

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	Painted Hills Middle School
Address	9250 Sonora Dr Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-0123703
Principal	Michael J Grainger, Ed.D
District Name	Palm Springs Unified School District
SPSA Revision Date	04.15.19
Schoolsite Council (SSC) Approval Date	10.14.19
Local Board Approval Date	11.26.19

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Our Vision Statement:

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

Our Mission Statement:

Painted Hills Middle School will prepare our middle school students for high school by equipping them with the social and academic skills needed to succeed and become college and career ready.

School Profile

Painted Hills Middle School (PHMS) is a newer school located in the City of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. It serves sixth, seventh, and eighth grade students from Desert Hot Springs, Whitewater, Painted Hills, North Palm Springs, and Sky Valley. Painted Hills Middle School is in its 9th year of operation and served approximately 800 students. The ethnic composition of the school is 10% African American, 72% Hispanic, 13% White, and 5% Other (Native American, Korean, Chinese, Asian Indian, Other Asian, Samoan, Filipino, Two or more races). Approximately 23% of the students enrolled at the school are classified as English Language Learners (ELL) and 13% of students are identified as having a disability (SWD). Approximately 87% of our students are receiving a free or discounted lunch and 100% of our students receive free breakfast in our innovative Breakfast-In-The-Classroom program.

PHMS has unique programs that are not in place in some other middle schools in our district. PHMS offers AVID (Advancement via Individual Determination); we have implemented AVID as a 6th, 7th, and 8th grade elective. In August 2016, we implemented the Positive Behavior Intervention and Supports (PBIS) framework to support positive social and emotional development as well as provide students with targeted interventions. The PBIS framework in conjunction with our established progressive privileges and discipline program, called Pupils Understanding Rules and Responsibilities Successfully (P.U.R.R.S.), allows students to earn merit points, tracked by PBIS Rewards, that can be exchanged for rewards and privileges. In addition, a four house system is currently being implemented modeled on the school within a school framework providing students with the opportunity to develop purposeful and trusting relationships with adults and provide opportunities for inter-school collegiate competitions. Our comprehensive fine arts program has been expanded with the addition of advanced band.

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals

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

Painted Hills Middle School (PHMS) Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I and LCFF funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The PHMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps. The 2019/20 plan includes additional Comprehensive Support and Improvement (CSI) funds that will be utilized to address four key areas of concern: student achievement in mathematics and language arts, chronic absenteeism, and school connectedness. Throughout the year, performance metrics linked to each of these four areas will be analyzed to determine effectiveness and modifications will be made accordingly.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

State regulations require that the School Site Council (SSC) be the group responsible for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA. (Ed Code 64001)

This ongoing involvement of the SSC in the review of the SPSA is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes. Documentation of SSC development, revision, monitoring, and evaluation of the SPSA must be maintained at each school in the SSC Notebook. All documentation must be maintained for seven years, plus the current school year.

The Painted Hills Middle School School Site Council (SSC) meets on the last Monday of every calendar month and takes a very proactive essential role in the annual review and development of the School Plan for Student Achievement. The twelve-member council comprised of six persons working at or attending the school, and six parents and/or community members. Each year SSC nominations are taken during Back to School Night and elections are held shortly after using Google forms. Nominations were taken on Thursday August 30, 2018, and elections were held the following week using Google forms.

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

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

English Learner Advisory Committee (ELAC) meetings were held separately from school site council on the following dates:

- September 14, 2018
- September 28, 2018
- October 26, 2018
- November 30, 2018
- February 8, 2019
- March 8, 2019
- April 5, 2019
- May 31, 2019

During these meetings the following agenda items were discussed in relation to the development of the SPSA:

- Professional development for parent around bi-lingual education.
- English Language Proficiency Assessments for California (ELPAC) review and practice
- Student score report analysis
- SBAC data share out
- Opportunities for parent involvement
- California Association for Bilingual Educators (CABE) conference preview and registration

During the school year different stakeholder groups were included in the conversation around and development of the SPSA. These include site leadership, Parent Teacher Student Association (PTSA) and content departments. All groups

were proactively involved in the development of the current school plan and were provided with opportunities to provide formal input, feedback, and suggestions.

During monthly meetings the three student members of council are routinely engaged in all decision making and attempts are routinely made to ensure that all information under discussion is clearly understood despite the content being complex in nature. During the first school site council meeting of the school year, detailed SBAC performance data is reviewed in detail by the site principal to ensure that all members of SSC are aware of student performance deficits and any needed areas of refinement.

For the 2019/20 school year PHMS was targeted as one of the schools receiving CSI funds in the amount of approximately \$169K. In early March 2019 a cohort of teachers and the school principal were invited to attend an information meeting at the district office during which clear directions and guidelines were provided as to how CSI funds may be utilized. This process included ongoing support from the district office and was facilitated by different directors and members of district leadership. Dr. James Feffer worked directly with the PHMS cohort to further develop the new school plan. A working draft of a plan was then shared with members of the school site council and ideas were proposed to address areas of concern- which were framed in the form of Problem Statements. For Painted Hills the following areas were identified as areas of needed refinement following an analysis of students achievement data, feedback from the Panorama survey and suggestions made by the CSI team: (a) improved student achievement scores in mathematics; (b) improved student achievement scores in language arts; (c) reduction in the level of chronic absenteeism; and (d) improve overall school connectedness ratings. Acting on guidance from SSC, Dr. Grainger, the school principal, revised the 2018/19 plan by adding many of the suggestions offered by the CSI team and members of SSC and presented it for review on Monday April 29, 2019 during the monthly SSC meeting. After lengthy discussion the plan was revised and sent out in draft form to all members on 05.05.19 for review before the approval meeting on Tuesday May 7, 2019.

Resource Inequities

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

A review of student performance data following the administration of the 2017/18 CAASPP assessments and the administration of the five Orenda Education unit assessments during the 2018/19 school year revealed a need for additional academic support in the following areas:

- Math performance for Students with Disabilities (decrease of 13% in proficiency)
- Math performance for African American students (decrease of 13% in proficiency)

In addition, a review of student attendance and discipline data during the 2018/19 school year revealed a need for support in the following areas:

- Chronic absenteeism for African American students (38.2 % as of current dashboard metrics)
- Chronic absenteeism for Students with Disabilities (38 % as of current dashboard metrics)
- Overall suspension rates for African American students (42.9% as of current dashboard metrics)
- Overall suspension rates for Students with Disabilities (40.8% as of current dashboard metrics)

From an equity perspective, the Painted Hills learning community has a collective legal and moral obligation to make sure that both African American and Special Education students attending Painted Hills Middle School receive targeted interventions that result in improved learning outcomes, improved attendance at school, and improved behavior and school connectedness outcomes. The following initiatives have been added to the 2019/20 school plan to address these needs:

- Wakanda Academy
- Harriet's Daughters
- EDGE training support
- Positivit framework to address trauma informed needs of all students attending PHMS
- Additional mental health support

The Positive Behavior Intervention and Support (PBIS) framework that was implemented three years ago provides a multi tiered system of support to students' in terms of their social and emotional needs. Based on the work completed with current tier 1 and tier 2 students the following issues indicate the need for more sustained support in the following areas:

- Pervasive mental health concerns triggered by traumatic life events. All student sub-groups are impacted by these events.
- Systems to address the rate of chronic absenteeism currently standing at approximately 26%

- After school programs to address student interests and needs

The following initiatives have been added to the 2019/20 school plan to address these issues:

- A variety of after-school activity clubs based on student interests
- Addition of 7th period classes for all students to attend after the regular school day
- EDGE training opportunities for all teachers during their prep periods
- Boomerang Project: Student mentor program that provides an older mentor for all incoming 6th grade students

Needs Assessment – Review of Performance

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

English Language Arts indicator:

All Students (All) Orange (-59.7) - Maintained- Low (-1.9); English Learners (EL) Orange(-69)- Maintained- Low (-1.5); Hispanic (Hisp) Orange(-59)- Decreased- Low (-3.7); African American (AA) Red(-104)- Maintained- Very Low (1.4); Socioeconomically Disadvantaged (SED) Orange(-63.4)- Maintained- Low (-1.4); Students with Disabilities (SWD) Red(-160.8)- Maintained- Very Low (1.2).

Acellus learning licenses utilized for math and ELA intervention students. Tutoring offered twice a week in language arts and mathematics for all students. AVID tutors twice a week to work with AVID students in tutorials. Positive Behavior Intervention and Supports (PBIS) Rewards site license that assisted in shaping school culture with the goal of lowering student suspension rates.

To date 5 unit assessments have been completed using the Principal's Exchange framework for mathematics and language arts. The results have been mixed in both content areas across all grade levels. Student performance metrics indicate that 6th and 8th grade math interim math scores improved marginally over 2016/17 scores.

As of 10.14.19 one unit assessment has been completed using the Orenda framework for both mathematics and language arts. Comparing unit 1 assessment data from last year (2018/19) there was 14% growth in 6th grade math, 12% growth in 7th grade math, and 2% growth in 6th grade LA. At the beginning of the 2019/20 school year a detailed analysis of preliminary 2018/19 CAASPP resulted was conducted. There was a significant increase in overall student proficiency in both language arts and mathematics at the 6th grade level.

