



# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Palm Springs High School
Address	2401 East Baristo Road Palm Springs, CA 92262
County-District-School (CDS) Code	33-67173-3335130
Principal	Michael Ventura

<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2020 - 6/30/2021
<b>Schoolsite Council (SSC) Approval Date</b>	10/14/2021
<b>Local Board Approval Date</b>	11/23/2021

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.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	4
School Profile .....	4
Purpose and Description.....	4
Stakeholder Involvement .....	5
Resource Inequities .....	6
Needs Assessment – Review of Performance .....	6
Reflections: Success .....	6
Reflections: Identified Need .....	8
School and Student Performance Data .....	9
Student Enrollment.....	9
Student Population .....	11
Overall Performance .....	12
Academic Performance .....	13
Conditions & Climate.....	22
Annual Review and Update .....	25
Goal 1 – Increased Academic Achievement .....	25
Goal 2 – Parent Engagement.....	38
Goal 3 – Safe and Healthy Learning Environment.....	41
Goals, Strategies, & Proposed Expenditures.....	45
Goal 1.....	45
Goal 2.....	63
Goal 3.....	66
Centralized Services for Planned Improvements in Student Performance .....	71
Budget Summary and Consolidation .....	74
Budget Summary .....	74
Allocations by Funding Source.....	74
Other Federal, State, and Local Funds .....	74
Expenditures by Funding Source .....	76
Expenditures by Budget Reference .....	77
Expenditures by Budget Reference and Funding Source .....	78
School Site Council Membership .....	79
Recommendations and Assurances .....	80
Title I and LCFF Funded Program Evaluation .....	81

# 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 three year history, it has seen many changes and much growth. Today, Palm Springs High School offers a comprehensive high school program to about 1600 students with about 73 faculty members to serve them. The school is situated on a 52-acre site, serving the communities of both Palm Springs and North Palm Springs. The school reflects a diverse population, which includes Caucasians, Hispanics, African-American, Filipinos and other Asian groups. The ethnic balance of Palm Springs High School is as follows: 70% Hispanic, 15% Caucasian, 7% African-American, and 9% other with 100% of the students receiving free or reduced lunch in the 2020-21 school year. Throughout its history, Palm Springs High School has maintained its commitment to the 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 and LCFF funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. Palm Springs High School's School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Stakeholder Involvement

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

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

In August/September of each year we hold Elections for vacant Council Representative positions. Elections are held per the rules outlined in the By-Laws. Parent Representative vacancy notices are sent out via Blackboard notification 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 Blackboard notice is sent with the candidate names and notification of the voting process which takes place online starting at Back to School Night (September) and for 2 days after. Teacher and Other Staff Representative vacancy notices are sent out to all staff via email. Staff are required to contact the Site Secretary if they are interested in a vacancy on the council. Once all interested parties have been identified an email is sent out to all staff notifying them if the candidates and asking them vote online. Student Representative vacancy notices are sent out to the student body via INN (Indian News Network) and Blackboard notices. 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. Once the council is set we have our first meeting and schedule later meetings. Detailed minutes are kept for each meeting and uploaded into DTS,

2020-21

School Site Council meeting dates were as follows: All meetings are held at 3:00pm via Zoom

September 15th, 2020 Mandatory Council Training via Zoom

September 29th, 2020 Member Introduction, Review and Approval of 051220 Meeting Minutes, 2020-21 SPSA Budget Review, Fund Reallocation due to Distance Learning, Uniform Complaint Procedures Process, Excellence Through Equity Conference Review, Data Review: Discipline, Attendance, Athletics, Master Schedule, AP Test Scores, ELAC Review, Selection of Officers and future Meeting Schedule.

October 12th, 2020 Allocation of additional Title 1 Funding

February 16th, 2021 Review and Approval of 101220 Meeting Minutes, LCAP Stakeholder Presentation, Review of current Title 1 and LCAP expenditures, Reallocation of Title 1 and LCAP funds to meet Distance Learning needs. Safe School Plan Review, Freshmen Grade updates, ELAC Share Out, Attendance Data Review, Campus Construction Update.

April 13th, 2021 Review and Approval of 021621 Meeting Minutes, Review of current Title 1 and LCAP expenditures, Review of proposed 2021-22 SPSA Spending Plan, Data Review: Testing and Attendance, COVID Reopening Plan and Return to Campus, Graduation Plan, Campus Construction update.

2020-21

ELAC Meetings were as follows:

September 29th, 2020 Old and New Business, Rationale for Establishing ELAC, Uniform Complaint Procedures, Elements of ELAC, ELAC Elections, Future meeting dates, Review budget and EL programs, DELAC Report.

October 23rd, 2020 Old and New Business, Elements of ELAC, Review Master Plan for English Learners, SPSA Review, Review Curriculum and Supplemental Materials for ELs, Parent Advice, DELAC Report.

December 2, 2020 Approval of previous meeting minutes, Social Emotional Wellness Activities, District Needs Assessment, EL Master Plan, ELPAC Summative Assessment Overview, A-G Requirements, DELAC Meeting Dates

January 13th, 2021 Social Emotional Wellness Activities, How to get more parents involved? Parent Center Information, Winter Schedule, EL Master Plan, SSC/ELAC Reports, Future ELAC dates.

PSHS Leadership meets bi-monthly at 3:00pm via Zoom to review departmental needs assessments, resource inequities, upcoming assessments and budget review.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input the SSC recommended the following revisions to the SPSA: We will provide more opportunities for parents to get involved and being flexible when scheduling events that address the parents/students' schedules. Also, the SSC discussed having more parent meetings to inform parents about key information for each grade level.

## Resource Inequities

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

To address the suspension gap for African American students we will continue to collaborate with community representatives to provide necessary supports here at the school site and within their community. With the hiring of a new school counselor, the goal is to provide a network/outlet/support for African American students, so they can feel more connected to the school, engaged in being a student part of athletics, performing arts, visual arts, AVID, PALM, ABLE, Welding, or even other programs while maintaining their academics. Also, with African American students being connected to PSHS, there will be less suspensions with the support of mentoring opportunities.

## Needs Assessment – Review of Performance

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

We have seen a consistent increase in University of California A-G completion rates. The rate for the class of 2012 was 33.3% schoolwide, which has grown to 46.9% for the class of 2016, 54.25% for the class of 2017 and 56% for the class of 2018. This growth has also included a narrowing of the achievement gap for our students: our African American students went from 24.4% of the students meeting the a-g requirements for the class of 2012 to 42.9% for the class of 2016 (the most recent data available for student groups) and our Hispanic students went from 23.5% for the class of 2012 to 40.4% for the class of 2016. The district averages A-G for the same classes are as follows: 2012 – 19.4%, 2016 – 36.3%, and 2017 – 39.31%. The Riverside county data is as follows: 2012 – 32.5% and 2016 – 44.3%. We worked with counselors to identify students who would be able to meet the U.C. A-G requirements and adjusted the schedules to allow students to meet them or repeat courses as necessary. The class of 2019's A-G completion rate was 61%. Our A-G rates for 2020 was 50.3% of our senior class. The senior class graduated 376 students and 191 students were A-G. Our second semester A-G rates dipped due to COVID-19, the 2020 senior class had lost their momentum, which was based on the conversations with the 2020 senior class and or they received their college acceptance letters. The plan for the 2020-2021 school year is to increase our A-G rate by implementing intervention steps that would allow for early dismissal and access to more electives for students that are A-G. Our 1st quarter data for 2020-2021 of D's and F's was similar in percentages to our 1st semester of 2019-2020. Based on the year end data from 2019-2020, we will be allocating more funds to support our students during the continuous COVID-19 stage by increasing the amount of funds allocated to technology, material and supplies, and licenses.

## Reflections: Success

For the class of 2021, the A-G rate was 70%. With Governor Newsom's Assembly Bill 104, we were able to offer grade changes for the 2020-2021 school year, which means we have an opportunity to increase our A-G rate. The counselors are focusing on calling all of the students that have not submitted a grade change form, if it will assist them in becoming A-G.

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



For the school year of 2020-2021, we had a total of 639 students take at least one AP exam and 149 students with a score of 3 or higher.

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

Our school has continued to improve the CAASPP scores with a growth rate of 8% in both ELA and math. While we still have room to grow, we feel the growth in both areas is significant. This past year over Spring 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. Due to COVID-19, our students did not participate in the CAASPP assessments during the 2019-2020 school year.

The English and Math department are still very much dedicated to improving the CAASPP scores especially since the 2020-2021 school year, the scores decreased, which we are contributing to COVID. We have 9 week repeat courses built into our master schedule and a math coach as an intervention tool to address the decrease in the CAASPP scores as well as building the math skills of our students.

