N/A Socioeconomically Disadvantaged (SED) 2.4%

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
<p>Suspension Rates: All Students (ALL) 11.2% English Learner (EL) 14.4% Hispanic (Hisp) 10.9% African American (AA) 14.8% Socioeconomically Disadvantaged (SED) 10.6% Students with Disabilities (SWD) 22.9%</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>10%</td> <td>decrease 0.5%</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>13%</td> <td>decrease 1%</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>10%</td> <td>decrease 0.5%</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>14%</td> <td>decrease 0.5%</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>10%</td> <td>decrease 0.5%</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>20%</td> <td>decrease 0.5%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	10%	decrease 0.5%	EL	Orange	13%	decrease 1%	Hisp	Orange	10%	decrease 0.5%	AA	Orange	14%	decrease 0.5%	SED	Orange	10%	decrease 0.5%	SWD	Orange	20%	decrease 0.5%	<p>Suspension Rates: All Students (ALL) 10.5% English Learner (EL) 13.4% Hispanic (Hisp) 11.4% African American (AA) 9.5% Socioeconomically Disadvantaged (SED) 10.6% Students with Disabilities (SWD) 14.7%</p>
St. Group	Color	DFS/Percentage	Change																											
All	Orange	10%	decrease 0.5%																											
EL	Orange	13%	decrease 1%																											
Hisp	Orange	10%	decrease 0.5%																											
AA	Orange	14%	decrease 0.5%																											
SED	Orange	10%	decrease 0.5%																											
SWD	Orange	20%	decrease 0.5%																											
<p>Expulsion Rates All Students (ALL) 0.1% English Learner (EL) 0% Hispanic (Hisp) 0.1% African American (AA) 0%</p>	<p>Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%</p>	<p>Expulsion Rates All Students (ALL) 0.2% English Learner (EL) N/A Hispanic (Hisp) 0.3% African American (AA) 0.0%</p>																												
<p>Panorama Survey – School Connectedness All Students (ALL) 47% English Learner (EL) 37.8% Hispanic (Hisp) 47% African American (AA) 41%</p>	<p>Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%</p>	<p>Panorama Survey – School Connectedness All Students (ALL) 43% English Learner (EL) 50% Hispanic (Hisp) 43% African American (AA) 35%</p>																												
<p>Panorama Survey – School Safety All Students (ALL) 69% English Learner (EL) 72% Hispanic (Hisp) 70% African American (AA) 67%</p>	<p>Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 2% Hispanic (Hisp) -increase by 4% African American (AA) -N/A</p>	<p>Panorama Survey – School Safety All Students (ALL) 64% English Learner (EL) 52% Hispanic (Hisp) 64% African American (AA) 53%</p>																												
<p>Williams Facilities Inspection Results 100%</p>	<p>Williams Facilities Inspection Results remain at 100%</p>	<p>Williams Facilities Inspection Results 100%</p>																												

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.</p>	<p>The PLUS program conducted monthly forums to collect student voice. The data from these meetings was shared with administration and staff.</p> <p>The Link Crew leaders met with freshmen at the start of school to offer support. They also provided lessons to freshmen English classes monthly.</p>	<p>The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF 3,000</p>	<p>The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF 2,500</p>
		<p>The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF 4,500</p>	<p>The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs. 0000: Unrestricted LCFF 4,000</p>
		<p>Incentives and awards for student recognition. 0000: Unrestricted LCFF 3,000</p>	<p>Incentives and awards for student recognition. 0000: Unrestricted LCFF 3000</p>
<p>Campus Safety will be enhanced through the purchase and use of lanyards for student IDs. The IDs are expected to be worn by all</p>	<p>Over 200 students were eligible to receive the SBAC Scholar lanyards. Student proudly wear these around campus and weekly</p>	<p>Student IDs, Lanyards and covers for identification are expected and provided at all times on the</p>	<p>Student IDs, Lanyards and covers for identification are expected and provided at all times on the</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams.</p>	<p>get an additional perk of "front of the line" access to lunch on Mondays and Wednesdays.</p> <p>All students received a lanyard and ID cover at the beginning of the school year. Students are expected to wear these each day while on campus.</p>	<p>RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam. 4000-4999: Books And Supplies LCFF 8,000</p>	<p>RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam. 4000-4999: Books And Supplies LCFF 7000</p>
<p>Social Services</p>	<p>Additional support for students is provided regularly and as needed to students for mental health needs. Counselors regularly support homeless and foster youth with academics and other needs.</p> <p>One assistant principal, the attendance office staff, and the prevention specialist work with students and families to provide additional support for improving attendance.</p> <p>Bullying prevention lessons were provided to students.</p>	<p>Mental health services, homeless and foster youth programs offered through community and district staff.</p> <p>0.0</p> <p>Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.</p> <p>0.0</p> <p>Bullying prevention program through The Center.</p> <p>0.0</p>	

Analysis

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

PLUS and Link Crew programs were implemented to support student connectedness to school. All students received a lanyard and cover to display their ID card to increase school safety. SBAC Scholar lanyards were distributed to students who met or exceeded the standard on the CAASPP exam(s).