Greatest Progress

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

Mathematics indicator:

All Students (ALL) Red (-122.1) - Decreased- Very Low (-3); English Learners (EL) Red(-130)- Maintained- Very Low (-1.8); African American (AA) Red(-177.1)- Decreased- Very Low (-13); Students with Disabilities (SWD) Red(-234.2)- Decreased- Very Low (-13.2).

Suspension indicator:

All Students (ALL-896)- RED-18.5%- Increased- 1.9%;
 English Learner (EL- 237)- RED- 16.5%- Increased- 2.5%
 Hispanic (Hisp- 645)- RED- 16.1%- Increased- 4%
 African American (AA-84)- RED- 42.9%- Maintained- 0.1%
 Socioeconomically Disadvantaged (SED- 853)- RED-19%- Increased -1.5%
 Students with Disabilities (SWD- 103)- RED-40.8%- Increased- 10.5%

School connectedness indicator:

All students: 58% of all students responded favorably which was down by 8% from Fall 2017.

Greatest Needs

English Learners: 62% of all English learners responded favorably.
African American: 47% of African American students responded favorably.
Hispanic: 60% of Hispanic students responded favorably.

A variety of different initiatives have been added to the 2019/20 School Plan for Student Achievement to address these areas of need. They are profiled in the preceding 'Resource Inequalities' section of this document.

All teachers who are teaching an inclusion class have been provided with a common prep period on the master schedule for the purpose of planning first best instruction and data analysis. The Principal's Exchange framework will continue to support teachers in the creation of robust research-based instructional agreements to improve student learning outcomes for English learners, students with disabilities, and African American subgroups. During each data reflection session a focus will be placed on the academic performance of our students with disabilities, English learners, and African American students. Teachers will collaborate around mutually agreed upon instructional agreements for these 3 subgroups. Emphasis will be placed on Thinking maps, QTEL strategies, conceptual understanding and learning in mathematics, and the use of station rotations to provide differentiated learning outcomes for all students.

As of 10.14.19 one unit assessment has been completed using the Orenda framework for both mathematics and language arts. Comparing the 2018/19 and 2019/20 student performance data there was a decrease of 12% in 8th grade language arts, a decrease of 6% in 8th grade mathematics, and a 9% decrease in 7th grade language arts.

At the beginning of the 2019/20 school year a detailed analysis of preliminary 2018/19 CAASPP data was conducted. Overall there was a 15% decrease in 8th grade language arts proficiency, and a 10% percent decrease in 7th grade language arts proficiency. Funds have been set aside to provide individual Reading Plus licenses for all 7th and 8th grade students, as well as the provision of after school tutoring services on Tuesday and Thursday afternoons. In addition, additional funds have been allocated to provide additional release time for all language arts teachers to engage in lesson studies with the language arts instructional coach.

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

A review of student performance data revealed a need for additional academic support in the following areas:

- Math performance for Students with Disabilities (decrease of 13% in proficiency)
- Math performance for African American students (decrease of 13% in proficiency)

In addition, a review of student attendance and discipline data during the 2018/19 school year revealed a need for support in the following areas:

- Chronic absenteeism for African American students (38.2 % as of current dashboard metrics)
- Chronic absenteeism for Students with Disabilities (38 % as of current dashboard metrics)
- Overall suspension rates for African American students (42.9% as of current dashboard metrics)
- Overall suspension rates for Students with Disabilities (40.8% as of current dashboard metrics)

Performance Gaps

From an equity perspective, the Painted Hills learning community has a collective legal and moral obligation to make sure that both African American and Special Education students attending Painted Hills Middle School receive targeted interventions that result in improved learning outcomes, improved attendance at school, and improved behavior and school connectedness outcomes.

The following initiatives have been added to the 2019/20 school plan to address these needs:

- Wakanda Academy
- Harriet's Daughters
- EDGE training support
- Positivit framework to address trauma informed needs of all students attending PHMS

- **Additional mental health support**

Principal's Exchange framework of reviewing data from short cycle assessments and teacher collaboration around mutually agreed upon instructional agreements will allow focus to be placed on the academic performance of these subgroups with performance gaps. PBIS will continue to be implemented with additional development of Tier II interventions to support improved behavior outcomes for all students but especially for students with disabilities. African American students will be recommended to BRAAF (Building Resilience in African American Families) Rites of Passage program for additional academic and social support. An additional SPED FTE will be hired to help support improved outcomes both academically and behaviorally for our students with disabilities. ELA instructional coach will be hired to support first best instruction in language arts.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.75%	0.61%	4	6	5
African American	9.8%	7.87%	8.79%	79	63	72
Asian	0.9%	0.75%	0.61%	7	6	5
Filipino	1.0%	1.12%	0.61%	8	9	5
Hispanic/Latino	72.1%	74.41%	74.73%	579	596	612
Pacific Islander	0.3%	0.12%	0.12%	2	1	1
White	14.3%	12.73%	12.09%	115	102	99
Multiple/No Response	%	%	0.12%			1
Total Enrollment				803	801	819

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	264	300	264
Grade 7	262	252	298
Grade 8	277	249	257
Total Enrollment	803	801	819

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	199	209	222	24.8%	26.1%	27.1%
Fluent English Proficient (FEP)	205	183	191	25.5%	22.8%	23.3%
Reclassified Fluent English Proficient (RFEP)	26	21	30	11.7%	10.6%	14.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	258	304	248	249	298	241	249	298	242	96.5	98	97.2
Grade 7	264	256	295	256	250	288	255	249	288	97	97.7	97.6
Grade 8	280	241	258	272	239	250	272	239	250	97.1	99.2	96.9
All Grades	802	801	801	777	787	779	776	786	780	96.9	98.3	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2468.	2453.	2474.	4.82	3.69	7.88	20.88	17.79	23.24	30.92	28.19	23.24	43.37	50.34	45.64
Grade 7	2486.	2491.	2470.	3.53	5.62	5.90	23.53	24.90	16.67	25.88	24.50	19.44	47.06	44.98	57.99
Grade 8	2518.	2526.	2482.	5.88	8.79	4.80	26.47	28.87	18.00	31.99	25.94	21.20	35.66	36.40	56.00
All Grades	N/A	N/A	N/A	4.77	5.85	6.16	23.71	23.41	19.13	29.64	26.34	21.18	41.88	44.40	53.53

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	9.64	7.72	11.62	42.57	37.92	41.08	47.79	54.36	47.30	
Grade 7	12.94	13.65	8.68	40.78	31.73	29.86	46.27	54.62	61.46	
Grade 8	14.71	16.74	9.20	44.12	42.26	33.60	41.18	41.00	57.20	
All Grades	12.50	12.34	9.76	42.53	37.28	34.53	44.97	50.38	55.71	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.03	6.71	5.39	42.17	31.21	48.55	49.80	62.08	46.06
Grade 7	9.80	16.06	9.41	39.61	38.15	36.93	50.59	45.78	53.66
Grade 8	11.40	18.41	8.00	48.16	41.42	38.80	40.44	40.17	53.20
All Grades	9.79	13.23	7.71	43.43	36.51	41.13	46.78	50.25	51.16

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.83	6.38	7.47	61.85	53.02	55.60	31.33	40.60	36.93
Grade 7	5.10	7.23	7.29	59.61	54.22	48.26	35.29	38.55	44.44
Grade 8	9.19	11.30	6.40	64.34	61.92	54.00	26.47	26.78	39.60
All Grades	7.09	8.14	7.06	61.98	56.11	52.37	30.93	35.75	40.56

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.05	9.40	14.52	49.80	50.34	43.15	38.15	40.27	42.32
Grade 7	11.76	16.87	9.03	46.27	42.57	39.24	41.96	40.56	51.74
Grade 8	13.65	22.59	12.00	51.66	46.86	32.80	34.69	30.54	55.20
All Grades	12.52	15.78	11.68	49.29	46.82	38.38	38.19	37.40	49.94

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	258	303	248	252	298	242	252	297	242	97.7	98.3	97.6
Grade 7	264	256	295	253	248	291	253	248	291	95.8	96.9	98.6
Grade 8	280	240	258	276	239	254	276	239	254	98.6	99.6	98.4
All Grades	802	799	801	781	785	787	781	784	787	97.4	98.2	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2434.	2414.	2446.	2.38	2.69	6.20	9.52	5.72	11.57	24.60	22.22	23.55	63.49	69.36	58.68
Grade 7	2450.	2446.	2443.	3.56	3.63	2.41	8.70	10.08	8.93	29.64	20.16	19.93	58.10	66.13	68.73
Grade 8	2456.	2477.	2454.	4.35	7.53	6.30	6.16	10.04	5.51	20.29	18.83	17.32	69.20	63.60	70.87
All Grades	N/A	N/A	N/A	3.46	4.46	4.83	8.07	8.42	8.64	24.71	20.54	20.20	63.76	66.58	66.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	5.95	3.37	9.09	21.03	17.85	23.97	73.02	78.79	66.94	
Grade 7	5.53	6.05	5.15	24.90	19.35	15.46	69.57	74.60	79.38	
Grade 8	7.61	8.79	9.45	17.03	22.18	13.39	75.36	69.04	77.17	
All Grades	6.40	5.87	7.75	20.87	19.64	17.41	72.73	74.49	74.84	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.98	3.03	4.55	33.73	25.25	32.23	64.29	71.72	63.22
Grade 7	5.53	5.24	3.78	36.76	34.27	35.40	57.71	60.48	60.82
Grade 8	3.99	9.21	4.33	28.62	41.84	31.10	67.39	48.95	64.57
All Grades	3.84	5.61	4.19	32.91	33.16	33.04	63.25	61.22	62.77

