

School Year: 2019-20



## 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.

<b>School Name</b>	Palm Springs High School
<b>Address</b>	2401 East Baristo Road Palm Springs, CA 92262
<b>County-District-School (CDS) Code</b>	33-67173-3335130
<b>Principal</b>	Brian T. Hendra

<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2019 - 6/30/2020
<b>Schoolsite Council (SSC) Approval Date</b>	9/17/2019
<b>Local Board Approval Date</b>	11/26/2019

X This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

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

## School Profile

Palm Springs High School, home of the Indians, opened its doors to the community in 1938. During its eighty one year history, it has seen many changes and much growth. Today, Palm Springs High School offers a comprehensive high school program to about 1700 students with about 70 faculty members to serve them. The school is situated on a 52-acre site, serving the communities of both Palm Springs and North Palm Springs. The school reflects a diverse population, which includes Caucasians, Hispanics, African-American, Filipinos and other Asian groups. The ethnic balance of Palm Springs High School is as follows: 60% Hispanic, 21% white, 8% African- American, and 10% other with 100% of the students receiving free or reduced lunch in the 2018-19 school year. Throughout its history, Palm Springs High School has maintained its commitment to and pursuit of academic excellence providing a widely diversified educational base spanning the spectrum of vocational to dual enrollment courses and advanced placement offerings. The high school received a six-year accreditation in March of 2019 from the Western Association of Schools and Colleges (WASC). All students receive a strong academic curriculum with an emphasis on career preparation and lifelong learning. Students can elect a rigorous course of study as freshmen by enrolling in the Honors classes offered in English, science, and mathematics and then continue their studies from among the eighteen Advanced Placement courses offered as well as the nineteen dual and concurrent enrollment courses offered in conjunction with the College of the Desert. Students may also choose a career pathway in welding and computer assisted manufacturing, business, or Allied Health Services. Career Pathways are also part of our Linked Learning and California Partnership Academies: sports medicine, arts and business. Alternatively, a student may seek a career focus by enrolling in one of our pathways: visual arts, performing arts or journalism. Students can participate in competitive sports, extracurricular activities, club membership, or student leadership. They can receive specialized certification, complete college accredited classes or participate in internships. PSHS offers something of interest for all academic and career endeavors. Palm Springs High School is committed to preparing our students to be productive, responsible citizens and lifelong learners, by providing for their intellectual, cultural and career development.

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

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

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

## Purpose and Description

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

Schoolwide Program

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

In August of each year we hold Elections for vacant Council Representative positions. Elections are held per the rules outlines in the By-Laws. Parent Representative vacancy notices are sent out via autodialer to all PSHS parents. An official notice is also posted in the office on the Community Bulletin Board located across from the Attendance Office. Parents are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified, another autodialer is sent with the candidate names and notification of the voting process which takes place at Back to School Night (8/23/18) and for 2 days after during school hours. Teacher and Other Representative vacancy notices are sent out to all staff via email. Staff are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an email is sent out to all staff notifying them of the candidates and asking them to come up to the office to vote.(8/17/19). Student Representative vacancy notices are sent out to the student body via INN (Indian News Network). Students are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an online ballot is created on the PSHS website so students can vote for their Student Representative (8/28/18). Once the council is set we have our first meeting and schedule later meetings. 2018-19 School Site Council meeting dates are as follows:

September 18th, 2018 Mandatory Training, Minute Review, Revised Spending Plan (Title 1 Additional Allocation) (LCFF Reallocate Counselor Position Funds), Selection of Council Leadership and Meeting Dates

October 31st, 2018 Minute Review, "Preventing Disproportionality" Discussion, Testing, Attendance and Discipline Data, Title 1 and LCFF Budget Review

December 5th, 2018 Minute Review, Funding Reallocation, Attendance and Discipline Data, Title 1 and LCFF Budget Review.

February 27th, 2019 Minute Review, LCAP Stakeholder Presentation, Safe School Plan Presentation, Attendance and Discipline Data, Title 1 and LCFF Budget Review.

April 30th, 2019 Minute Review, 2019-20 SPSA Presentation and Review

September 25th, 2018 ELAC Meeting was held and it was decided to make ELAC a part of the site council.

March 27th, 2019 PSHS Leadership Team (comprised of Administration and Department Chairs) met to discuss 2019-2020 SPSA Goals and Funding input

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

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

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

## Resource Inequities

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

When addressing the parent component, we didn't not utilize the funds that were allocated to address the needs of our students. In addition, we spent more money obtaining subs for our teachers.

To address the suspension gap for African American students compared to other student groups, our site hired an African American counselor because one of the concerns from the students was there wasn't enough staff on campus that looked like them. In addition, we collaborated with community representatives to provide necessary supports here at the school site and within their community.



## 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.

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

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

### Greatest Progress

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

Our school has continued to improve the CAASPP scores with a growth rate of 8% in both ELA and math. While we still have room to grow, we feel the growth in both areas is significant. This past year over Spring Break, the math department held a math boot camp for our 11th grade students to help prepare them for the upcoming math CAASPP test. We have continued to support the collaboration in both departments by providing additional time for vertical and horizontal alignment in the summer and during the school year with subs for full-day planning sessions. The math department has completed their vertical alignment and has developed common final exams to assure students have mastered the key standards. They have also aligned their grading policies. Even with the increase in expectations, the math department had a decrease in students with a "D" or "F" at the end of the first semester by more than 3.5% this year over last year. The decrease in the percent of students failing was almost 7%. They are now developing common assessment items for each unit. The English department will continue their work on the change in the vertical alignment piece. Once the vertical alignment is complete they will move to the horizontal alignment.

Our growth with English Learners over the past three years has been exceptional. In looking at the percent of English Learners (ELs) who made progress towards English proficiency, we went from 60.1% of ELs demonstrating progress in 2015, to 79.5% in 2016, to 92.9% in 2017. For the 2018-2019 school year, we started the year with 209 EL students.

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?

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

Our main areas of focus are English Learners, college and career readiness, closing the achievement gap, safety on campus, and technology. The expenditures proposed support each of these areas. We provide a clerical position to support counselors and relieve them of clerical duties, so the majority of their time is spent with the students. Irene coordinates for IEPs, 504s, scheduling of parent conferences, scheduling of individual parent/counselor conferences as well. The additional planning and collaboration time has allowed for teachers to develop common assessments, pacing and scaffolding to support students. The vertical alignment will allow each teacher to stay focused on the key knowledge necessary to prepare students for the future courses. We are developing additional supports to allow all students to achieve. We have a focus on creating a safe campus by developing and implementing drills and procedures to keep the campus safe and secure.

## Greatest Needs

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

Lastly, at the start of the 2019-2020 school year, a full review of the preliminary 2018-2019 data was completed. In this review concerns were noted regarding the 2018-19 suspension rate for Education 48900c. Overall, due to the number of 48900c violations committed in 2018-2019 school year and the increase of vape pens with the marijuana wax, strategies have been added to assist in our efforts to decrease the number of 48900c violations and provide more educational awareness for our students.