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

Costs were similar to those anticipated.

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

Goals and strategies/activities will remain similar for the next school year. To address ATSI due to suspension rates for homeless, students with disabilities, and two or more ethnicities we have identified the need to improve connectedness to school and addressing students' mental health issues. We will continue to work through our PLUS program and Link Crew to engage more students in positive ways with the campus. We will be opening a Wellness Center supported by our Counselors and Mental Health Therapists to support students' social-emotional needs.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

LCAP Goal

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

Identified Need

1. The Fall 2022 California School Dashboard indicates overall school performance in the Medium performance level for ELA and the Low performance level for Math. This indicates a need for continued improvement in both first instruction and intervention supports in both subjects.
2. English Learners and Hispanic students are progressing in ELA at a lower rate than the All Students group which indicated a need for additional targeted support in ELA for these subgroups.
3. English Learners, Hispanic students, and Socioeconomically Disadvantaged students are progressing at a lower rate than the All Students group in Math which indicate the need for additional targeted support in mathematics for these student groups.
4. Our English Learner students are in the Low performance level on the ELPI, therefore additional support is needed for students to maintain progress toward graduation and English Learner Progress towards reclassification through strategies for best first instruction and targeted interventions.
5. Homeless students, Students with Disabilities, and students of Two or More ethnicities have Very High suspension rates indicating a need for greater implementation of best first instructional practices.
6. There is a need to improve the A-G eligibility rate of 51.8% for All students with only 20.9% for English Learners and 6.0% for Students with Disabilities to ensure that more students have the opportunity to enroll in a 4-year college/university upon completion of high school.

Measuring and Reporting Results




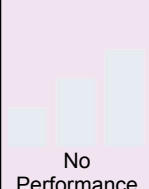

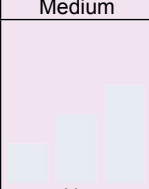
Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp)					All	Medium	7.3 points above atandard	Increase +3 points
					EL	Very Low	82.6 points below standard	Increase +6 points

Metric/Indicator

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

No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.

Baseline

All		4.3 points above standard	
EL		88.6 points below standard	
Hisp		0.7 points below standard	
AA			
SED		5.0 points above standard	
SWD		106.3 points below standard	

Expected Outcome

Hisp	Low	2.3 points above standard	Increase +3 points
AA	No performance level		N/A
SED	Medium	8 points above standard	Increase + 3 points
SWD	No performance level	100.3 points below standard	Increase +6 points

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

St. Group	Color	DFS/Percentage	Change
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St. Group	Color	DFS/Percentage	Change
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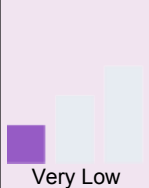

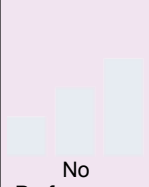
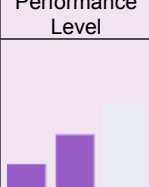
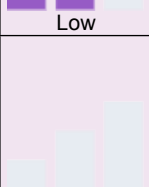
Metric/Indicator

Baseline

Expected Outcome

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

No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.










All		112.5 points below standard	
EL		193.5 points below standard	
Hisp		122.2 points below standard	
AA			
SED		112.6 points below standard	
SWD		193.4 points below standard	

All	Low	109.5 points below standard	Increase +3 points
EL	Very Low	187.5 points below standard	Increase +6 points
Hisp	Very Low	119.2 points below standard	Increase +3 points
AA	No performance level		
SED	Low	109.6 points below standard	Increase +3 points
SWD	No performance level	187.4 points below standard	Increase +6 points

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

California Science Test - Percent of Students Who Meet or Exceed Standard High School - 14.28% in 2019

California Science Test - Percent of Students Who Meet or Exceed Standard High School -16%