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.17	3.37	9.09	36.90	24.24	33.88	59.92	72.39	57.02
Grade 7	4.74	4.44	4.47	45.06	48.79	45.70	50.20	46.77	49.83
Grade 8	5.07	7.95	4.72	39.49	36.40	38.58	55.43	55.65	56.69
All Grades	4.35	5.10	5.97	40.46	35.71	39.77	55.19	59.18	54.26

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1513.6		1515.1		1511.5		80	
Grade 7	1506.4		1489.6		1522.6		60	
Grade 8	1509.9		1494.7		1524.5		41	
All Grades							181	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	18.75		36.25		28.75		16.25		80	
7	*		51.67		26.67		*		60	
8	*		41.46		29.27		*		41	
All Grades	13.26		42.54		28.18		16.02		181	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	42.50		33.75		13.75		*		80	
7	18.33		51.67		23.33		*		60	
8	*		63.41		*		*		41	
All Grades	28.18		46.41		17.13		8.29		181	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		17.50		25.00		51.25		80	
7	*		28.33		33.33		31.67		60	
8	*		*		26.83		34.15		41	
All Grades	9.39		21.55		28.18		40.88		181	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	26.25		53.75		20.00		80	
7	28.33		55.00		*		60	
8	26.83		63.41		*		41	
All Grades	27.07		56.35		16.57		181	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	58.75		33.75		*		80	
7	36.67		56.67		*		60	
8	36.59		53.66		*		41	
All Grades	46.41		45.86		7.73		181	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		17.50		72.50		80	
7	*		31.67		60.00		60	
8	*		*		58.54		41	
All Grades	11.60		23.20		65.19		181	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		83.75		15.00		80	
7	*		88.33		*		60	
8	*		68.29		*		41	
All Grades	7.73		81.77		10.50		181	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
801	95.0%	26.1%	0.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	209	26.1%
Foster Youth	6	0.7%
Homeless	80	10.0%
Socioeconomically Disadvantaged	761	95.0%
Students with Disabilities	89	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	7.9%
American Indian	6	0.7%
Asian	6	0.7%
Filipino	9	1.1%
Hispanic	596	74.4%
Two or More Races	18	2.2%
Pacific Islander	1	0.1%
White	102	12.7%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Palm Springs Unified School District Long Term Academic Achievement Goal:
 All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, social studies and science as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2017-18 school year the LCAP aligned school goal was for and increase of between 3-5% in the number of students meeting standards proficiency in both mathematics and language arts.

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>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts</p> <p>All Students (All) Orange (-59.7) - Maintained- Low- (-1.9)</p> <p>English Learners (EL) Orange(-69)- Maintained- Low (-1.5)</p> <p>Hispanic (Hisp) Orange(-59)- Decreased- Low (-3.7)</p> <p>African American (AA) Red(-104)- Maintained- Very Low (1.4)</p> <p>Socioeconomically Disadvantaged (SED) Orange(-63.4)- Maintained- Low (-1.4)</p> <p>Students with Disabilities (SWD) Red(-160.8)- Maintained- Very Low (1.2)</p>
<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>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p>	<p>California School Dashboard - Academic Indicator for Mathematics</p> <p>All Students (ALL) Red (-122.1) - Decreased- Very Low (-3)</p> <p>English Learners (EL) Red(-130)- Maintained- Very Low- (-1.8)</p> <p>Hispanic (Hisp) Red(-121)- Maintained- Low- (-2)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>African American (AA) Red(-177.1)- Decreased- Very Low (-13)</p> <p>Socioeconomically Disadvantaged (SED) Red(-125.5)- Maintained- Very Low (-2.6)</p> <p>Students with Disabilities (SWD) Red(-234.2)- Decreased- Very Low (-13.2)</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results: Level 1- Beginning Stage- 16% of 181 students Level 2- Somewhat developed- 28.2% of 181 students Level 3- Moderately developed- 42.5% of 181 students Level 4- Well developed- 13.3% of 181 students.</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate for PHMS was 14.4%. Riverside County's reclassification rate was 12.3%.</p>
<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase 8th grade Math SBAC proficiency by 4% from 2018 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.</p>	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 17.7% of 238 students English Learners (EL)- 0% of 40 students Hispanic (Hisp)-17.8% of 169 students</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		African American (AA)- 0% of 19 students Socioeconomically Disadvantaged (SED)- Students with Disabilities (SWD)- 0% of 26 students
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Increase 8th grade Math interim assessment proficiency by 4% from 2017/18 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.	8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the Orenda Education five instructional unit assessments. Data was collected for all students, Students with Disabilities, African American students and English learners. The data is presented below for reference: 8th Grade Students -Painted Hills Middle School: 2018/19 (% of students who scored proficient on each of the five instructional unit assessments) Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 8th grade students (ALL) 13% 12% 12% 22% 22% Students with disabilities (SWD) 0% 0% 0% 0% 0% English Learners (EL) 3% 2% 0% 2% 2% African American (AA) 6% 6% 6% 6% 11%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance Maintain full textbook/materials compliance.	Williams Textbook/Materials Compliance. Maintain full textbook/materials compliance.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Pay AVID tutors for the 2019/20 school year	AVID tutors were hired in late September 2018 and have been providing services to students during AVID elective classes.	Classified personnel time cards- Math Title I 3000.00	Classified personnel time cards- Math Title I 1360