Our growth with English Learners over the past three years has been exceptional. In looking at the percent of English Learners (ELs) who made progress towards English proficiency, we went from 60.1% of ELs demonstrating progress in 2015, to 79.5% in 2016, to 92.9% in 2017. There were 213 EL students in 2019 and was an increase from the previous year. In 2019, 10/213 EL students were RFEPed, which was 5.2% of our EL population. With Mission Graduate, we are able to focus on the needs of our EL students through one on one tutoring from a bilingual aide and staff member. In addition, our EL students are able to retake classes outside of their already set school schedule to make up credits or to retake classes for A-G purposes. Also, Mission Graduate is accessible to all EL students regardless of their EL level. Furthermore, there are specific teachers in core content areas that are there to assist the EL students in completing the courses. Lastly, we have a teacher, who works directly with our EL students and bilingual aides for specific EL levels.

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

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

Three key progress areas PSHS is proud of is the increase in our CAASPP scores, our graduation rate, and our college/career rates. Due to COVID-19, we are aware that our A-G rates will not reflect what our students are capable of accomplishing and will continue to increase. With Governor Newsom's Assembly Bill 104 being approved, the counseling team has taken more of an aggressive approach in contacting the parents of students that have "Ds" on their transcripts from 2020-2021 school year to see if they are willing to complete the grade change forms. The counseling team is too utilizing the ADM report for students at risk to address the current Ds and Fs of each grade level.

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

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

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

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

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

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

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

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

As a result of COVID, the data of student success rate while they partook in distance learning impacted the failure rate and deficiency of credits. To address this issue, we have built in 9 week repeat courses based on the number of students that needed to repeat courses, which means we need to additional time for collaboration, release time, and prep time.

## Reflections: Identified Need



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.84%	0.81%	0.6%	14	13	9
African American	7.9%	7.19%	6.8%	131	116	108
Asian	1.21%	1.43%	1.4%	20	23	22
Filipino	5.85%	5.39%	5.4%	97	87	86
Hispanic/Latino	61.9%	64.72%	68.0%	1,027	1,044	1,080
Pacific Islander	%	0.19%	0.1%		3	1
White	19.59%	17.61%	15.4%	325	284	244
Multiple/No Response	2.71%	2.67%	2.5%	45	43	39
Total Enrollment				1,659	1,613	1,589

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	420	446	429
Grade 10	449	401	434
Grade 11	372	386	350
Grade 12	418	380	376
Total Enrollment	1,659	1,613	1,589

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	193	213	197	11.6%	13.2%	12.4%
Fluent English Proficient (FEP)	621	610	639	37.4%	37.8%	40.2%
Reclassified Fluent English Proficient (RFEP)	39	10	34	17.7%	5.2%	16.0%

# School and Student Performance Data

## Student Population

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

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,613	87.5	13.2	0.2
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	213	13.2
Foster Youth	3	0.2
Homeless	26	1.6
Socioeconomically Disadvantaged	1,411	87.5
Students with Disabilities	119	7.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	116	7.2
American Indian	13	0.8
Asian	23	1.4
Filipino	87	5.4
Hispanic	1,044	64.7
Two or More Races	43	2.7
Pacific Islander	3	0.2
White	284	17.6

Conclusions based on this data:






1.

# School and Student Performance Data

## Overall Performance

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

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1.

# School and Student Performance Data

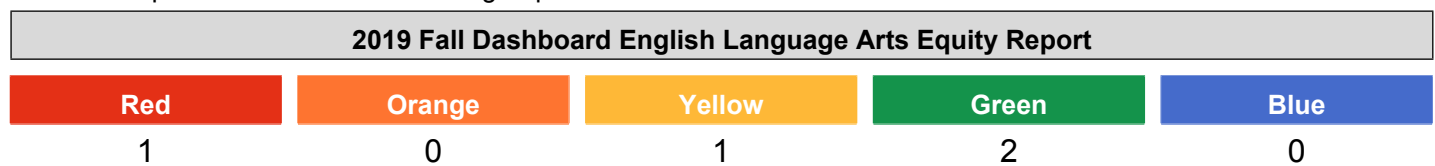
## Academic Performance English Language Arts

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







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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

#### Conclusions based on this data:

1.



# School and Student Performance Data

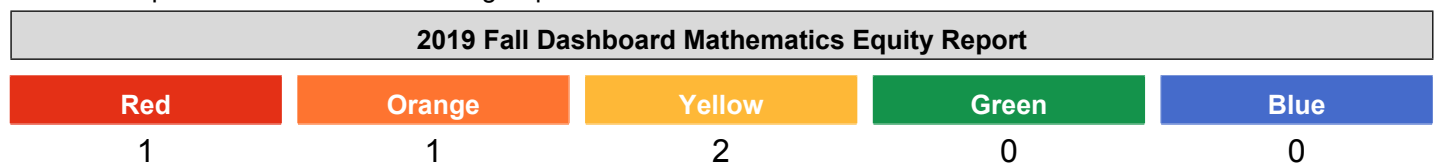
## Academic Performance Mathematics

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






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










This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 175.1 points below standard Declined -11.3 points 34	<b>Reclassified English Learners</b> 90.2 points below standard Increased Significantly ++26 points 18	<b>English Only</b> 43.2 points below standard Maintained -2.7 points 176
--	--	--

#### Conclusions based on this data:

1.

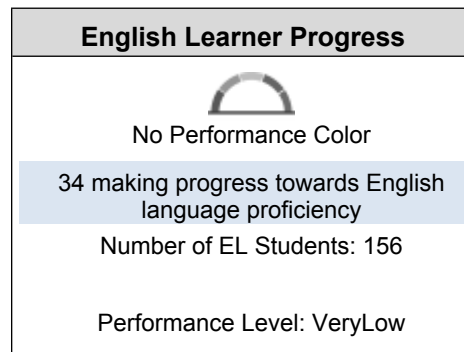
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.3	32.6	3.8	30.1

Conclusions based on this data:

1.

# School and Student Performance Data

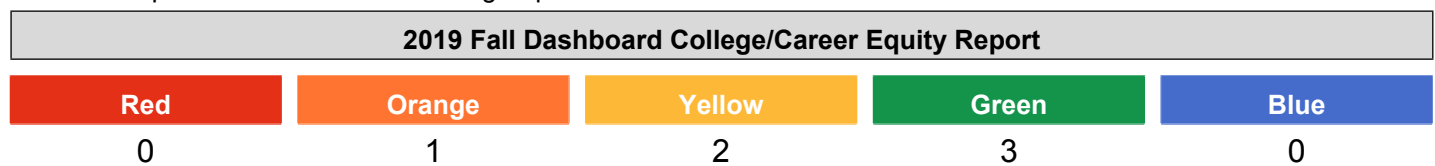
## Academic Performance College/Career

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Green 56 Increased +4.4 425	<b>English Learners</b>  Yellow 25 Increased +5.5 52	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color 45.9 Increased Significantly +18.7 37	<b>Socioeconomically Disadvantaged</b>  Green 52.9 Increased +3.7 359	<b>Students with Disabilities</b>  Yellow 13.3 Increased +4 30

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 35.7 Declined -11 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 64.7 Increased +7.6 34
Hispanic	Two or More Races	Pacific Islander	White
 Green 52.4 Increased +4 246	 No Performance Color 72.7 11	 No Performance Color 0 Students	 Green 68.3 Increased +7.3 82

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

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	51.6 Prepared	56 Prepared
Approaching Prepared	14.7 Approaching Prepared	20.9 Approaching Prepared
Not Prepared	33.7 Not Prepared	23.1 Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

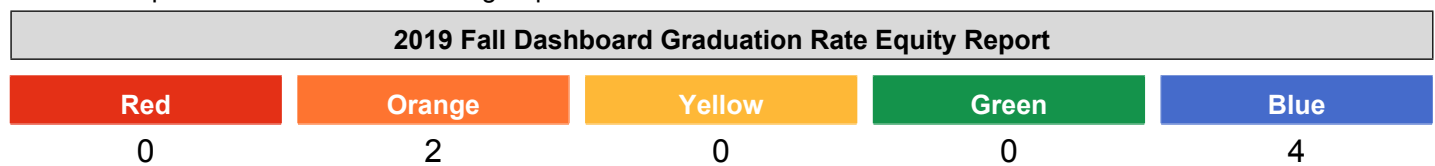
## Academic Engagement Graduation Rate

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue	 Orange	 No Performance Color	 No Performance Color	 Blue	 Orange
96.5	88.7	Less than 11 Students - Data Not Displayed for Privacy	97.4	96.4	86.7
Declined -2	Declined -6.2	5	Increased +6.1	Declined -1.9	Declined -10.2
427	53		38	361	30



### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 100 Maintained 0 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 97.1 Declined -2.9 34
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.6 Declined -2.1 248	 No Performance Color 90.9 11	 No Performance Color 0 Students	 Blue 97.6 Declined -2.4 82

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

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
98.5	96.5

**Conclusions based on this data:**

1.