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

## Performance Gaps

- For graduation rate we have all student groups meeting the standard. The one student groups that is at high (all other groups are at Very High) is our English Learners, at 91.4%. The reason for this lower rate is that there were 6 English Learners who entered the country in their sophomore and junior years who needed another year to meet graduation requirements. The students did stay an additional year and graduated in 2017. In 2018, there was 403 students that graduated with a total of 96.7%. We had two EL students return in the beginning of the year. One moved to adult school and the other student will be graduating with us in May 2019. However, the state data is based on a four-year cohort.
- Our growth with English Learners over the past three years has been exceptional. In looking at the percent of English Learners (ELs) who made progress towards English proficiency, we went from 79.5% in 2016, to 92.9% in 2017. For the 2018-2019 school year, we started the year with 209 EL students.
- Our suspension rates show need for improvement in two student groups: African American students and Socially Economically Disadvantaged students. With our Special Education population the suspension rate declined significantly, while our suspension rate for African American students increased.
- Our Chronic Absenteeism rates are as followed: Hispanic (Hisp): 14%, African American (AA): 21.2%, Socioeconomically Disadvantaged (SED): 15.8%, and Students with Disabilities (SWD): 31.1%.
- In the category of College and Career readiness, we have two populations that are significantly lower than the rest: English Learners and Special Education Students.
- Our school has declined in CAASPP scores and universities and community colleges use multiple measure for entrance, which include the CAASPP scores, with a growth rate of 8% in both ELA and math.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.9%	0.63%	0.84%	16	11	14
African American	8.2%	8.43%	7.9%	144	148	131
Asian	1.6%	1.60%	1.21%	28	28	20
Filipino	5.8%	5.64%	5.85%	101	99	97
Hispanic/Latino	60.1%	60.57%	61.9%	1,056	1063	1,027
Pacific Islander	0.5%	0.17%	%	8	3	
White	21.4%	20.63%	19.59%	376	362	325
Multiple/No Response	%	%	%			
Total Enrollment				1,756	1755	1,659

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	473	472	420
Grade 10	478	452	449
Grade 11	409	431	372
Grade 12	396	400	418
Total Enrollment	1,756	1,755	1,659

# 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	226	220	193	12.9%	12.5%	11.6%
Fluent English Proficient (FEP)	627	639	621	35.7%	36.4%	37.4%
Reclassified Fluent English Proficient (RFEP)	30	22	39	13.2%	9.7%	17.7%

# 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 11	390	419	351	388	416	348	388	416	348	99.5	99.3	99.1
All Grades	390	419	351	388	416	348	388	416	348	99.5	99.3	99.1

\* 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 11	2606	2601	2602	24.23	22.84	28.16	38.92	34.62	33.05	19.85	27.16	21.26	17.01	15.38	17.53
All Grades	N/A	N/A	N/A	24.23	22.84	28.16	38.92	34.62	33.05	19.85	27.16	21.26	17.01	15.38	17.53

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 11	32.73	27.64	29.31	48.71	54.09	48.85	18.56	18.27	21.84
All Grades	32.73	27.64	29.31	48.71	54.09	48.85	18.56	18.27	21.84

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 11	36.86	31.97	37.07	43.56	48.08	45.11	19.59	19.95	17.82
All Grades	36.86	31.97	37.07	43.56	48.08	45.11	19.59	19.95	17.82

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 11	24.48	24.04	22.13	59.79	61.78	64.37	15.72	14.18	13.51
All Grades	24.48	24.04	22.13	59.79	61.78	64.37	15.72	14.18	13.51

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 11	37.89	33.65	35.06	47.16	50.96	47.99	14.95	15.38	16.95
All Grades	37.89	33.65	35.06	47.16	50.96	47.99	14.95	15.38	16.95



# 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 11	390	419	349	387	412	343	387	412	343	99.2	98.3	98.3
All Grades	390	419	349	387	412	343	387	412	343	99.2	98.3	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 11	2560.	2569.	2564.	11.89	12.38	11.37	22.22	18.20	21.87	21.96	26.70	24.20	43.93	42.72	42.57
All Grades	N/A	N/A	N/A	11.89	12.38	11.37	22.22	18.20	21.87	21.96	26.70	24.20	43.93	42.72	42.57

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 11	20.93	22.33	22.74	28.42	27.18	25.66	50.65	50.49	51.60
All Grades	20.93	22.33	22.74	28.42	27.18	25.66	50.65	50.49	51.60

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 11	12.14	13.35	10.79	44.70	44.90	48.40	43.15	41.75	40.82
All Grades	12.14	13.35	10.79	44.70	44.90	48.40	43.15	41.75	40.82

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 11	17.05	16.26	13.70	54.01	54.61	58.60	28.94	29.13	27.70
All Grades	17.05	16.26	13.70	54.01	54.61	58.60	28.94	29.13	27.70



# 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 9	1536.2		1531.6		1540.3		55	
Grade 10	1565.5		1572.7		1557.9		52	
Grade 11	1547.2		1535.6		1558.3		38	
Grade 12	1534.7		1519.5		1549.5		41	
All Grades							186	

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
9	*		38.18		27.27		*		55
10	32.69		42.31		*		*		52
11	*		44.74		*		*		38
12	*		34.15		29.27		*		41
All Grades	22.58		39.78		24.73		12.90		186

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
9	32.73		34.55		20.00		*		55
10	51.92		34.62		*				52
11	47.37		36.84		*		*		38
12	31.71		46.34		*		*		41
All Grades	40.86		37.63		13.98		7.53		186

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
9	*		23.64		36.36		38.18		55	
10	*		32.69		34.62		21.15		52	
11	*		*		44.74		28.95		38	
12	*		*		31.71		36.59		41	
All Grades	8.06		24.19		36.56		31.18		186	

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	
9	29.09		52.73		*		55		
10	50.00		46.15		*		52		
11	31.58		52.63		*		38		
12	26.83		48.78		*		41		
All Grades	34.95		50.00		15.05		186		

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	
9	49.09		43.64		*		55		
10	75.00		25.00				52		
11	60.53		31.58		*		38		
12	63.41		29.27		*		41		
All Grades	61.83		32.80		*		186		

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	
9	*		40.00		54.55		55		
10	*		40.38		44.23		52		
11	*		42.11		50.00		38		
12	*		36.59		56.10		41		
All Grades	9.14		39.78		51.08		186		

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
9	*		72.73		*		55	
10	*		78.85		*		52	
11	*		68.42		*		38	
12	31.71		60.98		*		41	
All Grades	20.43		70.97		8.60		186	

# 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
1,755	77.8%	12.5%	0.3%
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	220	12.5%
Foster Youth	5	0.3%
Homeless	89	5.1%
Socioeconomically Disadvantaged	1,365	77.8%
Students with Disabilities	118	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	148	8.4%
American Indian	11	0.6%
Asian	28	1.6%
Filipino	99	5.6%
Hispanic	1,063	60.6%
Two or More Races	41	2.3%
Pacific Islander	3	0.2%
White	362	20.6%