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Classified personnel time cards- Language Arts Title I 3000.00	Classified personnel time cards- Language Arts Title I 1360
All students participating in the two AVID classes at each grade level will have the opportunity to participate in field trips to local colleges	The field trips were canceled due to inclement weather and to date they have not been rescheduled.	Field trip busing Title I 2000.00	Field trip busing 0.00
AVID site coordinator stipends and AVID site committee meetings	The AVID stipend has been encumbered by payroll and AVID team members have been released from their assigned classes to attend these meetings.	Annual stipend- Faris 2018/19 LCFF 3000.00 Certificated time cards for all AVID site team members. Meeting time is used to review data, align resources, and review AVID instructional practices. Title I 2000.00	Annual stipend- Faris 2018/19 3000.00 Certificated time cards for all AVID site team members. Meeting time is used to review data, align resources, and review AVID instructional practices. 1150
After school tutorials for intervention students.	After school tutorials were implemented in late September 2018 and will continue through Spring Break- 04.15.19 on Tuesday and Thursday afternoons from 2:45pm-3:45pm.	Certificated personnel time cards- Math Title I 3000 Certificated personnel time cards- Language arts Title I 3000 Certificated personnel time cards- Science 2000.00 Certificated personnel time cards- Social Studies	Certificated personnel time cards- Mathematics 2900 Certificated personnel time cards- Language Arts 2900 Certificated personnel time cards- Science 1900 Certificated personnel time cards- Social Studies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000.00	1900
Senior Paraprofessional bilingual classroom support.	This position was vacant for a portion of the 2018/19 school year.	Senior Paraprofessional 5.75 Bi-lingual classroom aide LCFF 29219	Senior Paraprofessional 5.75 Bi-lingual classroom aide 27549
Bilingual instructional aides will be assigned to support English learners, Long Term English Language Learners (LTEs) and teachers to help bridge learning deficits.	Both of these position were vacant for part of the 2018/19 school year	4 hour Bi-lingual classroom aide Title I 12019 4.50 hour Bi-lingual classroom aide Title I 13250	4 hour Bi-lingual classroom aide 11050 4.75 hour Bi-lingual classroom aide 4250
Purchase sheet music for band and choir elective classes	All sheet music was purchased at the beginning of the school year.	Sheet music and supplies LCFF 5500.00	Sheet music and supplies 5327.00
PBIS electronic reward student merit system	System was purchased at the beginning of the school year and all PHMS students have access to the system.	800 student licenses LCFF 1800.00	800 student licenses 1888.00
Purchase, in compliance with the PHMS Tech Plan, additional classroom Elmos, printers, projectors, and projector bulbs for teacher use during instruction and to support student learning.	All technologies have been purchased and are either in inventory or are in classroom service.	Instructional classroom technology (Elmos, ceiling projectors, and projector bulbs) Title I 8500.00 Ink and toner for classroom instructional technology Title I 12000.00 Classroom printers (10)	Instructional classroom technology (Elmos, ceiling projectors, and projector bulbs) Title I 8500.00 Ink and toner for classroom instructional technology Title I 7334.00 Classroom printers (10)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 4470.00	Title I 2161
All students will be provided with access to a Digital Storytelling after school club. The focus will be on digital learning and digital citizenship	The stipend was encumbered by payroll for the school year and the after school club meets each week.	iPod Touch Devices	iPod Touch Devices
Art Supplies	All supplies were ordered at the beginning of the school year and we already delivered to the site.	Title I 8200.00	Title I 8292.00
Acellus learning licenses	Licenses were ordered and are being utilized by students in all three grade levels.	Certificated stipend LCFF 2998.00	Certificated stipend LCFF 2998.00
Certificated staff professional development	All planned professional development activities for the 2018/19 school year already attended. EDGE was completed in march 2019; CUE was attended in March 2019; CMC was not attended in October 2018 as teh registration was made too late; Social Studies conference was attended in March 2019; AVID is planned for June and July 2018.	Consumable supplies LCFF 5000.00	Consumable supplies LCFF 4373.00
		Student learning licenses for Opportunity Program Title I 3050.00	Student learning licenses for Opportunity Program Title I 1000.00
		Differentiated certificated professional development on classroom management and teacher-student relationship building-(EDGE) Title I 5000.00	Differentiated certificated professional development on classroom management and teacher-student relationship building-(EDGE) Title I 6700
		CMC math conference- Palm Springs, CA. Professional development around research-based instructional strategies, and project based learning. (4 math teachers) Title I 2000.00	CMC math conference- Palm Springs, CA. Professional development around research-based instructional strategies, and project based learning. (4 math teachers) Title I 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Computer Using Educators (CUE) -Palm Springs, CA (4 teachers) Title I 3500.00	Computer Using Educators (CUE) -Palm Springs, CA (4 teachers) Title I 1495.00
		Social studies conference- Sacramento, CA. Professional development on new social studies curriculum framework and common core content. Title I 4000.00	Social studies conference- Sacramento, CA. Professional development on new social studies curriculum framework and common core content. Title I 2150
		AVID professional development - San Diego, CA (1 admin and five teachers). Title I 18000.00	AVID professional development - San Diego, CA (1 admin and five teachers). Title I 13450
		Science Conference - Pasadena, CA. Title I 2000.00	Science Conference - Pasadena, CA. Title I 2000.00
Purchase reading/learning materials for PHMS library.	All reading materials were ordered and delivered to the school site for student use.	E book purchase Title I 1500.00	E book purchase Title I 1500.00
		Novel replacement LCFF 3500.00	Novel replacement LCFF 3491
		Breakout Edu Kits (6) Title I 850.00	Breakout Edu Kits (6) Title I 0.00
		STEM Manipulatives and Robotics Kits Title I 3000.00	STEM Manipulatives and Robotics Kits Title I 1350.00
Science department instructional supplies	To date a portion of this budget has been used to	Instructional supplies	Instructional supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	ordered some science supplies.	Title I 2000.00	Title I 0.00
Parent teacher conference/parent meeting translation services	Translation services were provided during the Fall and Spring iterations of Parent Teacher conferences. Staff members opted for flex time time in lieu of compensation.	Classified time cards for parent translation at parent teacher conferences Title I 3000.00	Classified time cards for parent translation at parent teacher conferences 345.00
Language Arts Coaching Contract with Kim Monnie	These funds were encumbered by district payroll for the entire school year.	Consulting contract: 3 days per week; September-April 2019/20 Title I 45644.00	Language Arts Consulting contract: 3 days per week; September-April 2019/20 Title I 45644.00
Additional library support (2.0 hours) to support 24/7 implementation.	Time cards have been submitted to payroll for these additional hours. This position was vacant for several weeks so not all funds were utilized.	Classified payroll extra duty when needed. LCFF 10000.00	Classified payroll extra duty when needed. LCFF 8000.00
Breakout EDU kits for teacher check out	All kits have been ordered and are in inventory for teacher use. To date teachers have not routinely checked out the kits from the library.	Manipulative kits (12) Title I 2000.00	Manipulative kits (12) Title I 1748.00
Coteaching Planning Time for SPED and General Education Teachers	Time cards have been submitted for teachers during the school year.	Time cards Title I 3000.00	Time cards Title I 4480.00
Distinguished Ladies and Gentleman's Club	Once these funds were approved in October 2018 the parent meetings were organized. The name was changed from Distinguished Ladies and Gentleman's Club to Wakanda Academy. Meetings were held on Saturday morning. Approximately 20 families have been in regular attendance.	Certificated time cards Title I 5080.00	Certificated time cards Title I 4002

Analysis

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

Despite the implementation of the Orenda Education curriculum alignment framework during the 2017/18 school year, the various strategies/activities outlined above for goal 1 did not have the desired overall impact on student academic performance. While language arts student performance maintained with a slight decrease of 1.9% overall, student performance in mathematics was poor with an overall decrease of 3% (for all students) in the number of students meeting standards. Even more concerning was the performance of our African American (AA) and Students with Disabilities (SWD) subgroups which both experienced declines of 13%. Strategic focus must be placed on actions to increase the overall performance of these subgroups in the 2018/19 plan.

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

After school tutorials in the four content areas did not provide the necessary academic support to improve overall performance on the Orenda Education unit assessments. Next year, the tutorial sessions will be restructured to focus on specific standards in both of the tested content areas. The language arts coach hired on contract at the beginning of the school year was not welcomed into classrooms by teachers which was reflective of the staff culture on the campus. All AVID linked resources were allocated as planned with the exception of the planned field trips which were canceled due to inclement weather. All planned professional development activities were provided to the learning community however, based on student achievement scores, this training has not translated into improved student achievement scores nor has it enhanced the overall teacher/student connectedness on campus. All purchased technology outlined under this goal, were placed into service in teacher classrooms to replace outdated and/or non-operational equipment.

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.

In order to address some of the concerns outlined above the following action items have been included in the 2019/20 plan of action:

- After school tutorial sessions will be provided to students based on analysis of Orenda Education unit assessment data and will focus on specific mathematics standards.
- All special education teachers have been provided with a common daily planning prep with their general education co-teach colleague, on the 2019/20 master schedule, to guarantee planning and collaboration time to develop quality lessons for all resource and SDC students.
- Following each of Orenda Education unit assessments, students will be provided with a fluid intervention in both mathematics and language arts for a duration of three weeks during which standard specific instruction will be provided to improve overall student mastery of these standards. Students will participate in these intervention classes for the two week periods during their elective class time. No funds are allocated to this intervention program as the framework is supported by the established 2019/20 master schedule.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

There is a definite link between attendance and academic achievement. In addition, the District is significantly fiscally impacted as attendance increases or decreases. Beginning in the 2013-2014 school year, all elementary schools will have at least 96.5% attendance rates, all middle and high schools will have at least 96.5% attendance rates. Though PHMS did not meet the prior goal, it did experience a 0.45% increase in attendance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Attendance Rates All Students (ALL)</p>	<p>Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.</p>	<p>Student Attendance Rates</p> <p>During the 2016/17 school year the overall attendance rate for all students was 92.74%. During the 2017/18 school year the overall attendance rate for all students was 92.93%. This represented an overall increase of 0.2%.</p> <p>During the 2016/17 school year the overall attendance rate for African American students and Students with disabilities were 90.81% and 89.17% respectively.</p> <p>During the 2017/18 school year the overall attendance rates for African American students and Students with Disabilities were 90.24% and 89.52% respectively. Based on this data, the expected outcomes were not met.</p>
<p>Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.</p>	<p>Chronic Absenteeism Rates (Color (%) - Status - Level - Change)</p> <p>All Students (ALL- 862)- RED (26.7%)- Increased by 2.5%</p> <p>English Learner (EL- 226)- RED (24.8%)- Increased by 7.5%</p> <p>Hispanic (Hisp- 624)- RED (23.6%)- Increased by 4.3%</p> <p>African American (AA- 79)- ORANGE (38%) -Declined by 2.9%</p> <p>Socioeconomically Disadvantaged (SED-822)- RED (27%) - Increased by 3%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Students with Disabilities (SWD-102)- RED (38.2%)- Increased by 1.3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 96% responded favorably which was the same as Fall 2017 Elementary School Students (ES)- 75% of students responded favorably which was down 4% from Fall 2017. Middle School Students (MS): 93% responded favorably High School Students (HS):90% responded favorably Hispanic (Hisp): 96% responded favorably African American (AA): 92% responded favorably

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Nutritious snacks for ELAC meetings.	All food items were purchased and provided to the ELAC site coordinator for monthly meetings. These monies were also spent on food items for the Honors Dessert for parent consumption,	Light snacks and bottled water for ELAC and parent meetings. Title I Part A: Parent Involvement 250	Light snacks and bottled water for ELAC and parent meetings. Title I Part A: Parent Involvement 250
Parent Technology classes in PHMS parent center.	These classes have not been provided this year.	Light snacks and supplies 250	Light snacks and supplies 0.00
CABE Professional Development	All persons registered for this conference in Long Beach attended the conference in early April 2019.	Professional development in Long Beach- April 2019 Title I 8000.00	Professional development in Long Beach- April 2019 5301
		Professional development in Long Beach- April 2019	Professional development in Long Beach- April 2019

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Parent Involvement 3309.00	2985

Analysis

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

Food items were provided to ELAC stakeholders to enjoy during monthly site meetings. Monthly ELAC meetings were held at the school site however despite numerous appeals for parent participation using a variety of different communication platforms, parent participation was poor. Due to a lack of staff support and parent desire, the planned parent technology classes were not provided as planned. Painted Hills Middle School has struggled to galvanize parent support and for this reason, two new initiatives have been added to the 2019/20 school plan. See below for details.