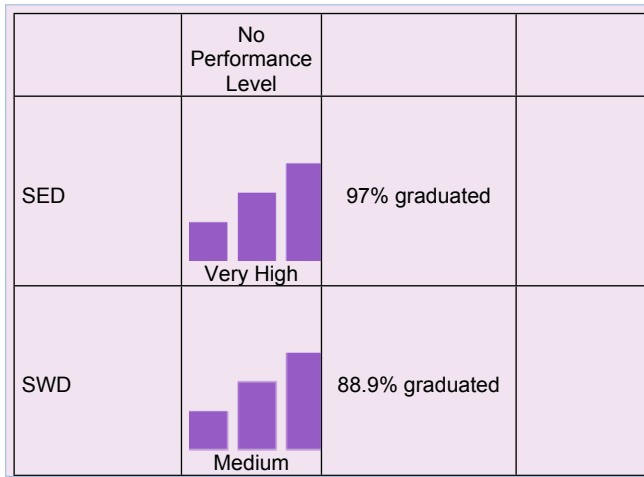
Metric/Indicator	Baseline	Expected Outcome																																																
High School	California School Dashboard was not updated for Science in Fall of 2021 due to the pandemic.																																																	
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage 37.5%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 41.5%																																																
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 34.2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 37.2%																																																
<p>California School Dashboard - Graduation Rate Indicator</p> <p>All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p> <p>No 2020-2021 data are available for the graduation cohort in 2021.</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Very High</td> <td>96.5% graduated</td> <td></td> </tr> <tr> <td>EL</td> <td> Medium</td> <td>89.8% graduated</td> <td></td> </tr> <tr> <td>Hisp</td> <td> Very High</td> <td>96.6% graduated</td> <td></td> </tr> <tr> <td>AA</td> <td> Less than 11 Students</td> <td>Less than 11 Students</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Very High	96.5% graduated		EL	 Medium	89.8% graduated		Hisp	 Very High	96.6% graduated		AA	 Less than 11 Students	Less than 11 Students		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Very High</td> <td>98%</td> <td>Increase +1.5%</td> </tr> <tr> <td>EL</td> <td>Medium</td> <td>91.3%</td> <td>Increase +1.5%</td> </tr> <tr> <td>Hisp</td> <td>Very High</td> <td>98.1%</td> <td>Increase +1.5%</td> </tr> <tr> <td>AA</td> <td>No Performance level</td> <td>Less than 11 students</td> <td></td> </tr> <tr> <td>SED</td> <td>Very High</td> <td>98%</td> <td>lcrease +1%</td> </tr> <tr> <td>SWD</td> <td>High</td> <td>90.4%</td> <td>Increase +1.5%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Very High	98%	Increase +1.5%	EL	Medium	91.3%	Increase +1.5%	Hisp	Very High	98.1%	Increase +1.5%	AA	No Performance level	Less than 11 students		SED	Very High	98%	lcrease +1%	SWD	High	90.4%	Increase +1.5%
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Metric/Indicator

Baseline

Expected Outcome

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

No 2020-2021 data are available for the graduation cohort in 2021.

CCI results were not published for the Fall 2022 Dashboard and will return for the Fall 2023 Dashboard.

CCI goal of 35%

UC and/or CSU Entrance Requirement Completion Rate
 All Students (ALL)
 English Learners (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

UC and/or CSU Entrance Requirement Completion Rate
 All Students (ALL): 49.8%
 English Learners (EL) 15.6%
 Hispanic (Hisp) 46.7%
 African American (AA) 50.0%
 Socioeconomically Disadvantaged (SED) 47.1%
 Students with Disabilities (SWD) 18.5%

UC and/or CSU Entrance Requirement Completion Rate
 All Students (ALL) - increase of 3%
 English Learners (EL) -increase of 6%
 Hispanic (Hisp) - increase of 6%
 African American (AA) - increase of 3%
 Socioeconomically Disadvantaged (SED) - increase of 6%
 Students with Disabilities (SWD) - increase of 6%

Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program

Career Technical Education (CTE) Program Completion Rate
 Reports completion of all CTE program required coursework with a C+ or better grade in each course

Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%

Metric/Indicator	Baseline	Expected Outcome
required coursework with a C+ or better grade in each course	CTE program completion rate is currently unavailable.	
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 38% English Learners (EL) 0% Hispanic (Hisp) 40.3% African American (AA) 20% Socioeconomically Disadvantaged (SED) 38%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% Compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-
6/30/2024

Person(s) Responsible

Administrators,

Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition, elective teachers in strategies to improve academic success and college and career readiness/planning. Conferences and trainings may be conducted virtually as needed.
Amount	2,700
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute and registration for Special Education teachers to participate in a conference.