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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 (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow -3 English Learners (EL) Orange (-60.4)- Very Low- Increased 29.9 Hispanic (Hisp) Yellow (+11.2) - Medium- Maintained +2.5 African American (AA) N/A 68.3 Socioeconomically Disadvantaged (SED) Yellow (+5) - Medium - Maintained (-8.3) Students with Disabilities (SWD) N/A 47.1</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>"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>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Green (-52.4) - Medium - Increased (12.5) English Learners (EL) Orange (-142.5) - Very Low - Increased Sig. (26.8) Hispanic (Hisp) Yellow (-70.5) - Low - Increased Sig. (15.2) African American (AA) N/A (-114.1) - Low - Decreased Sig. (-47.4) Socioeconomically Disadvantaged (SED) Yellow (-74.8) - Low- Increased (5.7)</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>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>	Students with Disabilities (SWD) N/A (-183.4) - Very Low - Increased Sig. (61)
California School Dashboard - English Learner Progress Indicator (ELPI)	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"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:</p> <p>Level 1 - 12.9%</p> <p>level 2 - 24.7%</p> <p>Level 3 - 39.8%</p> <p>Level 4 - 22.6%</p> <p>Total Student Count 186</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9.7%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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 Graduation Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Increased" change column from 2017 results. Target</p>	<p>California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change)</p> <p>All Students (ALL) Blue (96.7) - Very High - Increased (1.8)</p> <p>English Learners (EL) Green (91.3) - High - Increased (3.4)</p> <p>Hispanic (Hisp) Blue (97) - Very High - Maintained (0.7)</p> <p>African American (AA) Blue (97.5) - Very High - Increased (2.5)</p> <p>Socioeconomically Disadvantaged (SED) Blue (96.1) - Very High - Increased (2.2)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for Graduation Rate will be an increase of 5.0% or more.</p> <p>CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2016-2017 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2016-2017 data.</p>	<p>Students with Disabilities (SWD) Blue (90.9) - Very High - Increased (6)</p>
<p>Williams Textbook/Materials Compliance</p> <p>UC and/or CSU Entrance Requirement Completion Rate</p> <p>All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p>	<p>Maintain 100% Williams Textbook/Materials Compliance</p> <p>Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 3% from 2016-2017 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2016-2017 levels.</p>	<p>Williams Textbook/Materials Compliance: 100%</p> <p>UC and/or CSU Entrance Requirement Completion Rate</p> <p>All Students (ALL): 98.5%</p> <p>English Learners (EL): 12.1%</p> <p>Hispanic (Hisp): 97.7%</p> <p>African American (AA): 100%</p> <p>Socioeconomically Disadvantaged (SED)</p>
<p>Career Technical Education (CTE) Program Completion Rate</p> <p>Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>Increase to or maintain CTE program completion rate at 95.0% or higher for 2017-2018.</p>	<p>Career Technical Education (CTE) Program Completion Rate</p> <p>Reports completion of all CTE program required coursework with a C+ or better grade in each course with a 93%.</p>
<p>Advanced Placement (AP) Test Results</p> <p>Reported as percent of students passing one or more AP exam with a score of 3 or higher.</p> <p>All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p>	<p>Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2018 percentage by 2%. Increase African American student group results by 5% from 2017 levels.</p>	<p>Advanced Placement (AP) Test Results</p> <p>Reported as percent of students passing one or more AP exam with a score of 3 or higher.</p> <p>All Students (ALL): 62.2%</p> <p>English Learners (EL): 62.5%</p> <p>Hispanic (Hisp): 58%</p> <p>African American (AA): 25%</p> <p>Socioeconomically Disadvantaged (SED): 58.2%</p>
<p>College and Career Indicator (CCI)</p> <p>All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p>	<p>New Indicator - Baseline Results</p>	<p>College and Career Indicator (CCI) (Color (%)- Status - Level - Change)</p> <p>All Students (ALL) Yellow (51.5) - Medium - Maintained (1.5)</p> <p>English Learners (EL) Orange (18.4) - Low - Maintained (1)</p> <p>Hispanic (Hisp) Yellow (48.2) - Medium - Maintained (-0.7)</p> <p>African American (AA) Green (46.7) - Medium - Increased Sig. (9.2)</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Socioeconomically Disadvantaged (SED) Yellow (49.1) - Medium - Maintained (1.8)

**Strategies/Activities for Goal 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>1. Schedule and conduct before and after school tutoring, lunch tutoring teacher prep period tutoring and strategic support classes Subjects to be tutored are ELA, Math, Science and ELL. Provide time for training and collaboration in math and English.</p>	<p>In July 2018 we held an AP Math Summer Bridge Class. In August (before the start of instruction) the Math Department had an all day collaborative meeting to discuss pacing and common assessments for the school year, We have various teachers that hold AP Test Prep on Saturdays to better prepare students for AP testing in May, The Math department met again on non school days in January to prepare for Semester 2 pacing and common assessments. During Spring Break of 2019 we will be holding an SBAC Math Boot Camp.</p> <p>Substitutes are reserved for departmental collaboration and pull outs days..</p>	<p>Extra Duty/Salary for Collaboration and Training in Math, English and Science. 1000-1999: Certificated Personnel Salaries Title I 17,500.00</p> <p>Extra Duty/Benefits for Collaboration and Training in Math, English and Science. 3000-3999: Employee Benefits Title I 3,498.00</p> <p>Substitutes for release time for teacher collaboration in English, Math, Science, and World Language. 5700-5799: Transfers Of Direct Costs Title I 3,000.00</p>	<p>Extra Duty/Salary for Collaboration and Training in Math, English and Science. 1000-1999: Certificated Personnel Salaries Title I 8,500.00</p> <p>Extra Duty/Benefits for Collaboration and Training in Math, English and Science. 3000-3999: Employee Benefits Title I 1,932.00</p> <p>Substitutes for release time for teacher collaboration in English, Math, Science, and World Language. 5700-5799: Transfers Of Direct Costs Title I 2,952.00</p>
<p>Participate in staff development opportunities to support the implementation of the Common Core State Standards. These include attendance at CATE, CMC and AVID.</p>	<p>Counselors took part in College Board, FAFSA, ACT, UC and CSU conferences to better prepare college bound students. We sent 5 staff members to the Excellence Through Equity Conference. We sent 2 Math teachers to the CMC Math Conference, 2 science teachers to the California Science Teachers</p>	<p>Professional development including; travel and accommodations. The focus is for teachers to attend conferences that highlight implementation of the Common Core State Standards.</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Professional development including; travel and accommodations. The focus is for teachers to attend conferences that highlight implementation of the Common Core State Standards.</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Association Conference. 3 teachers to the Kagan Math conference, 7 staff went to the Solution Tree PLC Conference, 1 teacher attended the California Teachers of English Conference, 1 teacher attended the California Language Teachers Association Conference, 3 staff members attended the National Council of Teachers of Mathematics Conference. We have the CAMBIO Group assisting out staff with Equity issues. There will be 3 meetings total in 2018-19.</p> <p>Several teachers were able to attend conferences; CADA, AVID, Weight Lifting, Broadway Production.</p>	<p>Title I 32,179.00</p> <p>Substitutes for teachers on travel and conference</p> <p>5700-5799: Transfers Of Direct Costs Title I 17,000.00</p> <p>Professional development including conferences that will address standard six "Developing as a Professional Educator) on the CTSPs. 5000-5999: Services And Other Operating Expenditures LCFF 10000.00</p>	<p>Title I 36,342.69</p> <p>Substitutes for teachers on travel and conference</p> <p>5700-5799: Transfers Of Direct Costs Title I 25,489.00</p> <p>Professional development including conferences that will address standard six "Developing as a Professional Educator) on the CTSPs. 5000-5999: Services And Other Operating Expenditures LCFF 9,036.83</p>
Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday study sessions for AP classes and ELD Reading test (ELA) preparation pull out.	<p>In July 2018 we held an AP Math Summer Bridge Class. In August (before the start of instruction) the Math Department had an all day collaborative meeting to discuss pacing and common assessments. We have various teachers that hold AP Test Prep on the Saturdays to prepare for AP testing in May. The Math department met again on non school days in January to prepare for Semester 2 pacing and common assessments. During Spring Break of 2019 we will be holding an SBAC Math Boot Camp. Where needed department chairs are given prep buyouts to assist new and struggling</p>	<p>Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction.</p> <p>1000-1999: Certificated Personnel Salaries Title I 14,500.00</p> <p>Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction 3000-3999: Employee Benefits Title I 2,900.00</p>	<p>Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction. 1000-1999: Certificated Personnel Salaries Title I 12,144.00</p> <p>Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction 3000-3999: Employee Benefits Title I 2,761.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	teachers additional support.		
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation. Online subscription to an anti-plagiarism software.	Many purchases were made to increase support across all content areas; graphing calculators and student white boards for the Math department, DBQs for the Social Science department, dissection equipment for science department, miscellaneous supplies were also purchased for Choir, Physics, Theater and the Strings departments.	Supplemental materials and supplies.  4000-4999: Books And Supplies Title I 15837.00	Supplemental materials and supplies.  4000-4999: Books And Supplies Title I 18,512.00
	Site Licenses and On Line Subscriptions were purchased; Turn It In, Edulastic, TCI Econ & Civics Infobased Learning and Scholastic Classroom Magazines.	On Line Subscription and Licenses 5800: Professional/Consulting Services And Operating Expenditures Title I 12,000.00	On Line Subscription and Licenses 5800: Professional/Consulting Services And Operating Expenditures Title I 13,000.00
	Purchases of posters were made for the social science, math and English. Supplies were purchased for the Theater department to assist with play production and classroom instruction. Additional white boards were purchased for Math and English department.	Supplemental materials and supplies.  4000-4999: Books And Supplies LCFF 5,790.00	Supplemental materials and supplies.  4000-4999: Books And Supplies LCFF 5,790.00
Using the rights and licenses for instruction of a time period in the US well known throughout the world.	The rights for our Theater students to perform the Broadway musical CHICAGO	Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 6735.00	Used Materials & Supplies per Fiscal Services 4000-4999: Books And Supplies LCFF 6,689.08