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

As noted above, the Painted Hills learning community has struggled to galvanize parent involvement to support different initiatives on the school campus. All expenditures were executed as planned including sending several PHMS parents to the CABE conference in Long Beach, California.

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

The following activities have been added to the school plan for the 2019/20 school to improve overall parent involvement including:

- **Wakanda Academy;** This framework provides academic as well as social emotional support to all African American students and their families attending Painted Hills Middle School. Staffed by passionate African American PHMS teachers this structure will work on fostering positive home school relationships, improving academic learning outcomes for students, and developing a positive sense of connectedness for our African American students and families.
- **Harriet's Daughters;** This framework incorporates Science, Technology, Engineering, Art, and Mathematics (STEAM) concepts and provides academic support to approximately 50 African American female students currently attending the Painted Hills Middle School campus.
- **Coffee with the Principal;** In an attempt to galvanize parent support Dr. Grainger will offer ' Coffee with the Principal' once a month for all PHMS parents. Meeting times will be varied to accommodate parent scheduled and meetings will provide parents with an opportunity to share ideas, make suggestions, and collaborate with site administration.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL-896)- RED-18.5%- Increased- 1.9% English Learner (EL- 237)- RED- 16.5%- Increased- 2.5% Hispanic (Hisp- 645)- RED- 16.1%- Increased- 4% African American (AA-84)- RED- 42.9%- Maintained- 0.1% Socioeconomically Disadvantaged (SED- 853)- RED-19%- Increased - 1.5% Students with Disabilities (SWD- 103)- RED-40.8%- Increased- 10.5%</p>
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>PHMS Expulsion Rates African American students (84): Number of expulsions- 0; Expulsion rate -0% Hispanic Students (645): Number of expulsions- 0; Expulsion rate- 0% White students (119): Number of expulsions- 0; Expulsion rate- 0%</p>
<p>Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:</p>	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 58% of all students responded favorably which was down by 8% from Fall 2017. English Learners: 62% of all English learners responded favorably.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		African American: 47% of African American students responded favorably. Hispanic: 60% of Hispanic students responded favorably.
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 58% of all students responded favorably which was down by 10% from Fall 2017. English Learners: 61% of all English learners responded favorably. African American: 43% of African American students responded favorably. Hispanic: 61% of Hispanic students responded favorably. Special Education: 55% of Special Education students responded favorably.
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Maintain 100% compliance with Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All students attending PHMS will wear a school issued identification card suspended in a plastic pouch from a purple Panther lanyard. This action will promote a safe campus for all students.	Plastic IDs and pouches were purchased for all students attending PHMS and throughout the year students have worn their ID in this plastic	Purchase plastic identification pouches and lanyards LCFF 5600.00	Purchase plastic identification pouches and lanyards LCFF 2010.00
Proctor detention- Extra Duty-ISS	This service was not provided this school year as the staff member retired at the beginning of the 2019/20 school year.	Extra duty classified time card LCFF 6209.00	Extra duty classified time card LCFF 400.00
Provide two hours of additional clerical support to both assistant principals including data entry and tracking, bi-lingual parent telephone calls, and additional duties as assigned. This will allow assistant	This position was vacant for part of the school year so not all funds were utilized for these additional services.	Two additional hours of salary including benefits (Cardenas) LCFF 15523	Two additional hours of salary including benefits (Avilla) LCFF 14985

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
principals more time to work directly with students.			
Students are awarded positive merits for demonstrating appropriate behavior related to Four Core and More PBIS site expectations.	Throughout the school year staff members have allocated PBIS merit points using the iPod touch devices that were purchased for every staff member.	Site policy that is not funded using site allocations. 0.00	Site policy that is not funded using site allocations. 0.00
All students attending PHMS will be provided with access to Safe Space classrooms staffed by PHMS teachers. This option is available to all students that would prefer to report acts of bullying to a trusted teacher rather than an administrator or counselor. This action is provided to address parent and student concerns related to the internal and external acts of bullying currently being experienced at the school.	Access to Safe Space classrooms has been provided throughout the 2018/19 school year.	Site policy that is not funded using site allocations. 0.00	Site policy that is not funded using site allocations. 0.00
Mental health services for tier 2 students	Mental health services started late in the school year but have been in place since October 2018.	Small group counseling services using PSUSD mental health clinicians (2 groups per week) LCFF 14000.00	Small group counseling services using PSUSD mental health clinicians (2 groups per week) LCFF 14000.00
		Embedded mental health clinician (1 day each week) LCFF 22200.00	Embedded mental health clinician (1 day each week) LCFF 22200.00
Positive Behavior Interventions and Supports implementation across all three grade levels to improve teacher/student relationships and decrease counterproductive student behaviors.	PBIS tier 1 and tier 2 committees have met throughout the school year to oversee the PBIS interventions provided to students at PHMS.	Implementation of the PBIS framework facilitated by district funded intervention specialist. 0.00	Implementation of the PBIS framework facilitated by district funded intervention specialist. 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
House captain extra duty stipends to cover monthly house assembly preparation, monthly meetings with admin, student achievement data review.	All four of the house captain stipends were encumbered by payroll for the 2018/19 school year. House captains facilitated whole school assemblies and coordinated events for their respective houses.	House #1- certificated extra duty LCFF 2000.00	House #1- certificated extra duty 2000.00
		House #2- certificated extra duty LCFF 2000.00	House #2- certificated extra duty 2000.00
		House #3- certificated extra duty LCFF 2000.00	House #3- certificated extra duty 2000.00
		House #4- certificated extra duty LCFF 2000.00	House #4- certificated extra duty 2000.00

Analysis

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

Weekly discipline data have been shared with the entire learning community for the entirety of the 2018/19 school year. Staff have been provided with an overview of different teacher managed interventions that are available to help manage defiant and disrespectful student behaviors. While the number of discipline incidents has varied each week, the number of cumulative student suspensions during the 2018/19 school year has declined significantly over the previous year. Considerable work must be done in the area of student teacher relationship building and for this reason the entire staff at PHMS has been trained on the EDGE coaching model. New initiatives have been added to the 2019/20 school plan to provide ongoing support with the development and fostering of mutually respectful teacher-student relationships. The PHMS house system continues to provide opportunities for student leadership and innovative community service projects under the leadership of house captains, who were compensated for their work using LCFF funds.

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

All planned expenditures linked to this goal, were executed however the activities and/or actions to which they were linked had mixed results. Overall the number of Sprigeo reports submitted by students during the 2018/19 school year declined by 7%; however, school connectedness ratings reported by students declined by 8% over the previous year. Students expressed concerns over campus safety, and reported that many of the teachers at PHMS did not treat them fairly which reflected an 18% decrease over last year.

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.

To address the reduction in school connectedness and increasing chronic absenteeism the following activities have been added to the 2019/20 school plan:

- Funding to provide teachers with EDGE coaching opportunities with students during their assigned prep periods.
- Boomerang Project (Where Everyone Belongs); School counselors will be provided with training on the creation of a student mentoring program whereby all incoming 6th grade students will be provided with an older peer mentor-typically an 8th grade PHMS student.

- A wide variety of after school clubs are being added to the after-school schedule to provide students with opportunities to stay after school and participate in fun and engaging activities. These clubs are based on input received from students using a survey document.
- Three 7th period classes are being added to the master schedule next year. These include additional band classes, an after school art class, and a Spanish elective class.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Painted Hills Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, and science are assessed by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2018-19 school year the LCAP aligned school goal was for and increase of between 3-5% in the number of students meeting standards proficiency in both mathematics and language arts.