# School and Student Performance Data

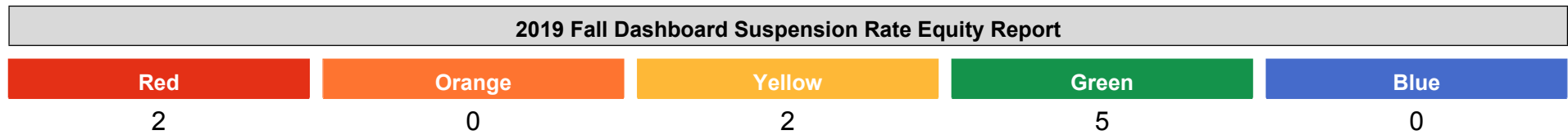
## Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each color.



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

## 2019 Fall Dashboard Suspension Rate for All Students/Student Group

### All Students



Green

4.1

Declined -0.4

1770

### English Learners



Yellow

5.2

Maintained -0.1

211

### Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6

### Homeless



Green

5.5

Declined -1.4

91

### Socioeconomically Disadvantaged



Green

4.7

Declined -0.3

1441

### Students with Disabilities










Red

16

Increased +3.1

125

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.5	4.1

Conclusions based on this data:

1.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 1 – Increased Academic Achievement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) : English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) )	St. Group	Color	DFS/Percentag e	Change	Due to the COVID-19 Pandemic no state assessments were administered and a fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
	All	Green	28.6 points above standard	Increase 3 points	
	EL	Orange	73 points above standard	Increase 3 points	
	Hisp	Green	11 points above standard	Increase 3 points	
	AA	Green	9.6 points above standard	Increase 5 points	
	SED	Green	22.8 points above standard	Increase 5 points	
	SWD	Red	124.7 points below standard	Increase 15.1 points	
	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentag e	
All		Green	53.2 points below standard	Increase 5 points	
EL		Red	142.7 points below standard	Increase 3 points	
Hisp		Orange	78.4 points below standard	Increase 3 points	
AA		Orange	54.7 points below standard	Increase 13 points	
SED		Yellow	67.7 points below standard	Increase 2.9 points	
SWD		Red	220.4 points below standard	Increase 15.1 points	
California Science Test - Percent of Students Who Meet or Exceed Standard		California Science Test - Percent of Students Who Meet or Exceed Standard			

Metric/Indicator	Expected Outcomes				Actual Outcomes
High School:	High School - For 2020-2021, the goal is to increase the number of students meet the standard by 31.93%				released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions. Exceeded (Level 4): 3.64% Standard Met (Level 3): 17.96 Total Met or Exceeded 21.60%
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 36%				Due to the COVID-19 Pandemic no state assessments were administered and a fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate:	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -11.7%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -10 (5.2%)
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard - Graduation Rate Indicator All Students (ALL) -97.4% English Learners (EL) - 93.4% Hispanic (Hisp) - 97.1% African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 97.2% Students with Disabilities (SWD) - 90.9%
	All	Blue	98.5	Increase +2 points	
	EL	Yellow	91.7	Increase +3 points	
	Hisp	Blue	97.6	Increase +2 points	
	AA	Blue	100	Maintained 0 points	
	SED	Blue	98.4	Increase +2 points	
	SWD	Yellow	89.7	Increase +3 points	
	College and Career Indicator (CCI) \ All Students (ALL): English Learners (EL) : Hispanic (Hisp) : African American (AA) : Socioeconomically Disadvantaged (SED) : Students with Disabilities (SWD) :	St. Group	Color	DFS/Percentage	
All		Green	58	Increase 2 points	
EL		Yelow	27	Increase 2 points	
Hisp		Green	54	Increase 2 points	
AA		Orange	37.7	Increase 2 points	
SED		Green	54.9	Increase 2 points	



Metric/Indicator	Expected Outcomes				Actual Outcomes
	SWD	Yellow	15.3	Increase 2 points	
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 98.5% English Learners (EL) - 90.5% Hispanic (Hisp) - 97.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 98.4% Students with Disabilities (SWD) - 88.7%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 51.5% English Learners (EL) - Hispanic (Hisp) - 44.8% African American (AA) - 52.6% Socioeconomically Disadvantaged (SED) -
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course -				Career Technical Education (CTE) Program Completion Rate - Reports completion of all CTE program required coursework with a C+ or better grade in each course
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 54.97% English Learners (EL) - 77% Hispanic (Hisp) - 56.31% African American (AA) - 38.36% Socioeconomically Disadvantaged (SED) - 54.82%				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) - 62.7% English Learners (EL) - 57.1% Hispanic (Hisp) - 62.7% African American (AA) - 50% Socioeconomically Disadvantaged (SED) -
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance				Williams Textbook/Materials Compliance - Yes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extra Duty Salary & Benefits for collaboration time for English, Math, Science, Social Science, and World Languages.	There was still money for extra Duty Salary & Benefits for collaboration time for English, Math, Science, Social Science and World Languages. AP US History collaborated weekly, AP World History collaborated weekly, AP Spanish Literature collaborated weekly, Over Winter Recess the Math and English departments had a planning day to discuss Semester 2 plans up until March 13, 2021. Then there was no more money spent for weekly collaboration due to COVID-19	Extra Duty/Salary for Collaboration and Training in Math, English, Science, Social Science, and World Languages 1000-1999: Certificated Personnel Salaries Title I 5898.00	Extra Duty Salary for collaboration time for English, Math, Science, Social Science and World Languages. AP US History collaborated weekly, AP World History collaborated weekly, AP Spanish Literature collaborated weekly, Over Winter Recess the Math and English departments had a planning day to discuss Semester 2 plans, 1000-1999: Certificated Personnel Salaries Title I 12360.00
		Extra Duty/Benefits for Collaboration and Training in Math, English, Science, Social Science, and World Languages 3000-3999: Employee Benefits Title I 2102.00	Extra Duty Benefits for collaboration time for English, Math, Science, Social Science and World Languages. AP US History collaborated weekly, AP World History collaborated weekly, AP Spanish Literature collaborated weekly, Over Winter Recess the Math and English departments had a planning day to discuss Semester 2 plans, 3000-3999: Employee Benefits Title I 3095.00
Participate in Staff Development opportunities to support the implementation of the CC standards and Teacher/ Departmental Collaboration.	Due to COVID 19 the costs for Professional Development was greatly decreased. All Professional Development opportunities were virtual and thus there was no need for hotel accommodations, airfare,	Professional Development 5000-5999: Services And Other Operating Expenditures Title I 25000.00	Due to COVID 19 the costs for Professional Development was greatly decreased. All Professional Development opportunities were virtual and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>mileage, substitutes and food reimbursements. Counselors attended UX and College Board conferences, Some administration, counselors and teachers virtually attended the College Board Prepare Conference and the A Dream Deferred Conference. Administration was able to attend various RCOE Equity conferences. LCFF Professional Development is for AVID Trainings.</p>		<p>thus there was no need for hotel accommodations, airfare, mileage, substitutes and food reimbursements. Counselors attended UX and College Board conferences, Some administration, counselors and teachers virtually attended the College Board Prepare Conference and the A Dream Deferred Conference. Administration was able to attend various RCOE Equity conferences. 5000-5999: Services And Other Operating Expenditures Title I 5801.00</p>
		<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 8000.00</p>	<p>Due to COVID 19 the costs for Professional Development was greatly decreased. All Professional Development opportunities were virtual and thus there was no need for hotel accommodations, airfare, mileage, substitutes and food reimbursements. LCFF Professional Development is for AVID Trainings. 5000-5999: Services And Other Operating Expenditures LCFF 5515.00</p>
<p>Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday study</p>	<p>Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday study</p>	<p>Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction.</p>	<p>Provide additional support for students in meeting the standards. This includes coverage for teachers to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
sessions for AP classes and ELD Reading test (ELA) preparation pull out.	sessions for AP classes and ELD Reading test (ELA) preparation pull out. Many Math, Science and Social Studies teachers offered extra tutoring to students having difficulties. However, due to COVID-19, the support was provided via Zoom.	1000-1999: Certificated Personnel Salaries Title I 5898.00	complete RTI for Math and English, Saturday study sessions for AP classes and ELD Reading test (ELA) preparation pull out. Many Math, Science and Social Studies teachers offered extra tutoring to students having difficulties. 1000-1999: Certificated Personnel Salaries Title I 12360.00
		Extra duty/Salary to provide RTI and additional student support and additional teacher support (coaching) to improve instruction. 3000-3999: Employee Benefits Title I 2102.00	Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday study sessions for AP classes and ELD Reading test (ELA) preparation pull out. Many Math, Science and Social Studies teachers offered extra tutoring to students having difficulties, 3000-3999: Employee Benefits Title I 3095.00
Reward students who are achieving academic gains recognized by the state and to reward students who are meeting the district's attendance goal of reducing chronic absenteeism. Students will also be recognized for attending the state mandated tests.	Reward students who are achieving academic gains recognized by the state and to reward students who are meeting the district's attendance goal of reducing chronic absenteeism. Students will also be recognized for attending the state mandated tests. Senior Shirts and Quarterly Honor Roll shirts were purchased and distributed to students through	Student Incentives for Attendance and Academics  4000-4999: Books And Supplies LCFF 12000.00	Reward students who are achieving academic gains recognized by the state and to reward students who are meeting the district's attendance goal of reducing chronic absenteeism. Students will also be recognized for attending the state mandated tests. Senior Shirts and Quarterly