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Participate in professional learning community release time to increase EL achievement.	Multiple ELD department pull out days were scheduled this year.	Substitute cost for teachers to have release time to collaborate and increase EL achievement  5700-5799: Transfers Of Direct Costs Title I 2,000.00	Substitute cost for teachers to have release time to collaborate and increase EL achievement 5700-5799: Transfers Of Direct Costs Title I 2,000.00
Provide an additional ELD teacher to meet the Designated requirement of the ELD Framework. We are planning on implementing a full-inclusion program with an additional ELD teacher. We will have the two ELD teachers team teach the grade-level English class and have the ELD teacher keep the ELD students for a second period blocked with the English course.	Karin Cheng - ELD teacher hired to provide Designated ELD instruction.	Supplemental ELD teacher salary 1.0 FTE  1000-1999: Certificated Personnel Salaries Title I 63,479.00  Supplemental ELD Teacher benefits 1.0 FTE  3000-3999: Employee Benefits Title I 29,056.00	Supplemental ELD teacher salary 1.0 FTE  1000-1999: Certificated Personnel Salaries Title I 63,954.99  Supplemental ELD Teacher benefits 1.0 FTE  3000-3999: Employee Benefits Title I 28,416.57
Fund a Bilingual Paraprofessional, 7 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students. Fund a Bilingual Paraprofessional, 5.75 hour - school year, to provide support for ELD 1 and 2 level students in	Maria Gomez and Brenda Saucedo both assist with ELD students and newcomers. Also assist with ELPAC testing.	Bilingual Paraprofessional, 7 hour-school year.  2000-2999: Classified Personnel Salaries Title I 30,830.00  Bilingual Paraprofessional, 7 hour-school year.  3000-3999: Employee Benefits Title I 25,943.00	Bilingual Paraprofessional, 7 hour-school year.  2000-2999: Classified Personnel Salaries Title I 31,682.08  Bilingual Paraprofessional, 7 hour-school year.  3000-3999: Employee Benefits Title I 24,725.64

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
their core content area classes.		Bilingual Paraprofessional, 5.75 hour-school year.  1000-1999: Certificated Personnel Salaries LCFF 21,445.00  Bilingual Paraprofessional, 5.75 hour-school year.  3000-3999: Employee Benefits LCFF 6,675.00	Bilingual Paraprofessional, 5.75 hour-school year.  1000-1999: Certificated Personnel Salaries LCFF 21,229.80  Bilingual Paraprofessional, 5.75 hour-school year.  3000-3999: Employee Benefits LCFF 6,399.68
AVID program additional support to increase graduation rate and college attendance.	The AVID department only used limited funds this year, One trip to UC Riverside. They do get funding from the district CTE department	Transportation for college visits for AVID classes.  5000-5999: Services And Other Operating Expenditures LCFF 3,000.00	Transportation for college visits for AVID classes.  5000-5999: Services And Other Operating Expenditures LCFF 500.00
Ophelia Project support for transportation to visit a college and the end of year meeting with mentors. The program's focus is on helping at-risk female students to go to college.	Graduation stoles and busing to the Awards Ceremony were purchased.	Transportation for college visit and end of year awards recognition for Ophelia students.  5000-5999: Services And Other Operating Expenditures LCFF 2,000.00	Transportation for college visit and end of year awards recognition for Ophelia students.  5000-5999: Services And Other Operating Expenditures LCFF 347.00
Provide clerical support for counselors to allow more time to meet with students to increase graduation rate and percent of students meeting U.C. a-g requirements	Irene Canales provides clerical and administrative support to the counseling office.	Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.  2000-2999: Classified Personnel Salaries LCFF 37,820.00  Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties	Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.  2000-2999: Classified Personnel Salaries LCFF 37,566.42  Hire a 10.25 month 8 hour Office Specialist to assist with clerical duties