Strategy/Activity 2

Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 -
6/30/2024

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	108,800
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.8 FTE).

Amount	7,500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to facilitate tutoring in the Math Lab.

Amount	27,200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.2 FTE).

Amount	15,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for certificated staff to facilitate the credit recovery opportunity.

Amount	6,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to provide additional Math Lab tutoring.

Strategy/Activity 3

Science Learning Opportunities to demonstrate real-world applications of math and science principles. Additionally, these learning opportunities will help students make the connections between mathematics and science. Field trips for AVID students to participate in college exploration visits.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 -
6/30/2024

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation and substitute costs for students who are not in AVID to participate in College Readiness field trips.
Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enrichment field trip for students in AP Environmental Science to conduct water testing experiments at Whitewater Preserve.

Strategy/Activity 4

Support for Teaching Staff

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023-
6/30/2024

Person(s) Responsible

Ed Svcs

Proposed Expenditures for this Strategy/Activity

Amount

0.0

Description

Mathematics coach assigned to work with Math teachers to improve instructional practice.

Amount

0.0

Description

Consulting teachers to work with new teaching staff to clear their teaching credentials

Amount

0.0

Description

Science TOSAs to support implementation of NGSS.

Amount

0.0

Description

ELA and Math TOSAs to support CCSS and curriculum implementation

Amount

0.0

Description

Providing collaboration time on a weekly basis as built into the work schedule.

Amount

0.0

Description

Increase to schoolwide staffing ratio to support reduced class sizes.

Amount

0.0

Description

Teacher coaches to work with staff in core ELA and Math classes to improve lesson design and preparation for ELL students

Strategy/Activity 5

4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and one period of ELD coaching for all teachers (0.2).

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023-
6/30/2024

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	115,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE)
Amount	29,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD coordinator period for certificated teacher to provide English Learner support to students and staff. (0.2 FTE)

Strategy/Activity 6

Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023 -
6/30/2024

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	49,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	29,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	4,000.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Library Tech hours to support student access to technology and curricular materials in the Library.
Amount	13,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	7,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	20% Bilingual paraprofessional service that support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Strategy/Activity 7

Materials and supplies for the Visual Arts, math, PE, and science departments will provide students with additional hands-on, real-world learning opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Ed Svcs, Administrators, Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	900
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to provide additional competitive learning opportunities in Visual Arts.
Amount	7,500

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	13 class sets of TI-30XII calculators to support math instruction for all students.
Amount	8,075
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enhancing opportunities for upper level science students to participate in problem based learning for laboratory work.
Amount	7,600
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Locks for PE lockers to provide a safe space for students to store their clothing while participating in PE classes that are required for graduation.

Strategy/Activity 8

AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements. Providing students with materials and supplies to participate in the AVID program will enhance their learning experience.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

AVID Teachers, Administrators, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2275
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for the AVID program including agendas for students.

Strategy/Activity 9

Instructional Technology including site licenses for an online journalism publication, and EBSCO for academic research. All of these products can help improve reading, writing, and research abilities for all students. Additional instructional technology will be purchased to support all students' access to the curriculum and up-to-date Chromebooks for testing and classroom loaners.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 -
6/30/2024

Person(s) Responsible

Administrators, Teachers, and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide additional supplemental instructional materials. Provide technology to increase conceptual understanding. Including online journalism publication license. Additional materials and online service access that supports the success of students both at home and school.
Amount	28,000
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Purchase of 80 Chromebooks to support students taking online AP exams, ELPAC testing, as well as CAASPP and CAST exams.
Amount	5,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site license for EBSCO research database.
Amount	28,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of 80 Chromebooks to support classroom loaners so students may have access to curriculum as needed.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

LCAP Goal

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

Identified Need

School connectedness and family engagement continue to be areas that need to be improved. By improving family engagement, attendance rates may improve and chronic absenteeism rates may decline. The number of parents participating in Parent meetings remains low and is a continued area of focus for improvement.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 97	Parent Participation in Stakeholder Input Processes -150
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 90% Hispanic (Hisp) 90% African American (AA) N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) 	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) 95% Hispanic (Hisp) 99% 	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> African American (AA) 	<ul style="list-style-type: none"> African American (AA) N/A 	
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events : average 6	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%

Planned Strategies/Activities

Strategy/Activity 1

Purchase of materials and supplies to increase parent education and engagement in school activities.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-
6/30/2024

Person(s) Responsible

Teachers, Counselors, and Administrators.