LCAP Goal

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

Identified Need

1. Overall, in English language Arts we remain 59.7 points below standard and in Math we remain 122.1 points below standard indicating a need to improve first best instruction and support student needs through targeted interventions.
2. English Learners, Students with Disabilities, and African American outcomes are increasing at a lesser rate in mathematics than the "All Students" group indicating a need for additional targeted support for those identified student groups.
3. Core Growth model data indicates improvement rates are less than what would be projected in both ELA and Mathematics.
4. Although most student groups either maintained in their distance from met in English Language Arts from 2017 to 2018 student group placements remain in the low and very low status levels. Again, this indicates a need for an improvement to First Best Instruction and targeted intervention.
5. Students with disabilities reported a decline of 13.2 points in Mathematics achievement.
6. All student groups declined in Distance from Standard Met in Mathematics.
7. This is the first year for the ELPI indicator. Results reported are baseline.
8. Current reclassification rate is 14.4% and the Riverside County average rate is 12.3%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts All Students (All) Orange (-59.7) - Maintained- Low- (-1.9) English Learners (EL) Orange(-69)- Maintained- Low (-1.5) Hispanic (Hisp) Orange(-59)- Decreased- Low (-3.7)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Orange (-55)- Increase- Low- (4.7) English Learners (EL) Orange (-65)- Increase-Low- (4.0) Hispanic (Hisp) Orange (-55)- Increase- Low (4.0)

Metric/Indicator	Baseline	Expected Outcome
	<p>African American (AA) Red(-104)- Maintained- Very Low (1.4)</p> <p>Socioeconomically Disadvantaged (SED) Orange(-63.4)- Maintained- Low (-1.4)</p> <p>Students with Disabilities (SWD) Red(-160.8)- Maintained- Very Low (1.2)</p>	<p>African American (AA) Red (-90)- Increase- Very Low (14)</p> <p>Socioeconomically Disadvantaged (SED) Orange (-59)- Increase- Low (4.4)</p> <p>Students with Disabilities (SWD) Red (-150)- Increase- Very Low (10.8)</p>
<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>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)</p> <p>All Students (ALL) Red (-122.1) - Decreased- Very Low (-3)</p> <p>English Learners (EL) Red (-130)- Maintained- Very Low- (-1.8)</p> <p>Hispanic (Hisp) Red (-121)- Maintained- Low- (-2)</p> <p>African American (AA) Red(-177.1)- Decreased- Very Low (-13)</p> <p>Socioeconomically Disadvantaged (SED) Red(-125.5)- Maintained- Very Low (-2.6)</p> <p>Students with Disabilities (SWD) Red(-234.2)- Decreased- Very Low (-13.2)</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change)</p> <p>All Students (ALL) Red- (-115)- Increase- Very Low (7.1)</p> <p>English Learners (EL) Red (-123)- Increase- Very Low (7.0)</p> <p>Hispanic (Hisp) Red (-114)- Increase- Very Low (7.0)</p> <p>African American (AA) Red (-167) Increase- Very Low (9.9)</p> <p>Socioeconomically Disadvantaged (SED) Red (-118)- Increase- Very Low (7.5)</p> <p>Students with Disabilities (SWD) Red (-224.2) Increase- Very Low (10.0)</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p> <p>California School Dashboard - English Learner Progress Indicator Baseline Results: Level 1- Beginning Stage- 16% of 181 students Level 2- Somewhat developed- 28.2% of 181 students Level 3- Moderately developed- 42.5% of 181 students Level 4- Well developed- 13.3% of 181 students.</p>	<p>California School Dashboard - English Learner Progress Indicator (ELPI) Increase all subgroups over baseline data.</p>

Metric/Indicator	Baseline	Expected Outcome
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate The current English Learner reclassification rate for Painted Hills Middle School is 14.4% while the current Riverside County reclassification rate is 12.3%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate. The goal for the 2019/20 school year will be 15.5%.
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 17.7% of 238 students English Learners (EL)- 0% of 40 students Hispanic (Hisp)-17.8% of 169 students African American (AA)- 0% of 19 students Socioeconomically Disadvantaged (SED)- Students with Disabilities (SWD)- 0% of 26 students	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 4% growth in overall standards met rating English Learners (EL)- 6% growth in overall standards met rating Hispanic (Hisp)- 6% growth in overall standards met rating African American (AA)- 6% growth in overall standards met rating Socioeconomically Disadvantaged (SED)- 6% growth in overall standards met rating. Students with Disabilities (SWD)- 6% growth in overall standards met rating.
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Mathematics Interim Assessments (Percent of Students who Met or Exceeded Standard) 8th Grade Students -Painted Hills Middle School: 2018/19 (% of students who scored proficient on each of the five instructional unit assessments) Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 8th grade students (ALL) 13% 12% 12% 22% 22% Students with disabilities (SWD) 0% 0% 0% 0% 0% English Learners (EL) 3% 2% 0% 2% 2% African American (AA) 6% 6% 6% 6% 11%	8th Grade Mathematics Interim Assessments (Percent of Students who Met or Exceeded Standard) All Students (ALL)- Improve overall student proficiency on Orenda Education unit assessments by 6% English Learners (EL)- Improve overall student proficiency on Orenda Education unit assessments by 6% Hispanic (Hisp)- Not assessed as part of the data analysis protocol. African American (AA)- Improve overall student proficiency on Orenda Education unit assessments by 6% Socioeconomically Disadvantaged (SED)- Not assessed as part of the data analysis protocol Students with Disabilities (SWD)- Improve overall student proficiency on Orenda Education unit assessments by 6%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance Full compliance in all areas.	Williams Textbook/Materials Compliance- Remain in full compliance for the 2019/20 school year.

Planned Strategies/Activities

Strategy/Activity 1

Pay AVID tutors for the 2019/20 school year

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Pearl Vongprateep and Mr. Greg Loewen- assistant principals.

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified personnel time cards- Math
Amount	2000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified personnel time cards- Language Arts

Strategy/Activity 2

All students participating in the two AVID classes at each grade level will have the opportunity to participate in field trips to local colleges

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19-06.30.20

Person(s) Responsible

Dr. Pearl Vongprateep- assistant principal; Mrs. Kelli Faris- PHMS AVID coordinator.

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Field trip busing to colleges

Strategy/Activity 3

AVID site coordinator stipends and AVID site committee meetings

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Greg Loewen- AVID site administrator.

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Annual stipend- Faris 2018/19

Amount	2000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Certificated time cards for all AVID site team members to engage in planning meetings using release time. Meeting time is used to review data, align resources, and review AVID instructional practices.

Strategy/Activity 4

After school intervention tutorials for all students.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Michael Granger-Principal; Mr. Marvin Coleman- Math lead;

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated time cards -mathematics
Amount	3000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated personnel time cards- language arts

Strategy/Activity 5

Senior Paraprofessional bilingual classroom support.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Michael Grainger- Principal; Mrs. Andrea Pascal- ELD lead.

Proposed Expenditures for this Strategy/Activity

Amount	27177
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description

5.75 Senior Bi-lingual classroom aide

Strategy/Activity 6

Bilingual instructional aides will be assigned to support English learners, Long Term English Language Learners (LTEs) and teachers to help bridge learning deficits.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Greg Loewen- Assistant Principal; Mrs. Andrea Pascal- ELD lead.

Proposed Expenditures for this Strategy/Activity

Amount	17659
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	4 hour Bi-lingual classroom aide
Amount	18415
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	4.50 hour Bi-lingual classroom aide

Strategy/Activity 7

Purchase sheet music for band and choir elective classes

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Brian McDaniel- band and choir director; Dr. Michael Grainger- principal.

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Sheet music and supplies and student licenses to access digital content.

Strategy/Activity 8

PBIS electronic reward student merit system

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mrs. Sarah Martin- PHMS PBIS site coordinator; Dr. Michael Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	2700.00
Source	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	800 student licenses

Strategy/Activity 9

Purchase, in compliance with the PHMS Tech Plan, additional classroom Elmos, printers, projectors, and projector bulbs for teacher use during instruction and support student learning.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19-06.30.20

Person(s) Responsible

Mrs. Jennifer Sugarman-PHMS librarian,

Proposed Expenditures for this Strategy/Activity

Amount	8500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional classroom technology (Elmos, ceiling projectors, and projector bulbs);
Amount	7000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Ink and toner for classroom instructional technology
Amount	2800.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers
Amount	4000.00
Source	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Replacement computers for site administration and Dean of Students

Strategy/Activity 10

All students will be provided with access to a Digital Storytelling after school club. The focus will be on digital learning and digital citizenship

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Norman Mckee (Digital technology coordinators).

Proposed Expenditures for this Strategy/Activity

Amount	2998.00
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Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated stipend.

Strategy/Activity 11

Art Supplies for all art classes.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Lon Mercer and Dr. Michael Grainger

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Consumable supplies

Strategy/Activity 12

Certificated staff professional development

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Michael Grainger-principal; Dr. Pearl Vongprateep- assistant principal; and Mr. Greg Loewen- assistant principal.

Proposed Expenditures for this Strategy/Activity

Amount	4500.00
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Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Differentiated certificated professional development on classroom management and teacher-student relationship building and coaching. (EDGE)
Amount	2000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	CMC math conference- Palm Springs, CA. Professional development around research-based instructional strategies, and project based learning. (4 math teachers)
Amount	3500.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Computer Using Educators (CUE) -Palm Springs, CA (4 teachers)
Amount	19200.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Lesson Studies: Each grade level math and language arts PLC will be released two days each trimester to conduct lesson studies facilitated by site coaches. These funds are also available to compensate teachers for lesson planning outside of the school day.
Amount	5761.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Administrative Professional Development: ACSA Academy; RCOE Restorative Practices; RCOS Social Emotional Learning.
Amount	1860
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	NGSS Conference- San Jose, CA

Strategy/Activity 13

Purchase reading/learning materials for PHMS library.

Students to be Served by this Strategy/Activity

English Learner

- Foster Youth
- Low Income
- Students with Disabilities

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mrs. Jennifer Sugarman- PHMS librarian.

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	E book purchase
Amount	1500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Novel replacement
Amount	1400.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Additional teacher licenses for Breakout EDU kits.

Strategy/Activity 14

Science department instructional supplies

Students to be Served by this Strategy/Activity

- All

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Oliger - Science department chair.