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	a drive-thru process due to COVID-19.		Honor Roll shirts were purchased and distributed to students. 4000-4999: Books And Supplies LCFF 10848.00
Purchase Technology to Increase the Availability for access by students and teachers	Purchase Technology to Increase the Availability for access by students and teachers, LCFF - A color printer was purchased for the Library for student use. Title 1 we purchased ELMO Document cameras for the classrooms, Laptops, Ipads and Surface Pros for teachers, Large ticket items Science department laboratory supplies. Due to COVID-19, we were able to purchase the large ticket items for the Science department.	Increase the availability of technology in the classroom 4000-4999: Books And Supplies Title I 26090.00	Purchase Technology to Increase the Availability for access by students and teachers, Title 1 we purchased ELMO Document cameras for the classrooms, Laptops, Ipads and Surface Pros for teachers, Large ticket items Science department laboratory supplies. 4000-4999: Books And Supplies Title I 48830.00
		Increase the availability of technology in the classroom 4000-4999: Books And Supplies LCFF 7000.00	Purchase Technology to Increase the Availability for access by students and teachers, LCFF - A color printer was purchased for the Library for student use. 4000-4999: Books And Supplies LCFF 667.00
Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas.	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. Purchases were made to upgrade weight room equipment, costumes for the Baile Folklorico students, big tickets items for the Math Department including Sensors, Probes, Scientific Calculators and measurement supplies. We were	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas.  4000-4999: Books And Supplies LCFF 23000.00	Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. Purchases were made to upgrade weight room equipment, costumes for the Baile Folklorico students, big tickets items for the Math Department including Sensors, Probes, Scientific Calculators and measurement

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	also able to purchase graduation stoles for all of our programs.		supplies. We were also able to purchase graduation stoles for all of our programs. 4000-4999: Books And Supplies LCFF 53818.00
		Purchases made for Annual Freshmen Orientation 4000-4999: Books And Supplies LCFF 5000.00	The annual Freshmen Orientation was cancelled due to COVID19. 4000-4999: Books And Supplies LCFF 0.00
Provide an additional ELD teacher to meet the designated requirement of the ELD Framework. We are continuing to implement a full-inclusion program with an additional ELD teacher. We will have the two ELD teachers team teach the grade-level English class and have the ELD teacher keep the ELD students for a second period blocked with the English course.	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.	Supplemental ELD teacher salary 1.0 FTE 1000-1999: Certificated Personnel Salaries Title I 73949.00	Supplemental ELD teacher salary 1.0 FTE - Karin Cheng 1000-1999: Certificated Personnel Salaries Title I 73949.00
		Supplemental ELD teacher benefits 1.0 FTE 3000-3999: Employee Benefits Title I 33612.00	Supplemental ELD teacher benefits 1.0 FTE Karin Cheng 3000-3999: Employee Benefits Title I 31319.00
Substitutes for staff to participate in Training and Collaboration opportunities to support the implementation of the CC standards,	Due to COVID and Distance Learning substitutes were not needed.	Substitutes for Teacher Collaboration and Training 5700-5799: Transfers Of Direct Costs Title I 9000.00	Substitutes for Teacher Collaboration and Training. Due to COVID and Distance Learning substitutes were not needed. 5700-5799: Transfers Of Direct Costs Title I 0.00
		Substitutes for staff to participate in Staff Development opportunities to support the implementation of the CC standards.	Substitutes for staff to participate in Staff Development opportunities to support the implementation of the CC standards. Due to COVID and



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5700-5799: Transfers Of Direct Costs Title I 9000.00	Distance Learning substitutes were not needed. 5700-5799: Transfers Of Direct Costs Title I 0.00
		Participate in Professional Learning Community release time to increase EL achievement 5700-5799: Transfers Of Direct Costs Title I 498.00	Participate in Professional Learning Community release time to increase EL achievement. Our EL teacher used a sub for a planning day. 5700-5799: Transfers Of Direct Costs Title I 166.00
Fund a Bilingual Paraprofessional, 7 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes. The extra hour beyond the school day will be used to assist in tutoring for ELD students. Fund a Bilingual Paraprofessional, 5.75 hour - school year, to provide support for ELD 1 and 2 level students in their core content area classes.	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.	Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year 2000-2999: Classified Personnel Salaries Title I 57930.00	Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year Maria Gomez 2000-2999: Classified Personnel Salaries Title I 57067.00
		Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year 3000-3999: Employee Benefits Title I 36348.00	Bilingual Paraprofessional, 7 hour-school year and Bilingual Paraprofessional Bilingual 5.75 hour-school year Maria Gomez 3000-3999: Employee Benefits Title I 36348.00
AVID program additional support to increase graduation rate and college attendance.	AVID program additional support to increase graduation rate and college attendance.	Transportation for college visits for AVID classes. 5000-5999: Services And Other Operating Expenditures LCFF 1500.00	Transportation for college visits for AVID classes.Due to COVID all field trips were cancelled. 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			0.00
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.	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. Due to COVID all field trips were cancelled.	Transportation for college visit and end of year awards recognition for Ophelia students. 5000-5999: Services And Other Operating Expenditures LCFF 700.00	Transportation for college visit and end of year awards recognition for Ophelia students. Due to COVID all field trips were cancelled. 5000-5999: Services And Other Operating Expenditures LCFF 0.00
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	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	10.25 month 8 hour Office Specialist Salary & Benefits to assist with clerical duties in the counseling office. 2000-2999: Classified Personnel Salaries LCFF 70679.00	10.25 month 8 hour Office Specialist Salary & Benefits to assist with clerical duties in the counseling office. Irene Canales 2000-2999: Classified Personnel Salaries LCFF 69444.00
Provide Online Subscriptions and Licenses to improve research and citation skills.	Provide Online Subscriptions and Licenses to improve research and citation skills. Edulastic was purchased for the Math Department, Turn It In was purchased for the site, OTT Theater Technologies was purchased for the theater department, Parlay Ideas was purchased for 7 teachers.	Provide Online Subscriptions and Licenses to improve research and citation skills. 5800: Professional/Consulting Services And Operating Expenditures Title I 7000.00	Provide Online Subscriptions and Licenses to improve research and citation skills. Edulastic was purchased for the Math Department, Turn It In was purchased for the site, OTT Theater Technologies was purchased for the theater department, Parlay Ideas was purchased for 7 teachers. 5800: Professional/Consulting Services And Operating Expenditures Title I 10657.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Consultant Fees for Cambio Group and cultural events	Consultant Fees for Cambio Group and cultural events Due to COVID 19 this event was cancelled.	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 3000.00	Professional Development - Cambio Group Cultural Literacy Instruction that will enhance the curriculum based field trips and cultural celebrations that address the school's culture. Due to COVID19 this event was cancelled. 5000-5999: Services And Other Operating Expenditures LCFF 0.00
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. 2000-2999: Classified Personnel Salaries LCFF 10000.00	Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding. Jorja Chevalier 2000-2999: Classified Personnel Salaries LCFF 10000.00
Bus Passes	Bus Passes after March 13, 2021 were not distributed to students due to COVID-19 unless they were part of the Learning Hubs and there was a need for a bus pass.	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	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. Due to COVID19 bus passes were not purchased. We had enough left

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 6240.00	over from the previous year where needed. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0.00
Visual Art supplies	Visual Art Supplies were able to purchased and distributed to students who participated in Distance Learning	Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. 4000-4999: Books And Supplies LCFF 6090.00	Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work. All Visual Arts teachers were able to purchase much needed art supplies for students to use during distance learning. They were packaged together and distributed to students throughout the year. The Ceramics class was able to purchase a much needed kiln. 4000-4999: Books And Supplies LCFF 12621.00
Field trips and transportation	Field Trips and Transportation funds were not utilized due to COVID-19.	Students will visit college campuses, site approved, curriculum based field trips to enhance and enrich learning such as trips to plays, musicals, museums, schools/colleges. 5700-5799: Transfers Of Direct Costs LCFF 7335.00	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. Due to CoVID19 all field trips were cancelled. 5700-5799: Transfers Of Direct Costs LCFF 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AP Tests	AP Test Fees were covered for the students that registered to take AP exams.	Provide students fees for AP Testing in May 2020 5800: Professional/Consulting Services And Operating Expenditures Title I 20000.00	Provide students fees for AP Testing in May 2020. AP test fees for students taking the May 2021 AP tests. 5800: Professional/Consulting Services And Operating Expenditures Title I 20000.00

## Analysis

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

Due to COVID-19, our site was not able to assess our students in state ELA and Math assessments, which meant the funding was not utilized to address the needs of our students for testing purposes, but were able to be provided electronic access to supplemental materials. Departments that needed supplies were able to be funded due to COVID-19 because funds allocated for subs were not utilized during Distance Learning time.