Proposed Expenditures for this Strategy/Activity

Amount	8079
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of technology to increase school/home communication and collaboration.

Strategy/Activity 2

Parent Outreach Support through increasing the number of parents who attend the CABE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Teachers, administrators, and parents.

Proposed Expenditures for this Strategy/Activity

Amount	6891
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

LCAP Goal

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

Identified Need

1. While overall attendance dropped to 90.5% as of April 13, 2023.
2. The Chronic Absenteeism rate according to the CA Dashboard is 38.7%. English Learners (43.2%) and African American students (44.2%) have especially high rates. This data shows that attendance needs to be improved.
3. The overall high school 4-year dropout rate remains low, except for the African American students whose rate is 6.7%. This is an area that needs to be addressed through school connectedness.
4. The Fall 2022 Dashboard shows a suspension rate of 10.5% for All students. Homeless students (12.2%), Students with Disabilities (14.7%), and Two or more ethnicities (16.3%) also show Very High suspension data. This shows that there is a need to handle student discipline differently. In addition to working on Social Emotional Learning and Restorative Practices, RMHS will work to improve positive connections to school for students.
5. The Panorama survey data also shows that not all students feel safe on campus or connected to the school. Therefore, there is a need to improve school climate.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates	Student Attendance Rates All Students (ALL) - increase by 2%

Metric/Indicator	Baseline	Expected Outcome																																																								
	All Students (ALL) - As of April 11, 2022, the average daily attendance rate is 89.7%.																																																									
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	As of April 11, 2022: Chronic Absenteeism Rates All Students (ALL) 38.7% English Learner (EL) 43.2% Hispanic (Hisp) 39.5% African American (AA) 44.2% Students with Disabilities (SWD) 55.1%	Chronic Absenteeism Rates All Students (ALL) decrease by 4% English Learner (EL) decrease by 4% Hispanic (Hisp) decrease by 4% African American (AA) decrease by 6% Socioeconomically Disadvantaged (SED) decrease by 4% Students with Disabilities (SWD) decrease by 6%																																																								
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 1.6% English Learner (EL) 2.4% Hispanic (Hisp) 1.3% African American (AA) 6.7% Socioeconomically Disadvantaged (SED) 1.5%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) -maintain 0.0% Hispanic (Hisp) - decrease by 0.4% African American (AA) - decrease by 3% Socioeconomically Disadvantaged (SED) - decrease by 0.5%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>11.2</td> <td>Increased +2.8</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>14.4</td> <td>Increased Significantly +6.5</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>10.9</td> <td>Increased +2.7</td> </tr> <tr> <td>AA</td> <td>Red</td> <td>14.8</td> <td>Increased +1.3</td> </tr> <tr> <td>SED</td> <td>Red</td> <td>10.6</td> <td>Increased +1.7</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>22.9</td> <td>Increased +5.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	11.2	Increased +2.8	EL	Red	14.4	Increased Significantly +6.5	Hisp	Red	10.9	Increased +2.7	AA	Red	14.8	Increased +1.3	SED	Red	10.6	Increased +1.7	SWD	Red	22.9	Increased +5.1	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>10.8</td> <td>Decrease - 0.3%</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>13.8</td> <td>Decrease -0.6 %</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>10.6</td> <td>Decrease - 0.3%</td> </tr> <tr> <td>AA</td> <td>Red</td> <td>14.1</td> <td>Decrease - 0.6%</td> </tr> <tr> <td>SED</td> <td>Red</td> <td>10.3</td> <td>Decrease - 0.3%</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>22.3</td> <td>Decrease -0.6</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	10.8	Decrease - 0.3%	EL	Red	13.8	Decrease -0.6 %	Hisp	Red	10.6	Decrease - 0.3%	AA	Red	14.1	Decrease - 0.6%	SED	Red	10.3	Decrease - 0.3%	SWD	Red	22.3	Decrease -0.6
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SWD	Red	22.3	Decrease -0.6																																																							
Expulsion Rates All Students (ALL) English Learner (EL)	As of April 11, 2022: Expulsion Rates All Students (ALL) 0.1%	Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5%																																																								

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	English Learner (EL) 0% Hispanic (Hisp) 0.1% African American (AA) 0%	Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) 47% English Learner (EL) 37.8% Hispanic (Hisp) 47% African American (AA) 41%	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 69% English Learner (EL) 72% Hispanic (Hisp) 70% African American (AA) 67%	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 2% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.