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional supplies
Amount	1800.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Annual Site License for PearDeck; Makes all Google presentations interactive. Drag and Drop feature is included.
Amount	2000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Coding manipulatives: Robotic equipment

Strategy/Activity 15

Additional classified personnel support

Students to be Served by this Strategy/Activity

English Learner

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Grainger- Principal; Ms. Moreno - school secretary.

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified time cards for parent translation
Amount	1000.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional duty to update student emergency cards.

Strategy/Activity 16

Language Arts Coaching Contract with Kim Monnie

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19-06.30.20

Person(s) Responsible

Dr. Grainger- Principal; Mr Kim Monnie- LA Academic Coach.

Proposed Expenditures for this Strategy/Activity

Amount	42900
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consulting contract: 2 days per week; September-April 2019/20

Strategy/Activity 17

Additional library support (2.0 hours) to support 24/7 implementation. This additional compensated time will be used to implement, manage, and coordinate the 24/7 1:1 device program at Painted Hills Middle School for all students.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mrs. Sugarman-PHMS librarian; Dr. Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	10500.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified payroll extra duty when needed.

Strategy/Activity 18

Purchase of licenses to support reading fluency.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mrs. Marlene Pattison; -6th grade LA teacher; Dr. Pearl Vongprateep- Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Reading licenses; \$250 for each class of 35 students.
Amount	32455
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Reading Plus license for all 6th and 7th grade students attending PHMS.

Strategy/Activity 19

Interactive notebooks for all Painted Hills Middle School students for Mathematics, Language Arts, Social Studies, and Science.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Michael Grainger- principal; Nyisha Collins- Math lead; Marlene Pattison- English Language Arts lead.

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	CSI Funding

Description

Spiral bound notebooks for all 830 students.

Strategy/Activity 20

Mathematics manipulatives

Students to be Served by this Strategy/Activity

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

Timeline

11.01.19- 06.30.20

Person(s) Responsible

Ms. Nyisha Collins- teacher; Dr. Michael Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	1700.00
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Variety of math manipulatives (geo boards, algebra tiles etc).

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Painted Hills Middle School will include the four mandatory Title I components in their parent involvement and Participation Site Plan. These include; (1) involve parents in the Title I program; (2) create a school-parent compact will parent input; (3) build capacity for parent involvement; and (4) assure accessibility and opportunities to the school for parents. The PHMS plan is aligned with the PSUSD district parent involvement plan.

LCAP Goal

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

Identified Need

Two years ago the Painted Hills Middle School Parent Student Teacher Association (PSTA) was founded. This organization has worked hard to galvanize parent support on the PHMS campus. Despite these valiant efforts parent participation is still not at an acceptable level. Parent teacher conference attendance yielded the following participation markers: Fall 2018- 52% and Spring 2019- 42%. During the 2018/19 school year plans were made to provide parent computer classes in the school's parent center. Meeting times were changed to accommodate parent participation however overall attendance was very low. For the last five months of the 2018/19 school year Wakanda Academy provided social emotional support to African American students and their families attending PHMS. Meeting times were varied in an attempt to attract parent participation including Saturday morning. Despite these efforts the average attendance for these meetings averaged 20 people including students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	<p>Student Attendance Rates All Students (ALL)</p> <p>During the 2016/17 school year the overall attendance rate for all students was 92.74%. During the 2017/18 school year the overall attendance rate for all students was 92.93%. This represented an overall increase of 0.2%.</p> <p>During the 2016/17 school year the overall attendance rate for African American students and Students with disabilities were 90.81% and 89.17% respectively.</p> <p>During the 2017/18 school year the overall attendance rates for African American students and Students with</p>	<p>Student Attendance Rates All Students (ALL)</p> <p>During the 2019/20 school year the overall attendance rate for all students will increase by 0.5% to 93.24%</p> <p>During the 2019/20 school year the overall attendance rate for African American students and Students with disabilities will increase by 0.75% to 90.99% and 90.27% respectively.</p>

Metric/Indicator	Baseline	Expected Outcome
	Disabilities were 90.24% and 89.52% respectively. Based on this data, the expected outcomes were not met.	
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Red (26.7%) -Increase-Very High - (2.5%) English Learner (EL) Red (24.8%)- Increase- Very High-(7.5%) Hispanic (Hisp) Red (23.6%)- Increase- Very High-(4.3%) African American (AA) Orange (38%)- Declined- Very High - (-2.9%) Socioeconomically Disadvantaged (SED) Red (27%)- Increase- Very High-(3%) Students with Disabilities (SWD) Red (38.2)- Increase- Very High-(1.3%)	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (24.2%)- Decline- Very High-(2.5%) English Learner (EL) Orange (22.3%)- Decline- Very High-(2.5%) Hispanic (Hisp) Orange (21.1%)- Decline- Very High (2.5%) African American (AA) Orange (35%)- Decline- Very High (3%) Socioeconomically Disadvantaged (SED) Orange (24.5%)- Decline- Very High (2.5%) Students with Disabilities (SWD) Orange (35.7%)- Decline- Very High-(2.5%)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL)- 96% Hispanic (Hisp)- 96% African American (AA)- 92%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Improve the overall favorability ratings over the 2018/19 Panorama survey with a strategic focus on the School Connectedness and Safety topics. Hispanic (Hisp)- Improve the overall favorability ratings over the 2018/19 Panorama survey with a strategic focus on the School Connectedness and Safety topics. African American (AA)- Improve the overall favorability ratings over the 2018/19 Panorama survey with a strategic focus on the School Connectedness and Safety topics.

Planned Strategies/Activities

Strategy/Activity 1

Nutritious snacks and bottled water for parents and students attending monthly ELAC meetings

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.19

Person(s) Responsible

Ms. Moreno- school secretary.

Proposed Expenditures for this Strategy/Activity

Amount	90.00
Source	Title I Part A: Parent Involvement
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Light snacks and bottled water for ELAC and parent meetings.

Strategy/Activity 2

Wakanda Academy

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Marvin Coleman; Mr. Alex Sandoval; Dr. Michael Grainger.

Proposed Expenditures for this Strategy/Activity

Amount	19000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Wakanda Academy: Parent meetings and workshops for all families attending Painted Hills Middle School.
Amount	5800
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Harriet's Daughters: St. Carries Center provides quality STEAM & Reading Educational services and training to ensure that socioeconomically disadvantaged and culturally diverse children receive a 21st Century Education to become productive contributing citizens and life long learners. This intervention is targeted at African American female students attending PHMS and their mothers.

Strategy/Activity 3

Light snacks for parents using the PHMS parent center.

Students to be Served by this Strategy/Activity

English Learner

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Grainger- Principal; Dr. Vongprateep- Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Title I Part A: Parent Involvement
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Light snacks and supplies

Strategy/Activity 4

CABE Professional Development

Students to be Served by this Strategy/Activity

English Learner

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Ms. Moreno- school secretary; Dr. Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	6000.00
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Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development in San Francisco- April 2020
Amount	3656.00
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development in San Francisco- April 2020

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

All students attending Painted Hills Middle School will be educated in a safe bully-free and drug-free learning environment.

LCAP Goal

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

Identified Need

The number of students being suspended from school for different education code infractions remains unacceptably high. To address these high numbers of suspensions all staff members were provided with professional development on restorative practices in an effort to galvanize teacher student relationship building and repair relationships when students engage in egregious behaviors while attending school. In addition, all Painted Hills Middle School staff members have been trained in the EDGE teacher/student coaching framework to enable staff to support students in personal goal setting around academic improvement and social emotional development. The goal is to reduce the number of suspensions assigned to students for egregious behaviors and provide interventions that focus on restorative conversations and practices that support students in making appropriate decisions regarding their behavior and response to different stimuli.

Panorama survey results reflect a decrease in the favorable school connectedness and school safety ratings reported by students. Bullying continues to be a significant issue at Painted Hills Middle School so a student mentoring program will be introduced at the beginning of the 2019/20 school year. A cohort of 8th grade students will be trained to serve as peer mentors for incoming sixth grade students. Safe Space classrooms will continue to be provided by staff members so that students may share incidences of bullying and receive support in a safe, and trusting environment. A wide variety of after school activities are planned for the 2019/20 school year in an attempt to increase overall school connectedness and attendance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) English Learner (EL) Red- (16.5%)- Increase- Very High- (2.5%) Hispanic (Hisp) Red- (16.1%)- Increase- Very High- (4%) African American (AA) Red- (42.9%)- Maintain- Very High- (0.1%) Socioeconomically Disadvantaged (SED)	Suspension Rates: (Color (%) - Status - Level - Change) English Learner (EL) Orange - (13.7%)- Decline- Very High- (-2.8%) Hispanic (Hisp) Orange- (13.6%) - Decline- Very High- (-2.5%) African American (AA) Yellow- (39.9%)- Decline Significantly- Very High (-3.0%) Socioeconomically Disadvantaged (SED)