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 major difference in the intended implementation of the budgeted expenditures to implement strategies/activities to meet the goal were not utilized to their fullest due to COVID-19. So only a small portion of the funds for professional development were utilized. However, we were able to address the academic gains and chronic absentee issues by rewarding the students. We were able to utilize the field trip and transportation funds and extra duty salary and benefits due to COVID-19 and purchase items that were needed in the Science department, incentives for academic excellence and improvement in their attendance to address the chronic absenteeism.

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

The changes that were made in order to achieve the annual outcome and/or goal was due to the incentives to address the chronic absenteeism and the incentive shirts for the academic growth of the students.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2 – Parent Engagement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 500 surveys	Parent Participation in Stakeholder Input Processes - 180 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 91% African American (AA) - 86%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): 85% Hispanic (Hisp): 85% African American (AA): 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 94% African American (AA) - 89%	Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey All Students (ALL): 74% Hispanic (Hisp): 76% African American (AA): 66%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -	Due to the COVID-19 Pandemic In-person school/parent events were not scheduled.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Educate parents on how to understand graduation requirements and credit evaluation to ensure student success through parent grade level meetings throughout the year. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military options. Provide various tools necessary to ensure overall Student Success: tutoring schedules, test preparation websites, College informational websites, various handouts. Inform and train parents how to volunteer and participate in school programs. Provide a means for parents to participate in school activities. In addition, there will be a freshmen orientation program for all including freshmen students and parents. The counselors will increase the number of grade level parent meetings and parent conferences because we do not have a PTA or Academic Booster.	This funding was moved to Object Code 5815 to cover a Motivational Speaker (Dee Hankins) that was brought in on 3/24/21 \$5000.00	Child care and translation for parent meetings. Salary & Benefits 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 4340.00	Motivational Speaker - Dee Hankins 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 5000.00
Materials & Supplies for Parent Center	As of 3/25/21 this funding has not been spent.	Materials & Supplies for Campus Parent Center and for use in parent meetings and events  4000-4999: Books And Supplies Title I Part A: Parent Involvement	0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1707.00	
Light Refreshments for Parent and School Site Council Meetings	This funding was moved to Object Code 5200 to pay for Professional Development for 3 parents who attended the Excellence Through Equity Conference the September. \$375.00	Supplies for Parent Center and for Parent Events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500.00	Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 375.00

## Analysis

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

Three parents attended The Excellence Through Equity conference, which allowed the parents to see the progress of our site and how they could assist with equity in the school. The guest speaker Dee Hawkins provided the staff with an different lens through the eyes of students.

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

There is a difference in the amount of money spent versus the proposed amount for materials and supplies for the campus parent center, a difference in the proposed child care and translations for parent meetings, and the use of materials and supplies in parent meetings and events due to COVID-19. COVID-19 prohibited in person parent meetings, which meant the funds that were set aside for the in -person and were of benefit to the Science department because they received materials that were needed for the students.

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

The intended outcome for this goal was changed due to COVID-19. We couldn't utilize of the funds designated for purpose, so we utilized the funds to support the students' need depending on the courses the students took and the staff needs. Students were participating in Distance Learning classes and needed supplies for their Science and art department were able to obtain their suplies while the teachers received some motivational words from the guest speaker.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3 – Safe and Healthy Learning Environment

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rates All Students (ALL): 95.0%								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - 12.8% English Learner (EL) - 12.9% Hispanic (Hisp) - 11.6% African American (AA) - 26.1% Socioeconomically Disadvantaged (SED) - 13.3% Students with Disabilities (SWD) - 25.1%	Chronic Absenteeism Rates All Students (ALL)): 10.99% English Learner (EL): 13.42% Hispanic (Hisp): 9.91% African American (AA): 22.75% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD): 24.06%								
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) - 0.2% English Learner (EL) - 2.8% Hispanic (Hisp) - 0.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%	High School 4-Year Dropout Rate All Students (ALL): 6 = 1.6% English Learner (EL): Hispanic (Hisp): 5 = 2.1% African American (AA): 0 Socioeconomically Disadvantaged (SED)								
Suspension Rates: All Students (ALL) English Learner (EL)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>3.1</td><td>Decline 1 point</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	3.1	Decline 1 point	A fully updated 2020 CA Dashboard was not released. Please refer to analysis boxes for thorough review effectiveness of 2020-21 SPSA Actions.
St. Group	Color	DFS/Percentage	Change							
All	Green	3.1	Decline 1 point							

Metric/Indicator	Expected Outcomes				Actual Outcomes
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Green	4.2	Decline 1 point	
	Hisp	Green	1.9	Decline 1 point	
	AA	Red	13.3	Decline 1 point	
	SED	Green	3.7	Decline 1 point	
	SWD	Red	15	Decline 1 point	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0.36%				Expulsion Rates All Students (ALL): 0 English Learner (EL): 0 Hispanic (Hisp): 0 African American (AA): 0 Students with Disabilities (SWD): 0
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 59% Hispanic (Hisp) - 54% African American (AA) - 42%				Panorama Survey - School Connectedness All Students (ALL) - 53% English Learner (EL) - 58% Hispanic (Hisp) - 53% African American (AA) - 59% SWD: N/A Survey modified to COVID-19
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 69% English Learner (EL) - 71% Hispanic (Hisp) - 72% African American (AA) - 65%				Panorama Survey - School Safety All Students (ALL) - 68% English Learner (EL) - 70% Hispanic (Hisp) - 71% African American (AA) - 64% SWD:  N/A Survey modified to COVID-19
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%				Williams Facilities Inspection Results - 100%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of supplemental emergency supplies need for our staff such as supplies for the emergency backpacks, update student locator lists, school maps, and updated class rosters. Also, we will continue to work with our staff to ensure they under the need for gates to be secured and classroom doors. If there are classroom doors that need to be repaired, the teachers should report the repairs to the administrator that oversees facilities. Lastly, our site will continue to work with the district staff to ensure the crash bars are routinely checked as well.	Due to COVID this funding was reallocated to Instructional Materials & Supplies	Purchase emergency supplies 4000-4999: Books And Supplies LCFF 2500.00	Purchase Materials & Supplies 4000-4999: Books And Supplies LCFF 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 goal was to make sure there were necessary emergency supplies for our staff will continue to reinforce the effectiveness of our strategies involving our preparedness in the event of an emergency. In addition, to having the necessary supplies, it was important to ensure all school maps, student locator lists, and teacher class rosters are up to date in the event that we must reunite a student with their parent(s) and/or guardian.

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

There isn't a difference in the intended implementation of the budgeted expenditures to meet the articulated goal.

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 isn't a difference a difference in the outcome because we continued with the use of the emergency backpacks. However, we continue to work with the district as it relates to safety and the goal is to see updated safety processes and safety mechanisms.

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

### Identified Need

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, to increase the support for EL students to assist in increasing their performance bands on the ELA and Math assessments, provide UC and CSU information for parents and students, provide what it means to be college and career ready, educate parents and students about RFEPing, and information about our CTE pathways, academies, and programs.

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

### Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	25.6 points above standard	Maintained ++2.7 points	All	Green	28.6 points above standard	Increase 3 points
	EL	Red	76 points below standard	Declined - 11.4 points	EL	Orange	73 points above standard	Increase 3 points
	Hisp	Yellow	8 points above standard	Declined - 3.3 points	Hisp	Green	11 points above standard	Increase 3 points
	AA	No Performance Color	4.6 points above standard	Increased Significantly ++32.9 points	AA	Green	9.6 points above standard	Increase 5 points
					SED	Green	22.8 points above standard	Increase 5 points