Students to be Served by this Strategy/Activity

All

Specific Student Groups:
emphasis on homeless students, students with disabilities, and those who identify as two or more ethnicities.

Timeline

7/1/2023 -
6/30/2024

Person(s) Responsible

Administrators,
counselors, and
activities director

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF
Budget Reference	0000: Unrestricted
Description	The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials, resources, and consultants are used to support these programs.
Amount	4,000
Source	LCFF
Budget Reference	0000: Unrestricted
Description	The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources, and consultants are used to support these programs.

Strategy/Activity 2

Campus Safety will be enhanced through the purchase and use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2022 -
6/30/2023

Person(s) Responsible

Administrators,
Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. Student recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam.

Strategy/Activity 3

Social Services

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
- emphasis on support for homeless students, students with disabilities, and those who identify as two or more ethnicities to address suspension rates

Timeline

7/1/2022-
6/30/2023

Person(s) Responsible

Ed Svcs, Site Administration, Counselors, and staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
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Description

Mental health services, homeless and foster youth programs offered through community and district staff.

Amount

0.0

Description

Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.

Amount

0.0

Description

Bullying prevention program through The Center.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

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

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$393,870
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$562,520.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	386,979	0.00
Title I Part A: Parent Involvement	6,891	0.00
LCFF	168,650	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$386,979.00
Title I Part A: Parent Involvement	\$6,891.00

Subtotal of additional federal funds included for this school: \$393,870.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$168,650.00

Subtotal of state or local funds included for this school: \$168,650.00

Total of federal, state, and/or local funds for this school: \$562,520.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	168,650.00
Title I	386,979.00
Title I Part A: Parent Involvement	6,891.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	8,000.00
1000-1999: Certificated Personnel Salaries	308,500.00
2000-2999: Classified Personnel Salaries	102,000.00
4000-4999: Books And Supplies	98,354.00
5000-5999: Services And Other Operating Expenditures	45,666.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0000: Unrestricted	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF	78,700.00
2000-2999: Classified Personnel Salaries	LCFF	24,000.00
4000-4999: Books And Supplies	LCFF	19,175.00
5000-5999: Services And Other Operating Expenditures	LCFF	38,775.00
1000-1999: Certificated Personnel Salaries	Title I	229,800.00
2000-2999: Classified Personnel Salaries	Title I	78,000.00
4000-4999: Books And Supplies	Title I	79,179.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	6,891.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jorge Jiménez		X			
Nancy Arias				X	
Michelle McMullen				X	
Teresa Haga	X				
Madison Davenport					X
Cynthia Torres				X	
Taylor Sandoval		X			
Jonathan Covington					X
Areli Acosta					X
Marginia Orantes		X			
Angela Garbe			X		
Cesar Hernandez		X			
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/1/2023.

Attested:



Principal, Teresa Haga, Ed.D. on 11/1/23



SSC Chairperson, Taylor Sandoval on 11/1/23

Title I and LCFF Funded Program Evaluation

Goal #1:
 All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Participate in County, District and Site Level Professional Development Opportunities. This would include conference registration, travel, and substitutes.			
Extra Duty Pay for Teachers to support tutoring and credit recovery for students in the core subject areas.			
Science Learning Opportunities to demonstrate real-world applications of math and science principles. Additionally, these learning opportunities will help students make the connections between mathematics and science. Field trips for AVID students to participate in college exploration visits.			
Support for Teaching Staff			
4 teaching sections (0.8 FTE) to support English Language learners through ELD instruction and one period of ELD coaching for all teachers (0.2).			
Classified salary and benefits to support English Language Learners in accessing the curriculum in all classes.			
Materials and supplies for the Visual Arts, math, PE, and science departments will provide students with additional hands-on, real-world learning opportunities.			
AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The AVID program is focused on supporting			

students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements. Providing students with materials and supplies to participate in the AVID program will enhance their learning experience.			
Instructional Technology including site licenses for an online journalism publication, and EBSCO for academic research. All of these products can help improve reading, writing, and research abilities for all students. Additional instructional technology will be purchased to support all students' access to the curriculum and up-to-date Chromebooks for testing and classroom loaners.			

Goal #2:

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Purchase of materials and supplies to increase parent education and engagement in school activities.			
Parent Outreach Support through increasing the number of parents who attend the CAFE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school.			

Goal #3:

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and

confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.</p>			
<p>Campus Safety will be enhanced through the purchase and use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams.</p>			
<p>Social Services</p>			

Instructions

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

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

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

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