

School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palm Desert High School Sarit Saig sarit.saig@desertsands.us	33-67058-3330388	May 2022	

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
Additional Targeted Support and Improvement
School Plan.

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Palm Desert High School is the only comprehensive high school located in the City of Palm Desert. As a part of Desert Sands Unified School District, Palm Desert High School serves the socioeconomically and ethnically diverse populations from grades nine through twelve. Palm Desert High School entered its fourth year as one of only three hundred schools in the nation as an Advanced Placement (AP) Capstone Diploma School. PDHS offers twenty-one different AP courses to go along with eight dual-enrollment courses offered in partnership with College of the Desert. Students can begin high school with AP Human Geography or plan on entering one of several Career Technical Education programs as well. PDHS offers Career Technical Pathways in the areas of Health, Engineering, Film and Broadcasting, Computer Science, and Cadet Corp and most recently added Professional Theater, Professional Dance and Professional Music.

Palm Desert High School has a rich tradition of offering quality academic programs as well as enriching extra-curricular programs. In the Spring of 2021 Palm Desert High School was again named a California Distinguished School due to its performance on the California State Academic Indicators measured by the California Dashboard. Palm Desert was last named a Distinguished School in 2005. PDHS continues to be ranked among the best high schools in the nation according to the challenge index published by the Washington Post, US News, Niche and Newsweek Magazine. PDHS ranks among the nations top 3% of high schools and is the top ranking high school in the Coachella Valley according to these same publications. PDHS is also a Gold Ribbon School 2018. In spring of 2016, 2017, and 2018 PDHS has been recognized as a California Honor Roll School because it continues to close the achievement gap for all students. PDHS received the Core Districts growth award in the area of English during the 2018-19 school year as well.

The physical complex of the school was rebuilt between 2007 and 2011 and the new campus opened to students in September of 2011. The school's Fall 2022 enrollment was 2050 students, of which 48.3% of which are of Hispanic descent, 37.9% are white, 2.26% are African American, 6.4% Asian, and 4.44% other ethnicities. Spanish is the home language of 29.05% of the school's nearly 119 English Learners. The school's unduplicated pupil percentage is 48%; 8% are English Language Learners, 58.9% are from low-income families eligible for free or reduced-priced meals, less than 1% are Foster Youth, and 9.5% of students have an Individual Education Plan (IEP).

Palm Desert High School's academic programs are rooted in DSUSD graduation requirements as well as UC/CSU A-G subject requirements prioritized to meet the needs of all students; including those whose educational journeys are more challenged by language and/or economic barriers. Palm Desert High School received a six year Western Association of Schools and Colleges (WASC) accreditation in 2015-16. PDHS completed a midterm three year written progress report during the 2018-19 school year, and WASC extended its accreditation by one year (7th year) this year and will undergo a full accreditation review in the 2022-23 school year.

Palm Desert High School also has a rich tradition of partnering with the community in order to support student success. The Palm Desert High School Foundation is focused on supporting the academic needs of all students through private donations and grants. Various booster clubs support all students by providing private/extended funding toward extra-curricular opportunities to enrich their learning through action. The community commitment to PDHS excellence continues to be a blessing to students and staff.

SPSA Highlights

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

The actions and strategies within our 2022-2023 SPSA support grades 9-12 in efforts to offer appropriate interventions as well as rigorous and relevant curriculum in order to increase achievement and college readiness of all students at PDHS. The 2022-23 SPSA focuses on increasing interventions for students through an RTI and Enrichment program called "office hours", targeted RTI improved Designated ELD instruction, Avid, and building teacher capacity through professional development. Strengthening the focus on interventions for students and professional development to build teacher capacity will result in higher assessment scores, improved EL reclassification, an increase in A-G rate or college readiness indicators, increased attendance, increased graduation rate and the reduction of suspensions..

Needs Assessment -- Review of Performance

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

Greatest Progress

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, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements

in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Palm Desert High School increased its graduation rate to 97.5% as per the 2020-21 California Dashboard. Currently due to COVID/Distance Learning the attendance rate has dipped to 94.9%, However, Palm Desert High continues to be listed as "High" based on the California School Dashboard. The Dashboard also indicates that overall suspension rates declined by .4% on the 2021-22 California Dashboard and allowed PDHS to remain in the "Medium" according to Dashboard data. CAASPP data for the 2022 school year showed a "High" in English Language Arts..

Palm Desert High School has continued to improved CAASPP Math scores in 2019 by 15%, and the 2019-20 data shows that Math maintained by staying above the levels pre-COVID (students meeting or exceeding standards); CAASPP Data showed PDHS' 2020 scores dropped by 6% with 59.26% of students meeting or exceeding standards. CAASPP Science scores indicate that only 28.72% of students are meeting, or exceeding standards in science.

PDHS continues to improve in the area of "college and career". PDHS A-G rate jumped from 62% to 71.3% last year. PDHS increased college and career readiness in the following groups last year: Over a three year span Palm Desert High School has improved its CSU/UC A-G completion rate from 49% to 71.3%.



Greatest Needs

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

ELA Indicator: PDHS remains in the "high" Category with 66.54% of students are exceeding or meeting standard according to the California School Dashboard. 2020-21 CAASPP data show the English Learner student categories declined to 9% of EL students meeting or exceeding standards on the CAASPP Assessment. Among the "Students with Disabilities" category only 10.62% met or exceeded standards on the CAASPP.

Math indicator: CAASPP Assessment Data showed PDHS 41.95% of students meeting or exceeding state standards, a slight decrease over the year prior where PDHS had seen a 15% increase in students meeting or exceeding standards. However, SWD and ELL students continue to show an achievement gap on the CAASPP based on 2020-21 CAASPP data.