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		in the counseling office.	in the counseling office.
		3000-3999: Employee Benefits LCFF 26,883.00	3000-3999: Employee Benefits LCFF 26,551.11
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.	<p>Projection Systems for the last round of classes at PSHS. Document Cameras for classes. New Laptops for Administration and TEP Specialist. Classroom laptops, Teacher camera (Swivl).</p> <p>Additional advanced printers were purchased for the Business Academy and the Library. Both printers have advanced capabilities and are available for all classes to use.</p>	<p>Purchase technology to increase availability for access by students and teachers. The goal is to provide a standard level of technology in each classroom: Teacher computer, printer, mounted LCD projector, ELMO, and Mobi pad. This Year we continue to focus on the LCD projectors with this money.</p> <p>4000-4999: Books And Supplies Title I 51,638.00</p> <p>Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, printers, ELMOs, LCD projectors. Also, to maintain the the equipment through repair or replacement. 4000-4999: Books And Supplies LCFF 10,000.00</p>	<p>Purchase technology to increase availability for access by students and teachers. The goal is to provide a standard level of technology in each classroom: Teacher computer, printer, mounted LCD projector, ELMO, and Mobi pad. This Year we continue to focus on the LCD projectors with this money.</p> <p>4000-4999: Books And Supplies Title I 54,161.57</p> <p>Purchase supplemental technology to increase the availability for students and teachers such as calculators, computers, printers, ELMOs, LCD projectors. Also, to maintain the the equipment through repair or replacement. 4000-4999: Books And Supplies LCFF 14,552.00</p>
Student incentives for attendance and academics.	ID Lanyards were purchased for all students. Academic excellence t shirts were purchased for students that made the honor roll. We also had a motivational speaker come and speak with the entire student body before testing.	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		the state mandated tests. 4000-4999: Books And Supplies LCFF 15,000.00	the state mandated tests. 4000-4999: Books And Supplies LCFF 17,783.81
Consultant Fees for Cambio Group and cultural events	The Cambio group was contracted and spent 3 days with the selected PSHS equity group.	Professional Development - Cambio Group Cultural Literacy Instruction that will enhance the curriculum based field trips and cultural celebrations that address the school's culture.  5000-5999: Services And Other Operating Expenditures LCFF 10,000.00	Professional Development - Cambio Group Cultural Literacy Instruction that will enhance the curriculum based field trips and cultural celebrations that address the school's culture.  5000-5999: Services And Other Operating Expenditures LCFF 10,000.00
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Additional hours were scheduled for the Library Technician to work with the additional technology in the Library and to allow the Librarian time to be in classrooms.	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF 7648.00  Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF 7,648.00  Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 2352.00	Destiny, assisting with discarding. 3000-3999: Employee Benefits LCFF 2,352.00
Bus Passes	180 bus passes were purchased for students that are unable to get to school via their parents/guardians.	Provide bus passes to students, who need assistance with transportation to and from school. Also, the the bus passes will enable Foster/Homeless to attend school regularly. In addition, the bus passes will be used to increase graduation rates. 5800: Professional/Consulting Services And Operating Expenditures LCFF 4987.00	Provide bus passes to students, who need assistance with transportation to and from school. Also, the the bus passes will enable Foster/Homeless to attend school regularly. In addition, the bus passes will be used to increase graduation rates. 5800: Professional/Consulting Services And Operating Expenditures LCFF 4,320.00
Visual Art supplies	The art department (3 teachers) were able to use these funds to buy long needed art supplies for their classes.	Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 10000.00	Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 10,000.00
Field trips and transportation	Field trips were planned for students that would normally not be able to take trips due to lack of funding. College Visits, UCLA Hammer Museum, Redlands University, Pasadena Jet Propulsion Laboratory.	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges. 5000-5999: Services And Other Operating Expenditures LCFF 10000.00	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges. 5000-5999: Services And Other Operating Expenditures LCFF 4,000.00



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PA Equipment for academic incentives and assemblies	A complete audio package was purchased for the site to use during rallies and other site events.	Equipment for assemblies for parenting, bullying, attendance, and academic awards. 4000-4999: Books And Supplies LCFF 10265.00	Equipment for assemblies for parenting, bullying, attendance, and academic awards. 4000-4999: Books And Supplies LCFF 10,519.11

## Analysis

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

Based on the strategies discussed above, there was an increase in the number of RFEPed students with the support of additional staff. Our counseling department was able to focus more on the needs of our students with the clerical support. With the purchase of bus passes, our attendance rates increased, which meant more students in classes receiving the necessary instruction needed to be successful. The support of the Cambio Group allowed for our staff to really look at our culture and determine whether we are meeting our students' needs and to address our own biases. Lastly, more students were able to attend more colleges for the first time, which allowed exposure and access to their next steps in their lives.

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

Adding the Cambio group to the budget was not an intended expenditure when the SPSA was submitted at the end of 2017-2018 school year, so it was an added cost that is necessary and was difficult to implement due to scheduling conflicts. There were additional funds spent for professional development, technology, and additional support. The majority of subs were for pull out days for the core subject classes. The money was moved from extra duty to cover subs and professional duty.

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

There will be more funds budgeted for subs that are needed for pullout collaboration time, coaching periods, professional development, and testing that are going to be budgeted under subs in the Planned Improvements Goal #1. In order to address our student groups based on the dashboard data, we need to ensure our teachers are able to provide the additional support for our students.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL): 95.13%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL): 14.3% Hispanic (Hisp): 14% African American (AA): 21.2% Socioeconomically Disadvantaged (SED): 15.8% Students with Disabilities (SWD): 31.1%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2016-2017. Decrease EL and SWD subgroup rates by 2% from 2016-2017 data.	High School 4-Year Dropout Rate All Students (ALL): 1.2% English Learner (EL): 3.9% Hispanic (Hisp): 1.9% African American (AA): 0 Socioeconomically Disadvantaged (SED): 1.5%
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): 98% Elementary School Students (ES) Middle School Students (MS) High School Students (HS): Hispanic (Hisp): 90% African American (AA): 86%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Educate parents on how to understand graduation requirements	Parents were given the opportunity to attend and RCOE sponsored event at	Child care and translation for parent meetings.	Child care and translation for parent meetings.

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
and credit evaluation to ensure student success. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military options. Provide various tools necessary to ensure overall Student Success: tutoring schedules, test preparation websites, College informational websites, various handouts. Inform and train parents how to volunteer and participate in school programs. Provide a means for parents to participate in school activities.	the Palm Springs Convention Center.  Light refreshments were provided at the end of year senior parent events.	2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 3270.00  Child care and translation for parent meetings.  3000-3999: Employee Benefits Title I Part A: Parent Involvement 1006.00  Light refreshments for Parent and SSC Meetings 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500.00  Supplies for the Parent Center and for Parent Events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1685.00	2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0.00  Child care and translation for parent meetings.  3000-3999: Employee Benefits Title I Part A: Parent Involvement 0.00  Light refreshments for Parent and SSC Meetings 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0.00  Supplies for the Parent Center and for Parent Events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0.00

## Analysis

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

The strategies were not successful because a big portion of the funds came out of the College and Career Block Grant money and none of the money from Title I were utilized. For the 2019-2020 school year, we will no longer have the funds coming from the College and Career Block Grant. In addition, we have increased the number of bilingual staff members that provided translations for various events, so we didn't use the money slated for child care and translation parent meetings. The parent involvement expenses that were charged to College and Career Readiness Grant were effective, which was evident at the number of parents in attendance at the parent meetings and documented meetings in Synergy conference notes. Also, due to the fact that we have a new counseling team, it was vital that the parents and students knew the counselors and who to contact with questions.

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

The only costs to Parent Involvement were sending parents to an RCOE event at the PS Convention Center. Many other Parent Involvement related expenses were charged to the Counseling College and Career Readiness Grant. The funds that were allocated for Parent Involvement were moved to cover subs for pull out collaboration days. For 219-2020, the counseling department will be presenting more to the parents in parent meeting and providing light refreshments.

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.