Metric/Indicator	Baseline				Expected Outcome																																																											
	<table><tr><td>SED</td><td>Green</td><td>17.8 points above standard</td><td>Increased ++12.9 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>139.8 points below standard</td><td>Declined Significantly -34.8 points</td></tr></table>				SED	Green	17.8 points above standard	Increased ++12.9 points	SWD	No Performance Color	139.8 points below standard	Declined Significantly -34.8 points	<table><tr><td>SWD</td><td>Red</td><td>124.7 points below standard</td><td>Increase 15.1 points</td></tr></table>				SWD	Red	124.7 points below standard	Increase 15.1 points																																												
SED	Green	17.8 points above standard	Increased ++12.9 points																																																													
SWD	No Performance Color	139.8 points below standard	Declined Significantly -34.8 points																																																													
SWD	Red	124.7 points below standard	Increase 15.1 points																																																													
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>58.2 points below standard</td><td>Declined - 5.9 points</td></tr><tr><td>EL</td><td>Red</td><td>145.7 points below standard</td><td>Declined - 3.4 points</td></tr><tr><td>Hisp</td><td>Orange</td><td>81.4 points below standard</td><td>Declined - 10.8 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td>67.7 points below standard</td><td>Increased Significantly ++46.4 points</td></tr><tr><td>SED</td><td>Yellow</td><td>70.6 points below standard</td><td>Increased ++4.2 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>235.5 points below standard</td><td>Declined Significantly -38.6 points</td></tr></table>				St. Group	Color	DFS/Percentage	Change	All	Yellow	58.2 points below standard	Declined - 5.9 points	EL	Red	145.7 points below standard	Declined - 3.4 points	Hisp	Orange	81.4 points below standard	Declined - 10.8 points	AA	No Performance Color	67.7 points below standard	Increased Significantly ++46.4 points	SED	Yellow	70.6 points below standard	Increased ++4.2 points	SWD	No Performance Color	235.5 points below standard	Declined Significantly -38.6 points	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>53.2 points below standard</td><td>Increase 5 points</td></tr><tr><td>EL</td><td>Red</td><td>142.7 points below standard</td><td>Increase 3 points</td></tr><tr><td>Hisp</td><td>Orange</td><td>78.4 points below standard</td><td>Increase 3 points</td></tr><tr><td>AA</td><td>Orange</td><td>54.7 points below standard</td><td>Increase 13 points</td></tr><tr><td>SED</td><td>Yellow</td><td>67.7 points below standard</td><td>Increase 2.9 points</td></tr><tr><td>SWD</td><td>Red</td><td>220.4 points below standard</td><td>Increase 15.1 points</td></tr></table>				St. Group	Color	DFS/Percentage	Change	All	Green	53.2 points below standard	Increase 5 points	EL	Red	142.7 points below standard	Increase 3 points	Hisp	Orange	78.4 points below standard	Increase 3 points	AA	Orange	54.7 points below standard	Increase 13 points	SED	Yellow	67.7 points below standard	Increase 2.9 points	SWD	Red	220.4 points below standard	Increase 15.1 points
St. Group	Color	DFS/Percentage	Change																																																													
All	Yellow	58.2 points below standard	Declined - 5.9 points																																																													
EL	Red	145.7 points below standard	Declined - 3.4 points																																																													
Hisp	Orange	81.4 points below standard	Declined - 10.8 points																																																													
AA	No Performance Color	67.7 points below standard	Increased Significantly ++46.4 points																																																													
SED	Yellow	70.6 points below standard	Increased ++4.2 points																																																													
SWD	No Performance Color	235.5 points below standard	Declined Significantly -38.6 points																																																													
St. Group	Color	DFS/Percentage	Change																																																													
All	Green	53.2 points below standard	Increase 5 points																																																													
EL	Red	142.7 points below standard	Increase 3 points																																																													
Hisp	Orange	78.4 points below standard	Increase 3 points																																																													
AA	Orange	54.7 points below standard	Increase 13 points																																																													
SED	Yellow	67.7 points below standard	Increase 2.9 points																																																													
SWD	Red	220.4 points below standard	Increase 15.1 points																																																													
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School: 29.93 students met or exceeded the standard. 20.54 students met the standard (Level 3), 9.39 exceeded the standard (Level 4), 51.85 nearly met the standard (Level 2), and 18.22 did not meet the standard (Level 1)				California Science Test - Percent of Students Who Meet or Exceed Standard High School - For 2020-2021, the goal is to increase the number of students meet the standard by 31.93%																																																											
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 34%				California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 36%																																																											
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9.7%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -11.7%																																																											

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Blue	96.5	Declined -2	All	Blue	98.5	Increase +2 points
	EL	Orange	88.7	Declined - 6.2	EL	Yellow	91.7	Increase +3 points
	Hisp	Blue	95.6	Declined - 2.1	Hisp	Blue	97.6	Increase +2 points
	AA	Blue	100	Maintained 0	AA	Blue	100	Maintained 0 points
	SED	Blue	96.4	Declined - 1.9	SED	Blue	98.4	Increase +2 points
	SWD	Orange	86.7	Declined - 10.2	SWD	Yellow	89.7	Increase +3 points
	College and Career Indicator (CCI) \	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage
All		Green	56	Increased +4.4	All	Green	58	Increase 2 points
EL		No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	EL	Yelow	27	Increase 2 points
Hisp		No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	Hisp	Green	54	Increase 2 points
AA		No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	AA	Orange	37.7	Increase 2 points
SED		No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	SED	Green	54.9	Increase 2 points
SWD		No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	SWD	Yellow	15.3	Increase 2 points
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL)		UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 96.5% English Learners (EL) - 88.5%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 98.5% English Learners (EL) - 90.5% Hispanic (Hisp) - 97.5%		

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Hispanic (Hisp) - 95.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) -96.4% Students with Disabilities (SWD) -86.7%	African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 98.4% Students with Disabilities (SWD) - 88.7%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate: 93% Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate - 95% Reports completion of all CTE program required coursework with a C+ or better grade in each course -
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. 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) - 52.97% English Learners (EL) - 75.0% Hispanic (Hisp) - 54.31% African American (AA) - 36.36% Socioeconomically Disadvantaged (SED) - 52.82%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 54.97% English Learners (EL) - 77% Hispanic (Hisp) - 56.31% African American (AA) - 38.36% Socioeconomically Disadvantaged (SED) - 54.82%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: 100%	Williams Textbook/Materials Compliance maintain 100% compliance

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

☒ All



## Timeline

July 1, 2021 - June 30, 2022

## Person(s) Responsible

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

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9593.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra Duty/Salary for Collaboration and Training in Math, English, Science, Social Science and World Languages. Increase by \$2463.00 due to COVID restrictions on travel. Reallocated funds from Professional Development 092921. Additional funding added from additional Title 1 allocation 101421. 022422 SSC Meeting voted to reallocate \$3500 from Extra Duty Collab to Technology.
<b>Amount</b>	2907.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Extra Duty/Benefits for Collaboration and Training in Math, English, Science, Social Science and World Languages. Increase by \$536.00 due to XOCID restrictions on travel. Reallocated funds from Professional Development. 092921. Additional funding added from additional Title 1 allocation 101421,022422 SSC Meeting voted to reallocate \$3500 from Extra Duty Collab to Technology.
<b>Amount</b>	10945.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes for release time for teacher collaboration in English, Math, Science, Social Science, and World Language.

## Strategy/Activity 2

Participate in staff development opportunities to support the implementation of the Common Core State Standards.

## Students to be Served by this Strategy/Activity

X All

## Timeline

July 1, 2021 to June 30, 2022

## Person(s) Responsible

Administration/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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. Reduced by \$5000 due to COVID restrictions limiting travel. Funds reallocated to Extra Duty. 092921. 022422 SSC Meeting voted to reallocate \$15,000 from Professional Development to Materials & Supplies.
<b>Amount</b>	502.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes for teachers on travel and conferences. Reduced by \$3498.00 due to COVID restrictions limiting travel. Funds reallocated to Extra Duty 092921. 022422 SSC Meeting voted to reallocate \$5000 from Substitutes to Technology.
<b>Amount</b>	8000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional development including conferences that will address standards.

### 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.

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

☒ All

#### Timeline

July 1, 2021 to June 30, 2022

#### Person(s) Responsible

Administration/Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	10047.00
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. Increase by \$2917 due to COVID restrictions on travel. Reallocation from Professional Development 092921 Additional funding added from additional Title 1 allocation 101421. 022422 SSC Meeting voted tor reallocate \$3500 from Extra Duty RTI to Technology.
Amount	3006.00
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. Increased by \$635 due to COVID restrictions on travel. Reallocation from Professional Development 092921. Additional funding added from additional Title 1 allocation 101421.022422 SSC Meeting voted tor reallocate \$3500 from Extra Duty RTI to Technology.

### Strategy/Activity 4

Supplementary materials and supplies to support students in meeting state and federal standards in all subject areas. On Line Subscriptions and License Services to assist students with Research and Citation.

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

X All

## Timeline

July 1, 2021 to June 30, 2022

## Person(s) Responsible

Administration/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	62290.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies. Additional funding added from additional Title 1 allocation 101421. 022422 SSC Meeting voted to reallocate \$5000 from AP Tests, \$7500 from Subscriptions and \$15000 from Professional Development to Materials & Supplies.
<b>Amount</b>	13500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	On Line Subscription and Licenses. Additional funding added from additional Title 1 allocation 101421. 022422 SSC Meeting voted to reallocate \$7500 from Subscriptions to Materials & Supplies.
<b>Amount</b>	29707.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental instructional materials and supplies. Increased by \$2000 funding reallocated from Bus Passes which are no longer needed as Sunline Transit provides them to students for free. 022422 SSC Meeting voted to reallocate \$1500 from AVID Field Trips, \$600 from Ophelia Field Trips and \$5000 from Field Trips to Materials & Supplies. 022422 SSC Meeting voted to reallocate \$2000 from Emergency Supplies to Materials & 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, 2021 to June 30, 2022

### Person(s) Responsible

Administration and teachers of EL students

### Proposed Expenditures for this Strategy/Activity

Amount

498.00

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. 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, 2021 to June 30, 2022

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount

82991.00

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Supplemental ELD teacher salary 1.0 FTE
<b>Amount</b>	34803.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	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

<input checked="" type="checkbox"/> English Learner
---

### Timeline

July 1, 2021 to June 30, 2022
-------------------------------

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	38712.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Paraprofessional, 7 hour-school year.
<b>Amount</b>	19356.00
<b>Source</b>	Title I

<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual Paraprofessional, 7 hour-school year.
<b>Amount</b>	25606.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Bilingual Paraprofessional, 5.75 hour-school year.
<b>Amount</b>	19219.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual Paraprofessional, 5.75 hour-school year.