Metric/Indicator	Baseline	Expected Outcome
	<p>Red- (19.0%)- Increase- Very High- (1.5%)</p> <p>Students with Disabilities (SWD) Red- (40.8%)- Increase- Very High- (10.5%)</p>	<p>Orange- (17.5%)- Decline- Very High- (-2.5%)</p> <p>Students with Disabilities (SWD) Yellow- (37.8%)- Decline Significantly- Very High- (-3.0%)</p>
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%</p>	<p>Expulsion Rates All Students (ALL)- Maintain the expulsion rate at 0% English Learner (EL)- Maintain the expulsion rate at 0% Hispanic (Hisp)- Maintain the expulsion rate at 0% African American (AA)- Reduce the expulsion rate to 0.5% Socioeconomically Disadvantaged (SED)- Maintain the expulsion rate at 0% Students with Disabilities (SWD)- Maintain the expulsion rate at 0%</p>
<p>Panorama Survey - School Connectedness All students: EL: AA: Hisp: SWD:</p>	<p>Panorama Survey - School Connectedness All students: 58% EL: 62% AA: 47% Hisp: 60% SWD: 62%</p>	<p>Panorama Survey - School Connectedness All students: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. EL: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. AA: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. Hisp: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. SED: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.</p>
<p>Panorama Survey - School Safety All students: EL: AA: Hisp: SED: SWD:</p>	<p>Panorama Survey - School Safety All students: 58% EL: 61% AA: 43% Hisp: 61% SED: 55%</p>	<p>Panorama Survey - School Safety All students: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. EL: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. AA: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.</p>

Metric/Indicator	Baseline	Expected Outcome
Williams Facilities Inspection Results	Williams Facilities Inspection Results	Hisp: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration. SED: Improve the overall favorable accountability ratings over the last iteration of the Panorama survey administration.

Planned Strategies/Activities

Strategy/Activity 1

All students attending PHMS will wear a school issued identification card suspended in a plastic pouch from a purple Panther lanyard. This action will promote a safe campus for all students.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mr. Lon Mercer-PHMS ASB representative; Dr. Michael Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	2242.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	The dissemination and management of student identification cards is managed by ASB and site funds are not used to facilitate this process. All students are provided with one free ID at the beginning of the school year. This first ID will be paid for using these assigned funds.

Strategy/Activity 2

Teaching staff will be paid their per diem rate to provide EDGE coaching during their assigned prep period.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth

- Low Income
- Students with Disabilities

Timeline

07.01.19-06.30.20

Person(s) Responsible

Dr. Michael Grainger- Principal: PHMS Leadership team for 2019/20 school year.

Proposed Expenditures for this Strategy/Activity

Amount	10500.00
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated time cards.

Strategy/Activity 3

Provide two hours of additional clerical support to both assistant principals including data entry and tracking, bi-lingual parent telephone calls, and additional duties as assigned. This will allow assistant principals more time to work directly with students.

Students to be Served by this Strategy/Activity

- All

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Vongprateep- Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	20311
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two additional hours of salary including benefits (Avila)

Strategy/Activity 4

Students are awarded positive merits for demonstrating appropriate behavior related to Four Core and More PBIS site expectations.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth

- Low Income
- Students with Disabilities

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Grainger- Principal;
 Assistant Principal-
 Dr. Pearl Vongprateep;
 Discipline Clerk--Jamie Avilla
 Attendance Clerk--
 Rebeca Rodriguez
 PHMS Faculty

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site policy that is not funded using site allocations.

Strategy/Activity 5

Mental health services for tier 2 students

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Grainger- Principal; Mrs. Lond - counselor; Mr. Medina- counselor

Proposed Expenditures for this Strategy/Activity

Amount	14000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Small group counseling services using PSUSD mental health clinicians (2 groups per week)
Amount	26300
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Embedded mental health clinician (1 day each week)
Amount	27780.00
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Embedded mental health clinician (1 additional day each week)

Strategy/Activity 6

Positive Behavior Interventions and Supports implementation across all three grade levels to improve teacher/student relationships and decrease counterproductive student behaviors.

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Grainger-Principal; Tanisha Taylor-PSUSD Intervention Coordinator.

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Implementation of the PBIS framework facilitated by district funded intervention specialist.

Strategy/Activity 7

After school clubs/enrichment classes for the 2019/20 school year

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19-06.30.20

Person(s) Responsible

Dr. Michael Grainger- Principal;

Proposed Expenditures for this Strategy/Activity

Amount	41080
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	13 after school clubs funded at \$3160 per club (Meeting two days each week from September 1- April 30, 2020) OR 26 after school clubs funded at \$1508 per club (Meeting one day each week from September 1- April 30, 2020)

Amount	3324
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for after school teacher led clubs: \$382 per section.

Strategy/Activity 8

7th Perjod Classes for all PHMS students

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Brian McDaniel-Band Director; Mr. Lon Mercer- Art teacher; Dr. Michael Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	14800
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional period of 8th grade science: Prep buy-out for trimester 2 and trimester 3 (Miller)

Amount	13850
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

7th period advanced art class provided every Monday, Tuesday, Thursday and Friday.

Strategy/Activity 9

Study Skills Curriculum for grades 6-7 (SOAR)

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30. 20

Person(s) Responsible

Dr. Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	5925
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	SOAR online curriculum.

Strategy/Activity 10

After school enrichment activities available to all PHMS students

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Dr. Michael Grainger- Principal; Ms. Barrie Sacks- PE lead.

Proposed Expenditures for this Strategy/Activity

Amount	8000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds to support student participation in the Catalina Oceanography Institute (April 2020)
Amount	7400.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student intramural uniforms and sports materials
Amount	1500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds to provide transportation to and from games for all PHMS student participating in after school sports.
Amount	1200.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math field day and Rubik's cube competition including bus transportation.

Strategy/Activity 11

The Boomerang Project: Where Everyone Belongs (WEB)

Students to be Served by this Strategy/Activity

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

Timeline

07.01.19- 06.30.20

Person(s) Responsible

Mrs. Amy Lond- Counselor; Mr. Octavio Medina- Counselor; Dr. Michael Grainger- Principal

Proposed Expenditures for this Strategy/Activity

Amount	9785.00
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Peer Mentoring Program for all 6th grade students attending PHMS during the 2019/20 school year.

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 Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Secondary Math Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	18,856	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
Orenda PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA	69,500	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title IV

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)				

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	\$197,891
Total Federal Funds Provided to the School from the LEA for CSI	\$164,199
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$497,618.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	193,895	0.00
Title I Part A: Parent Involvement	3,996	0.00
LCFF	135,528	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI Funding	\$164,199.00
Title I	\$193,895.00
Title I Part A: Parent Involvement	\$3,996.00

Subtotal of additional federal funds included for this school: \$362,090.00

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	\$135,528.00

Subtotal of state or local funds included for this school: **\$135,528.00**

Total of federal, state, and/or local funds for this school: **\$497,618.00**

Expenditures by Funding Source

Funding Source	Amount
	0.00
CSI Funding	164,199.00
LCFF	135,528.00
Title I	193,895.00
Title I Part A: Parent Involvement	3,996.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	8,040.00
1000-1999: Certificated Personnel Salaries	204,308.00
2000-2999: Classified Personnel Salaries	102,062.00
4000-4999: Books And Supplies	86,346.00
5000-5999: Services And Other Operating Expenditures	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	71,362.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures		0.00
5800: Professional/Consulting Services And Operating Expenditures		0.00
	CSI Funding	3,000.00
1000-1999: Certificated Personnel Salaries	CSI Funding	108,010.00
4000-4999: Books And Supplies	CSI Funding	43,404.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	9,785.00
0001-0999: Unrestricted: Locally Defined	LCFF	6,700.00
1000-1999: Certificated Personnel Salaries	LCFF	46,298.00
2000-2999: Classified Personnel Salaries	LCFF	48,488.00
4000-4999: Books And Supplies	LCFF	20,142.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,400.00
0001-0999: Unrestricted: Locally Defined	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	50,000.00
2000-2999: Classified Personnel Salaries	Title I	53,574.00
4000-4999: Books And Supplies	Title I	22,800.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	56,521.00
0001-0999: Unrestricted: Locally Defined	Title I Part A: Parent Involvement	340.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3,656.00

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
- 3 Classroom Teachers
- 2 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
Mrs. Teena Hood		X			
Ms. Barrie Sachs		X			
Mrs. Andrea Silva		X			
Ms. Rebecca Moreno			X		
Miss. Jasmin Sanchez					X
Miss Danika McCubbin					X
Master Phillip Ammeter Welch					X
Mrs. Jennifer Sugarman		X			
Mrs. Sonya Singh				X	
Mrs. Stacey Dubyak				X	
Dr. Michael Grainger	X				
Mr. Herb Moon				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



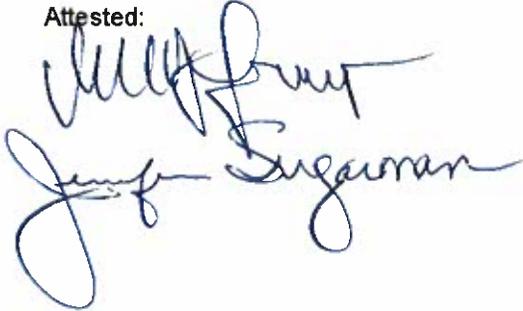
English Learner Advisory Committee

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 10.14.19.

Attested:



Principal, Michael J Grainger, Ed.D on 10.14.19

SSC Chairperson, Mrs. Jennifer Sugarman on 10.14.19

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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