For 2019-2020, the goal is to provide light refreshments at parent engagement opportunities in the communities for underrepresented families to provide information/resources pertaining to their students. Also, we will be implementing a Freshman Orientation two day event for all incoming freshmen. We will be providing child care and translation services for the families. Looking into providing parent volunteer shirts for parents that are volunteering. To engage the parents more into the process of understanding AP, we will be offering registration for parents to attend the UCR AP Readiness courses and staff, as well as sending parents to parent conferences such as Excellence for Equity conference. The parent groups we are targeting are the EL population, parents of socioeconomically Disadvantaged, and parents of African American students.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Increase preparedness for emergency situations and maintain basic emergency supplies in the classrooms and in the emergency containers.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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) Yellow (4.5) - Medium - Maintained (0.1)            English Learner (EL) Green (5.3) - Medium - Decreased (-0.9)            Hispanic (Hisp) Green (3.5) - Medium - Decreased (-0.5)            African American (AA) Red (13.5) - Very High - Increased (2.5)            Socioeconomically Disadvantaged (SED) Yellow (5) - Medium - Maintained (-0.1)            Students with Disabilities (SWD) Orange (12.9) - Very High - Decreased (-1.5)</p>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>Expulsion Rate Targets</p> <p>ALL: maintain under 0.5%            EL: maintain under 0.5%            HIsip: maintain under 0.5%            AA: decline to under 0.5%            SED: maintain under 0.5%            SWD: decline to under 0.5%</p>	<p>Expulsion Rates</p> <p>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>
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	<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: 53%            EL: 56%            AA: 49%            Hisp: 52%</p>
Panorama Survey - School Safety All students: EL:	<p>.Baseline data will be collected and reported for school safety and growth targets will be set.</p>	<p>Panorama Survey - School Safety            Baseline Data:            All students: 66%</p>

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
AA: Hisp:		EL: 66% AA: 59% Hisp: 68%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance - 100%	Williams Facilities Inspection Results: 100%

### Strategies/Activities for Goal 3

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Purchase of supplemental emergency supplies.	Additional emergency supplies were purchased including the Raptor technology program. We also created an Emergency Procedure sheet for each classroom.	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 2,000.00	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 2,034.00
Implementation of a Peer to Peer counseling program	This did not occur this year.	Substitute support for teacher release time for training in Peer to Peer Counseling 5700-5799: Transfers Of Direct Costs Title I 560.00  Funds for materials and supplies related to training, promotion of services, and counseling students. 4000-4999: Books And Supplies Title I 500.00	Substitute support for teacher release time for training in Peer to Peer Counseling 5700-5799: Transfers Of Direct Costs Title I 0.00  Funds for materials and supplies related to training, promotion of services, and counseling students. 4000-4999: Books And Supplies Title I 0.00
Safe House "Cup of Happy" on campus availability to provide student social-emotional support.	The "Cup of Happy" program from Safe House of the Desert was not implemented weekly.	Weekly availability of "Cup of Happy" from Safe house during lunch.	Weekly availability of "Cup of Happy" from Safe house during lunch.
H.E.R.O. drills and monthly classroom scenario discussions.	H.E.R.O. scenarios were done 4 times throughout the year.	Quarterly Drills and monthly H.E.R.O. scenarios for classroom discussion.	Quarterly Drills and monthly H.E.R.O. scenarios for classroom discussion.



## Analysis

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

The "Cup of Happy" program from Safe House of the Desert was not implemented weekly. There was no follow up with the students to ensure the students that were not connected to the school were supported or connected to the school, which lead to an increase of disruption in the classrooms. Some of the implementations to address school safety and security were the HERO scenarios that were conducted, security checking guests in as they entered our campus, K-9 dog searches, teachers locked their classroom doors, and blinds were replaced.

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

Peer to Peer Counseling costs were charged to the Counseling College and Career Readiness Grant and did not take place due to lack of recruitment and training for the staff and students, so funding was not utilized for the peer to peer counseling. There was a slight overture of cost for the emergency supplies because the Raptor program was purchased to ensure we were able to identify all guests coming on to campus. Also, in order to create emergency procedure material for the classrooms more materials were purchased to produce the necessary material.

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.

Due to the fact that there was money available in the College and Career Readiness Grant that money was utilized first and the money tied to the goal #3 was transferred to cover the cost of subs. To address the concerns of African American students having a large performance gap, we are looking to solidify a partnership between PSHS and an outside agency to address the needs of our African American students. If there is a cost for this partnership, revisions to the SPSA will take place in the fall.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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

### LCAP Goal

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

### Identified Need

To increase access to AP courses for all students, provide additional support for students that are struggling in math and English, decrease the failure rate in math year 1 and year 2.

### 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 (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow -3 English Learners (EL) Orange (-60.4)- Very Low- Increased 29.9 Hispanic (Hisp) Yellow (+11.2) - Medium- Maintained (+2.5) African American (AA) N/A 68.3 Socioeconomically Disadvantaged (SED) Yellow (+5) - Medium - Maintained (-8.3) Students with Disabilities (SWD) N/A 47.1	All students will move up by +3. English Learners would move from -60.4 to -58.4, which will be an increase, but still in Orange Hispanics would increase from 11.2 to 13.2, but will still remain in the yellow African American would increase from 68.3 to 71.3 Socioeconomically Disadvantaged would move from 5 to 7, remain in the medium and in yellow Students with Disabilities would move from 47.1 to 50.1  This is still a need for the following year.
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Green (-52.4) - Medium - Increased (12.5) English Learners (EL) Orange (-142.5) - Very Low - Increased Sig. (26.8) Hispanic (Hisp) Yellow (-70.5) - Low - Increased Sig. (15.2) African American (AA) N/A (-114.1) - Low - Decreased Sig. (-47.4)	All students will move up by +3 to 55.4 and stay in the green English Learners would move from -142.5 to -139.5, but remain in the orange Hispanics would increase from -70.5 to -67.5 and remain in yellow African American would move from -47.4 to -43.4 and remain in the low category Socioeconomically Disadvantaged would move from -74.8 to -71.8 and remain in the yellow

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically Disadvantaged (SED) Yellow (-74.8) - Low-Increased (5.7) Students with Disabilities (SWD) N/A (-183.4) - Very Low - Increased Sig. (61)	Students with Disabilities would increase from -183.4 to 180.4 and remain very low  This is still a need for the following year.
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) Level 1: 12.9% Level 2: 24.7% Level 3: 39.8% Level 4: 22.6% Total Student Count: 186	All English Learner level would increase by 1%: Level 1: From 12.9 to 13.9% Level 2: From 24.7 to 34.7% Level 3: From 39.8% to 40.8% Level 4: From 22.6% to 23.6%  Total Student Count: 209
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9.7%	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2018-2019.
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) Blue (96.7) - Very High - Increased (1.8) English Learners (EL) Green (91.3) - High - Increased (3.4) Hispanic (Hisp) Blue (97) - Very High - Maintained (0.7) African American (AA) Blue (97.5) - Very High - Increased (2.5) Socioeconomically Disadvantaged (SED) Blue (96.1) - Very High - Increased (2.2) Students with Disabilities (SWD) Blue (90.9) - Very High - Increased (6)	All student groups would increase by a minimum of 1% All students will go from 96.7 to 97.7 remain very high and in blue English Learners would increase from 91.3 to 92.3 remain high and in green Hispanics would increase from 97 to 98 remain very high and in blue African American would move from 97.5 to 98.5 remain very high and in the blue Socioeconomically Disadvantaged would move from 96.1 to 97.1 remain very high and in blue Students with Disabilities would increase from, 90.9 remain very high and in blue  CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2018-2019 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2018-2019 data.
Williams Textbook/Materials Compliance  UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Williams Textbook/Materials Compliance: 100%  UC and/or CSU Entrance Requirement Completion Rate All Students (ALL): 98.5% English Learners (EL): 12.1% Hispanic (Hisp): 97.7% African American (AA): 100% Socioeconomically Disadvantaged (SED)	Williams Textbook/Materials Compliance: 100%  Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 1.5% from 2018-2019 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2018-2019 levels.