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2020 to June 30, 2021

Person(s) Responsible

Counselor, teachers and administration

Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation for college visits for AVID classes. 022422 SSC Meeting voted tor reallocate \$1500 from AVID Field Trips to Materials & Supplies.

### Strategy/Activity 9

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

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

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

#### Timeline

July 1, 2021 to June 30, 2022

#### Person(s) Responsible

Counselor, teachers and administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation for college visit and end of year awards recognition for Ophelia students. 022422 SSC Meeting voted tor reallocate \$600 from Ophelia Field Trips to Materials & Supplies.

### Strategy/Activity 10

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



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

☒ All

**Timeline**

July 1, 2020 to June 30, 2021

**Person(s) Responsible**

AP over Counseling

**Proposed Expenditures for this Strategy/Activity****Amount**

43311.00

**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**

31263.00

**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, 2021 to June 30, 2022

**Person(s) Responsible**

Librarian, teachers and administration

### Proposed Expenditures for this Strategy/Activity

Amount	40823.00
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. Additional funding added from additional Title 1 allocation 101421. \$8662 reallocated to cover salary increases due to Union Agreements. 022422 SSC Meeting voted to reallocate \$7000 from Extra Duty to Technology and \$5000 from Substitutes to Technology.

Amount	7000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide Classroom Technology to increase student access

### Strategy/Activity 12

Student incentives for attendance and academics & AP Test Fees

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

- ☒ Low Income
- ☒ All

### Timeline

July 1, 2021 to June 30, 2022

### Person(s) Responsible

Administrator. Teachers, Students

### Proposed Expenditures for this Strategy/Activity

Amount	12000.00
--------	----------

<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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.
<b>Amount</b>	3000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials/Supplies and expenses for Annual Freshmen Orientation Activities done prior to school year as a way to introduce incoming 9th graders to our campus.
<b>Amount</b>	15000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Payment for all Student AP Test Fees. 022422 SSC Meeting voted tor reallocate \$5000 from AP Tests to Materials & Supplies.

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, 2021 to June 30, 2022

Person(s) Responsible

Students and Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional Development/Equity Teamwork - Cultural Literacy & Equity Professional Development that will enhance the curriculum based field trips and cultural celebrations that address the school's culture.

**Strategy/Activity 14**

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

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

☒ All

**Timeline**

July 1, 2021 to June 30, 2022

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7404.00
<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>	2596.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Description**

Provide additional hours for our library technician to assist students in accessing the curricular materials and instruction using technology. Also, the library technician would be assisting with textbooks and technology checkouts, check-ins, logging into Destiny, assisting with discarding.

**Strategy/Activity 15**

Bus Passes

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

☒ Foster Youth

☒ Low Income

**Timeline**

July 1, 2021 to June 30, 2022

**Person(s) Responsible****Proposed Expenditures for this Strategy/Activity****Strategy/Activity 16**

Visual Art & Performing Arts supplies

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

☒ All

**Timeline**

July 1, 2021 to June 30, 2022

**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

<b>Description</b>	Visual Art supplies/consumable supplies and art materials for the students to utilize to access the curriculum and produce student work.
<b>Amount</b>	4000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Performing Art supplies/consumable supplies and performing art materials for students to utilize the curriculum and produce student work. Increase by \$4000. Funds reallocated from Bus Passes which are no longer needed as Sunline Transit offers them free to students.

Strategy/Activity 17

Field trips and transportation

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2021 to June 30, 2022

Person(s) Responsible

Principal, Administrative Secretary, and Teacher

Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2408.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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. 022422 SSC Meeting voted tor reallocate \$5000 from Field Trips to Materials & Supplies.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Increase parent involvement by providing a Parent Center and child care for parent meetings.

### LCAP Goal

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

### Identified Need

To increase parent involvement at the grade level parent meetings, educate parents of graduation credits, A-G, AP courses, dual enrollment courses, UC vs CSU, career tech offerings, academies, pathways, 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.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 479 surveys	Parent Participation in Stakeholder Input Processes - 500 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL): 90% Hispanic (Hisp): 90% African American (AA): 85%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 91% African American (AA) - 86%
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 94%

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Hispanic (Hisp) - 93% African American (AA) - 88%	African American (AA) - 89%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - we will be setting the baseline during the 21-22 school year	Number of Parent Attendees attending 1 or more site/parent center sponsored events -

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

X All

### Timeline

July 1, 2021 to June 30, 2022

### Person(s) Responsible

Administrators, teachers, counselors, office staff, and other classified employees

### Proposed Expenditures for this Strategy/Activity

Amount	6696.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures



<b>Description</b>	Purchase of Talking Points App for better communication with parents of all languages. Increased budget by \$1945 to cover Talking Points App. Funds taken from Substitutes 092921
<b>Amount</b>	4359.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Guest Motivational Speaker
<b>Amount</b>	1303.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase of Talking Points App for better communication with parents of all languages. Increased budget by \$1303 to cover Talking Points App.

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

### Identified Need

In order to make sure the students feel safe at school and stay connected to the school, we must maintain classroom doors secure all times, crash bars are routinely checked, door handles are not broken, and all exterior gates are locked. By increasing students' connectedness to PSHS, will increase our attendance goal from 95% to at least 96% for all students, but specifically for students with disabilities and the EL students.

Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -95%	Student Attendance Rates All Students (ALL) - 96%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL): 13.8% Hispanic (Hisp): 11.6% African American (AA): 27.1% Socioeconomically Disadvantaged (SED): 14.3% Students with Disabilities (SWD): 26.1%	Chronic Absenteeism Rates All Students (ALL) - 12.8% English Learner (EL) - 12.9% Hispanic (Hisp) - 11.6% African American (AA) - 26.1% Socioeconomically Disadvantaged (SED) - 13.3% Students with Disabilities (SWD) - 25.1%

Metric/Indicator	Baseline	Expected Outcome																																																								
Students with Disabilities (SWD)																																																										
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL): 1.2% English Learner (EL): 3.8% Hispanic (Hisp): 1.2% African American (AA): 0% Socioeconomically Disadvantaged (SED): 0%	High School 4-Year Dropout Rate All Students (ALL) - 0.2% English Learner (EL) - 2.8% Hispanic (Hisp) - 0.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>4.1</td><td>Declined - 0.4</td></tr><tr><td>EL</td><td>Yellow</td><td>5.2</td><td>Maintained - 0.1</td></tr><tr><td>Hisp</td><td>Green</td><td>2.9</td><td>Declined - 0.5</td></tr><tr><td>AA</td><td>Red</td><td>14.3</td><td>Increased +0.8</td></tr><tr><td>SED</td><td>Green</td><td>4.7</td><td>Declined - 0.3</td></tr><tr><td>SWD</td><td>Red</td><td>16</td><td>Increased +3.1</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	4.1	Declined - 0.4	EL	Yellow	5.2	Maintained - 0.1	Hisp	Green	2.9	Declined - 0.5	AA	Red	14.3	Increased +0.8	SED	Green	4.7	Declined - 0.3	SWD	Red	16	Increased +3.1	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>3.1</td><td>Decline 1 point</td></tr><tr><td>EL</td><td>Green</td><td>4.2</td><td>Decline 1 point</td></tr><tr><td>Hisp</td><td>Green</td><td>1.9</td><td>Decline 1 point</td></tr><tr><td>AA</td><td>Red</td><td>13.3</td><td>Decline 1 point</td></tr><tr><td>SED</td><td>Green</td><td>3.7</td><td>Decline 1 point</td></tr><tr><td>SWD</td><td>Red</td><td>15</td><td>Decline 1 point</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	3.1	Decline 1 point	EL	Green	4.2	Decline 1 point	Hisp	Green	1.9	Decline 1 point	AA	Red	13.3	Decline 1 point	SED	Green	3.7	Decline 1 point	SWD	Red	15	Decline 1 point
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	4.1	Declined - 0.4																																																							
EL	Yellow	5.2	Maintained - 0.1																																																							
Hisp	Green	2.9	Declined - 0.5																																																							
AA	Red	14.3	Increased +0.8																																																							
SED	Green	4.7	Declined - 0.3																																																							
SWD	Red	16	Increased +3.1																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	3.1	Decline 1 point																																																							
EL	Green	4.2	Decline 1 point																																																							
Hisp	Green	1.9	Decline 1 point																																																							
AA	Red	13.3	Decline 1 point																																																							
SED	Green	3.7	Decline 1 point																																																							
SWD	Red	15	Decline 1 point																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL): 0% English Learner (EL): 0% Hispanic (Hisp): 0.55% African American (AA) : 1.36% Socioeconomically Disadvantaged (SED) : 0% Students with Disabilities (SWD): 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0.36%																																																								
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp)	Panorama Survey - School Connectedness Baseline Data: All students: 53% EL: 58% AA: 41%	Panorama Survey – School Connectedness All Students (ALL) - 54% English Learner (EL) - 59% Hispanic (Hisp) - 54% African American (AA) - 42%																																																								

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	Hisp: 53%	
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 68% EL: 70% AA: 64% Hisp: 71%	Panorama Survey – School Safety All Students (ALL) - 69% English Learner (EL) - 71% Hispanic (Hisp) - 72% African American (AA) - 65%
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100%	Williams Facilities Inspection Results remain at 100%

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

☒ All

### Timeline

July 1, 2021 to June 30, 2022

### Person(s) Responsible

Assistant Principal over Safety Committee

**Proposed Expenditures for this Strategy/Activity**

Amount	500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase emergency supplies. 022422 SSC Meeting voted to reallocate \$2000 from Emergency Supplies to Materials & Supplies.