Metric/Indicator	Baseline	Expected Outcome
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate: 93% Reports completion of all CTE program required coursework with a C+ or better grade in each course	Increase to or maintain CTE program completion rate at 95.0% or higher for 2018-2019.
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL): 62.2% English Learners (EL): 62.5% Hispanic (Hisp): 58% African American (AA): 25% Socioeconomically Disadvantaged (SED): 58.2%	Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2019 percentage by 2%. Increase African American student group results by 5% from 2018 levels.
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	College and Career Indicator (CCI) (Color%) - Status - Level - Change) All Students (ALL) Yellow (51.5) - Medium - Maintained (1.5) English Learners (EL) Orange (18.4) - Low - Maintained (1) Hispanic (Hisp) Yellow (48.2) - Medium - Maintained (-0.7) African American (AA) Green (46.7) - Medium - Increased Sig. (9.2) Socioeconomically Disadvantaged (SED) Yellow (49.1) - Medium - Maintained (1.8)	All students will go from 51.5 to 54.5 and maintain in the yellow English Learners would move from 18.4 to 21.4 and stay in orange Hispanics would increase from 48.2 to 51.2 and remain in the yellow African American would move from 46.7 to 49.7 and maintain in the increased sig. Socioeconomically Disadvantaged would move from 49.1 to 52.1 to 55.1 and move to green  CDE DataQuest 4 year Graduation Cohort data: Increase a minimum of 3% for all students and equitably reported student groups from 2018-2019 data.

## Planned Strategies/Activities

### Strategy/Activity 1

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

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 - June 30, 2020

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

Amount	10000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty/Salary for Collaboration and Training in Math, English, Science.and World Languages
Amount	2355.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra Duty/Benefits for Collaboration and Training in Math, English, Science.and World Languages
Amount	2500.00
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes for release time for teacher collaboration in English, Math, Science, and World Language.

### Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Administration/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	27243
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development including; travel and accommodations. The focus is for teachers to attend conferences that highlight implementation of the Common Core State Standards and provide intervention strategies to assist students that are in the orange and yellow bands based on the Performance Data Dashboard pieces for our EL students,

African American students, Hispanic students, Socioeconomically Disadvantaged students in Math and English Language Arts.

**Amount** 12750.00

**Source** Title I

**Budget Reference** 5700-5799: Transfers Of Direct Costs

**Description** Substitutes for teachers on travel and conferences

**Amount** 5000.00

**Source** LCFF

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

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

### Strategy/Activity 3

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

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

July 1, 2019 to June 30, 2020

#### Person(s) Responsible

Administration/Teachers

#### Proposed Expenditures for this Strategy/Activity

**Amount** 10000.00

**Source** Title I

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction.

**Amount** 2355.00

**Source** Title I

**Budget Reference** 3000-3999: Employee Benefits

**Description** Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction

### Strategy/Activity 4

Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation. Online subscription to an anti-plagiarism software.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Administration/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for assemblies for parenting, bullying, attendance and academic awards.
Amount	19452.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies.
Amount	10000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	On Line Subscription and Licenses
Amount	5,790.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies.

### Strategy/Activity 5

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

### Students to be Served by this Strategy/Activity

☒ English Learner

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Administration and teachers of EL students

### Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute cost for teachers to have release time to collaborate and increase EL achievement.

### Strategy/Activity 6

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

### Students to be Served by this Strategy/Activity

☒ English Learner

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	68097.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Supplemental ELD teacher salary 1.0 FTE
Amount	30520.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Supplemental ELD Teacher benefits 1.0 FTE

### Strategy/Activity 7

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

### Students to be Served by this Strategy/Activity

☒ English Learner



## Timeline

July 1, 2019 to June 30, 2020

## Person(s) Responsible

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

## Proposed Expenditures for this Strategy/Activity

Amount	30759.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraprofessional, 7 hour-school year.

Amount	27142.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Paraprofessional, 7 hour-school year.

Amount	20773.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Bilingual Paraprofessional, 5.75 hour-school year.

Amount	7851.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual Paraprofessional, 5.75 hour-school year.

## Strategy/Activity 8

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

## Students to be Served by this Strategy/Activity

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

## Timeline

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

Counselor, teachers and administration

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 9**

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

**Students to be Served by this Strategy/Activity**

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

**Timeline**

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

Counselor, teachers and administration

**Proposed Expenditures for this Strategy/Activity**

Amount	500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation for college visit and end of year awards recognition for Ophelia students.

**Strategy/Activity 10**

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

**Students to be Served by this Strategy/Activity**

- ☒ All

**Timeline**

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

AP over Counseling

### Proposed Expenditures for this Strategy/Activity

Amount	39448.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.
Amount	28814.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	10.25 month 8 hour Office Specialist to assist with clerical duties in the counseling office.

### Strategy/Activity 11

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

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Librarian, teachers and administration

### Proposed Expenditures for this Strategy/Activity

Amount	25819.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase technology to increase availability for access by students and teachers. The goal is to provide a standard level of technology in each classroom: Teacher computer, printer, ELMO, and Mobi pad. This year we continue to focus on the LCD projectors with this money.
Amount	3500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide Classroom Technology to increase student access

### Strategy/Activity 12

Student incentives for attendance and academics.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Administrator, Teachers, Students

### Proposed Expenditures for this Strategy/Activity

Amount	10050.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Reward students, who are achieving academic gains recognized by the state and to reward students, who are meeting the district's attendance goal of reducing chronic absenteeism. In addition, students will be recognized for attending the state mandated tests.

### Strategy/Activity 13

Consultant Fees for Cambio Group and cultural events

### Students to be Served by this Strategy/Activity

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

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Students and Staff

### Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development - Cambio Group Cultural Literacy Instruction that will enhance the curriculum based field trips and cultural celebrations that address the school's culture.

### Strategy/Activity 14

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

### Students to be Served by this Strategy/Activity

☒ All

**Timeline**

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7648.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.
<b>Amount</b>	2551.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.

**Strategy/Activity 15**

Bus Passes

**Students to be Served by this Strategy/Activity**

- ☒ Foster Youth  
☒ Low Income

**Timeline**

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

Principal, Asst. Principal, and ASB clerk

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4020.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures

**Description**

Provide bus passes to students, who need assistance with transportation to and from school. Also, the the bus passes will enable Foster/Homeless to attend school regularly. In addition, the bus passes will be used to increase graduation rates.

**Strategy/Activity 16**

Visual Art supplies

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

Teacher, Administrative Secretary, and Principal

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 17**

Field trips and transportation

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

July 1, 2019 to June 30, 2020

**Person(s) Responsible**

Principal, Administrative Secretary, and Teacher

**Proposed Expenditures for this Strategy/Activity**

Amount	10000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges.

**Strategy/Activity 18**

Advanced Placement Testing Fees

### Students to be Served by this Strategy/Activity

☒ Low Income

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	25000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Payment for all student AP testing Fees



# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

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

### LCAP Goal

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

### Identified Need

To increase parent involvement at the grade level parent meetings and reach out to the various community organizations to assist PSHS in increasing parent attendance at the grade level meetings and increase the number of parents that volunteer

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL): 95.13%	Improve overall and each student group attendance rates from 2018-2019 rates by 1% or maintain 95% or better attendance rate. Increase AA and SWD student group attendance rates by 2% from 2018-2019 rates.
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): 14.3% Hispanic (Hisp): 14% African American (AA): 21.2% Socioeconomically Disadvantaged (SED): 15.8% Students with Disabilities (SWD): 31.1%	Improve overall and each student group chronic absenteeism rates drop from 2018-2019 by 2%. All Students from 14.3 to 12.3% Hispanic from 14% to 12% Socioeconomically Disadvantaged from 15.8 to 13.8% Students with Disabilities from 31.1% to 29.1%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL): 1.2% English Learner (EL): 3.9% Hispanic (Hisp): 1.9% African American (AA): 0% Socioeconomically Disadvantaged (SED): 1.5%	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2018-2019. Decrease EL and SWD subgroup rates by 2% from 2018-2019 data. All Students from 1.2% to 0.2% English Learner from 3.9% to 1.9% African American maintain at 0% Socioeconomically Disadvantaged from 1.5% to 0%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL): 89%	2018-2019 set the baseline for Family Connectedness, which is determined using the Sense of Belonging (School Connectedness) measure of the

Metric/Indicator	Baseline	Expected Outcome
Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Hispanic (Hisp): 90% African American (AA): 86%	district's family climate survey via the Panorama Education system. Increase the number of students by 3% that feel connected based on the result of the 2018-2019 Family School Connectedness data. All Students from 89% to 92% Hispanics from 90% to 93% African American from 86% to 89%

## Planned Strategies/Activities

### Strategy/Activity 1

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

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Translators for meetings when necessary, counselors and administration.

### Proposed Expenditures for this Strategy/Activity

Amount	3200
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Child care and translation for parent meetings.
Amount	1066
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Child care and translation for parent meetings.
Amount	500.00

<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Light refreshments for Parent and SSC Meetings
<b>Amount</b>	1540
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for the Parent Center and for Parent Events

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

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

### LCAP Goal

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

### Identified Need

Maintain classroom doors secure all times, crash bars are routinely checked, door handles are not broken, and all exterior gates are locked

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL) Yellow (4.5) - Medium - Maintained (0.1) English Learner (EL) Green (5.3) - Medium - Decreased (-0.9) Hispanic (Hisp) Green (3.5) - Medium- Decreased (-0.5) African American (AA) Red (13.5) - Very High - Increased (2.5) Socioeconomically Disadvantaged (SED) Yellow (5) - Medium - Maintained (-0.1) Students with Disabilities (SWD) Orange (12.9) - Very High - Decreased (-1.5)	Target for Suspension Rate will decrease by 0.3% or more for all student groups. All students will move from 4.5 to 4.2 remain medium and in yellow English Learner will move from 5.3 to 5 remain in green Hispanic will move from 3.5 to 3.2 and remain in green African American will move from 13.5 to 13.2 and remain in the red Socioeconomically Disadvantaged (SED) will move from 5 to 4.7 and remain in yellow Students with Disabilities (SWD) will move from 12.9 to 12.6 and remain in orange
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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%	Expulsion Rate Targets ALL: maintain under 0% EL: maintain under 0% Hisp: maintain under 0% AA: decline to under 0% SED: maintain under 0% SWD: decline to under 0%
Panorama Survey - School Connectedness All students: EL:	Panorama Survey - School Connectedness Baseline Data: All students: 53%	2018-2019 set the baseline for School Connectedness and the goal is to increase the number of students by 3% that feel connected based on

Metric/Indicator	Baseline	Expected Outcome
AA: Hisp: SED:	EL: 56% AA: 49% Hisp: 52%	the result of the 2018-2019 School Connectedness data. All students will increase from 53% to 56% EL will increase from 56% to 59% AA will increase from 49% to 51% Hisp will increase from 52% to 55%
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Panorama Survey - School Safety Baseline Data: All students: 66% EL: 66% AA: 59% Hisp: 68%	2018-2019 set the baseline for School Safety and the goal is to increase the number of students by 1% to 5% that feel safe based on the result of the 2018-2019 safety data.
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100%	Maintain 100% for Williams Facilities Inspection Results

## Planned Strategies/Activities

### Strategy/Activity 1

Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Lastly, our site will continue to work with the district staff to ensure the crash bars are routinely checked as well.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 to June 30, 2020

### Person(s) Responsible

Assistant Principal over Safety Committee

### Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase emergency supplies
Amount	1,500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

**Description**

FNL will be collaborating with community agencies to foster opportunities for students to understand the importance of changing their behavior to be successful. FNL will need to cover the cost of student leadership conferences. They will meet every Friday with leadership team for FNL to determine the effectiveness and needs. Meet once a month with the students.

# 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.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
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
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
Linked Learning TOSA	July 1, 2019 - June 30, 2020	TOSA to support CTE instruction	32,063	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
Solution Tree PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA	117,025	Title I

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



**School Goal #3: Maintain Healthy and Safe Learning Environment**

<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Supplemental School Psychologist	July 1, 2019 - June 30, 2020	Additional psychologists support high needs students at high priority school sites	85,607	Title IV

*Note: Centralized services may include the following direct services:*

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

*Centralized Services do not include administrative costs.*

## Budget Summary and Consolidation

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

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$312,298
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$477,243.00

### Allocations by Funding Source

Funding Source	Amount	Balance
Title I	305,992	0.00
Title I Part A: Parent Involvement	6,306	0.00
LCFF	164,945	0.00

### Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$305,992.00
Title I Part A: Parent Involvement	\$6,306.00

Subtotal of additional federal funds included for this school: \$312,298.00

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

State or Local Programs	Allocation (\$)
LCFF	\$164,945.00

Subtotal of state or local funds included for this school: \$164,945.00

Total of federal, state, and/or local funds for this school: \$477,243.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	164,945.00
Title I	305,992.00
Title I Part A: Parent Involvement	6,306.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	108,870.00
2000-2999: Classified Personnel Salaries	81,055.00
3000-3999: Employee Benefits	102,654.00
4000-4999: Books And Supplies	50,332.00
5000-5999: Services And Other Operating Expenditures	103,062.00
5700-5799: Transfers Of Direct Costs	17,250.00
5800: Professional/Consulting Services And Operating Expenditures	14,020.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	20,773.00
2000-2999: Classified Personnel Salaries	LCFF	47,096.00
3000-3999: Employee Benefits	LCFF	39,216.00
4000-4999: Books And Supplies	LCFF	28,840.00
5000-5999: Services And Other Operating Expenditures	LCFF	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,020.00
1000-1999: Certificated Personnel Salaries	Title I	88,097.00
2000-2999: Classified Personnel Salaries	Title I	30,759.00
3000-3999: Employee Benefits	Title I	62,372.00
4000-4999: Books And Supplies	Title I	19,452.00
5000-5999: Services And Other Operating Expenditures	Title I	78,062.00
5700-5799: Transfers Of Direct Costs	Title I	17,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,200.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	1,066.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,040.00

# School Site Council Membership

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

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

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

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

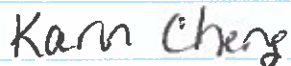
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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**  


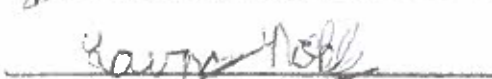

**Committee or Advisory Group Name**  
English Learner Advisory Committee 

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 9/17/2019.

Attested:

Principal, Brian T. Hendra on 10/28/19

SSC Chairperson, Lawna Noble on 10/28/19