**Strategy/Activity 2**

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

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

☒ All

**Timeline**

July 1, 2021 to June 30, 2022

**Person(s) Responsible**

Assistant Principal

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 3**

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

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

☒ All

**Timeline**

July 1, 2021 to June 30, 2022

**Person(s) Responsible**

All staff

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 4**

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

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

☒ All

**Timeline**

July 1, 2021 to June 30, 2022

**Person(s) Responsible**

All staff

**Proposed Expenditures for this Strategy/Activity**

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

# Centralized Services for Planned Improvements in Student Performance

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

<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 Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2021 - June 30, 2022	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

<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>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2021 - June 30, 2022	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	30,624	Title I
Supplemental Interventions - extended day tutoring and extended year academies	July 1, 2021 - June 30, 2022	Provide targeted interventions and support to students through tutoring beyond the school day and during extended year opportunities.	38,867	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>
Family engagement events and classes	July 1, 2021 - June 30, 2022	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</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>
Conscious Education Professional Development	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2021 - June 30, 2022	Training and accompanying books and materials.	2,962	Title IV

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

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



*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$10000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$567,645.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	400,460	0.00
Title I Part A: Parent Involvement	6696	0.00
LCFF	160,489	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	\$400,460.00
Title I Part A: Parent Involvement	\$6,696.00

Subtotal of additional federal funds included for this school: \$407,156.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$160,489.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$160,489.00

Total of federal, state, and/or local funds for this school: \$567,645.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	160,489.00
None Specified	0.00
Title I	400,460.00
Title I Part A: Parent Involvement	6,696.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	128,237.00
2000-2999: Classified Personnel Salaries	89,427.00
3000-3999: Employee Benefits	113,150.00
4000-4999: Books And Supplies	117,497.00
5000-5999: Services And Other Operating Expenditures	78,889.00
5700-5799: Transfers Of Direct Costs	11,945.00
5800: Professional/Consulting Services And Operating Expenditures	28,500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF	50,715.00
3000-3999: Employee Benefits	LCFF	33,859.00
4000-4999: Books And Supplies	LCFF	55,207.00
5000-5999: Services And Other Operating Expenditures	LCFF	20,708.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	128,237.00
2000-2999: Classified Personnel Salaries	Title I	38,712.00
3000-3999: Employee Benefits	Title I	79,291.00
4000-4999: Books And Supplies	Title I	62,290.00
5000-5999: Services And Other Operating Expenditures	Title I	51,485.00
5700-5799: Transfers Of Direct Costs	Title I	11,945.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	28,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	6,696.00

# 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
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ms. Erik Cross		X			
Mr. Armando Valles		X			
Ms. Allyson Boylan		X			
Miss Daveigh Espares					X
Mr. Brian Hendra	X				
Ms. Tammy Smith Wines		X			
Ms. Lisa Jarecki				X	
Miss Nicole Walters					X
Miss Kayla Gordon					X
Ms. Kristin Bloomer				X	
Ms. Mercedeh Nasr				X	
Ms. Rosa Corona			X		
Ms. Kristen Landeros				X	
Mr. James Guilmette			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>4</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 10/14/2021.

Attested:



Principal, Michael Ventura on 5/21/21

SSC Chairperson, Kristin Bloomer on 5/21/21



# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
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.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Extra Duty and Substitutes for teacher release and collaboration time for English, Math, Science, Social Science and World Languages.			
Participate in staff development opportunities to support the implementation of the Common Core State Standards.			
Provide additional support for students in meeting the standards. This includes coverage for teachers to complete RTI for Math and English, Saturday Study Sessions.			
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.			
Participate in professional learning community release time to increase EL achievement.			
Provide an additional ELD teacher. 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.			
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.			
AVID program additional support to increase graduation rate and college attendance.			
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.			
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			
Increase the availability of technology in classrooms and bring all classrooms to a minimum level of technology.			
Student incentives for attendance and academics & AP Test Fees			
Consultant Fees for Cambio Group and cultural events			
Provide additional hours for our library technician to assist in accessing the curricular materials and instruction using technology in the library.			
Bus Passes			
Visual Art & Performing Arts supplies			
Field trips and transportation			

## Goal #2:

Increase parent involvement by providing a Parent Center and child care for parent meetings.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
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.			

### Goal #3:

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.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
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.			
Safe House "Cup of Happy" on campus availability to provide student social-emotional support.			

H.E.R.O. drills and monthly classroom scenario discussions.			
Class challenges through various activities to increase the attendance of our students			

## PALM SPRINGS HIGH SCHOOL

### SCHOOL SITE COUNCIL

THURSDAY, FEBRUARY 24<sup>TH</sup>, 2022 3:30PM

Join Zoom Meeting

<https://psusd-us.zoom.us/j/89355058070?pwd=NkZ6R2pnMzFaOWFrTnluRHVJMXZyUT09>

Meeting ID: 893 5505 8070

Passcode: 362466

**Members Present:** Michael Ventura, Erik Cross, Tammy Smith Wines, Allyson Boylan, Armando Valles, Rosa Corona, Lisa Jarecki, Mercedeh Nasr, Kayla Gordon,

**Members Absent:** Kristin Bloomer, Jim Guilmette, Kristen Landeros, Daveigh Espares, Nicole Walters

**Presenters:** NONE

**Public:** NONE

**Minutes Taken By:** Patricia Warren

1. Call Meeting to Order: Meeting was called to order at 3:30pm by Secretary Patricia Warren.
2. Public Comments: None
3. Review and Approval of December 16<sup>th</sup>, 2021:

Motion to approve December 16<sup>th</sup>, 2021 SSC Meeting Minutes as presented. ***Allyson Boylan presented a motion to approve the December 16<sup>th</sup>, 2021 minutes as presented with Lisa Jarecki seconding the motion. The December 16<sup>th</sup>, 2021 minutes were unanimously approved by the council.***

4. Title I and LCAP Budget Review: Patricia Warren briefly reviewed current Title 1 and LCAP expenditures since the last meeting.
5. Reallocation of Title 1 and LCAP funds to meet current learning needs:  
To better meet current student needs Mr. Ventura would like to present the reallocation of the following funds:

TITLE 1:

\$5000 from AP Testing to Materials & Supplies  
\$7500 from Subscriptions and Licenses to Materials & Supplies  
\$15000 from Professional Development to Materials & Supplies  
\$7000 from Extra Duty to Technology  
\$5000 from Substitutes to Technology

LCAP:

\$7100 from Field Trips to Materials & Supplies  
\$2000 from Emergency Supplies to Materials & Supplies

Motion to approve reallocation of Title 1 and LCAP funds to better meet current learning needs as presented. ***Allyson Boylan presented a motion to approve the reallocation of Title 1 and LCAP funds to better meet current learning needs as presented with Armando Valles seconding the motion. The reallocation of Title 1 and LCAP funds to better meet current learning needs as presented was unanimously approved by the council.***

6. School Safety Plan: The current School Safety Plan was distributed to the council digitally. Mr. Ventura noted that this a document that is updated every school year. We have a School Safety Committee made up of staff, administrators, students and parents. Anyone interested on serving on this committee should contact the office.
7. Administration Update: Mr. Ventura noted that PSHS Counselor Steven Avina was approved by the Board of Education to be the new Athletics Director/Assistant Principal and Salam Ramirez, former PSHS English Teacher, was approved to be the new Assistant Principal. Mr. Art Sanchez will stay through the rest of the year to assist in the transitions. Administrative assignments will be divided accordingly. All Administrators are expected to be in classrooms daily. With Mr. Avina leaving Counseling the other Counselors will be dividing up his caseload. Until a replacement is found.
8. Adjournment: Meeting was adjourned at 3:49pm.

9. The next meeting was errantly scheduled for April 14<sup>th</sup>, 2022 which is during Spring Break. A proposal was made to move the next meeting to April 26<sup>th</sup>, 2022.

Motion to approve the move of the next meeting to from April 14<sup>th</sup>, 2022 to April 26<sup>th</sup>, 2022. **Mercedeh Nasr presented a motion to approve the move of the next meeting to April 26<sup>th</sup>, 2022 with Tammy Smith Wines seconding the motion. The motion was unanimously approved by the council.**