College/Career Ready: PDHS continues to increased its A-G completion rates moving to 71% of students completing A-G requirements. California Dash Board data on College and Career indicators was not reported for this period. However, significant work needs to be done to mitigate gaps among significant subgroups in the area of college and career readiness indicators as well as CAASPP Achievement Data. Students with disabilities remain in the "yellow" during 2018-19 school year, despite an increase 8.1% of students being college and career ready.

PDHS improved college and career readiness among English Learners by increasing this group in the area of college and career readiness by 9% during th 2018-19 school year and increased by 0.3% based on 2019-20 data. However, among ELD students only 16.1% are considered college and career ready.

Palm Desert High School's goals during this SPSA cycle will included closing the achievement gap for students with disabilities and ELL students in the areas of Math, English and College and career readiness.

Performance Gaps

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

A significant performance gap exists between the "All" student and English Learners and Students with Disabilities according to the California Schools Dashboard considering English Language Arts data. Based on 2018-19 data English Learners continue to perform significantly below the "All" Students group with only students with only 9% of students meeting or exceeding standard for English Language Arts. A similar learning gap exists in the area of Math for English Language Learners; EL students continue to be 0% of EL students in the "met indicator" on the math section of the CAASPP while the "All students" category remains 41.95% of students meeting or exceeding standards. Special Education students also remain 0% of students meeting or exceeding CAASPP standards.

A similar learning gap exists in the area of college and career readiness despite an increase in all significant subgroup data. English Learners increased by .03% during the 2019-20 school year in the area of college/career readiness. However, when compared to the "All" student category and other data subgroups ELL students remain 44.6% behind of the "all" student group when college and career readiness is measured. Students with disabilities remain 46% behind the "all" student subgroup when measuring college and career readiness.

Resource Inequities

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

N/A

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SPSA and Annual Evaluation was presented at School Site Council Meetings, English Language Advisory Committee meetings and during MTSS Site Leadership meetings for Tier I meeting days.

The School Site Council dates are as follows: October 12, 2022, December 7, 2022, February 1, 2023, March 15, 2023, May 10, 2023.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The consultations allowed all stakeholders to have meaningful dialogue in reference to evaluating our performance on the California Dashboard. All stakeholders analyzed the data and had opportunities to provide input into the current SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$0
Total Centralized Services:	\$0
Total Supplemental Concentration Funds	\$214,463.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,463.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

N/A- Reviewed PDHS does not receive Title 1 funds.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0.15%	1		3
African American	1.6%	1.84%	2%	35	39	41
Asian	4.7%	5.28%	5.17%	99	112	106
Filipino	1.9%	2.36%	2.15%	41	50	44
Hispanic/Latino	48.0%	48.26%	49.27%	1,022	1024	1010
Pacific Islander	0.2%	0.09%	0.05%	5	2	1
White	38.9%	37.94%	36.83%	828	805	755
Multiple/No Response	3.9%	3.63%	4.05%	83	77	83
	Total Enrollment			2,129	2122	2050

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	585	550	574
Grade 10	556	570	519
Grade 11	525	516	497
Grade 12	463	486	460
Total Enrollment	2,129	2,122	2,050

Conclusions based on this data:

1. Palm Desert High School enrollment data continues to be consistent when considering total number of students.
2. Palm Desert High School continues to show growth in the area of minority enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	146	170	148	6.90%	8.0%	7.2%
Fluent English Proficient (FEP)	567	536	487	26.60%	25.3%	23.8%
Reclassified Fluent English Proficient (RFEP)	3			2.1%		

Conclusions based on this data:

1. Palm Desert High School has almost a 1% increase in English Learner enrollment over the past year.
2. Palm Desert High School has seen a decrease in RFEP reclassification declined in 20-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	479	454		424	421		422	421		88.5	92.7	
All Grades	479	454		424	421		422	421		88.5	92.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2633.	2641.		41.71	37.05		25.83	35.87		17.54	17.58		14.93	9.50	
All Grades	N/A	N/A	N/A	41.71	37.05		25.83	35.87		17.54	17.58		14.93	9.50	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	37.44	33.02		48.82	54.39		13.74	12.59	
All Grades	37.44	33.02		48.82	54.39		13.74	12.59	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	43.47	44.42		38.48	45.37		18.05	10.21	
All Grades	43.47	44.42		38.48	45.37		18.05	10.21	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.67	18.05		70.38	73.87		9.95	8.08	
All Grades	19.67	18.05		70.38	73.87		9.95	8.08	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33.18	29.69		58.77	61.76		8.06	8.55	
All Grades	33.18	29.69		58.77	61.76		8.06	8.55	

Conclusions based on this data:

1. Palm Desert High School maintained 67.54% of students meeting or exceeding state standards based on ELA CAASPP DATA, but a significant gap exists between "All"Students and EL as well as SWD students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	481	456		423	427		422	427		87.9	93.6	
All Grades	481	456		423	427		422	427		87.9	93.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2601.	2588.		15.17	10.30		26.78	26.70		28.67	29.98		29.38	33.02	
All Grades	N/A	N/A	N/A	15.17	10.30		26.78	26.70		28.67	29.98		29.38	33.02	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.70	16.86		50.47	52.69		25.83	30.44	
All Grades	23.70	16.86		50.47	52.69		25.83	30.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.43	15.69		62.32	64.40		18.25	19.91	
All Grades	19.43	15.69		62.32	64.40		18.25	19.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.77	14.75		68.48	70.02		13.74	15.22	
All Grades	17.77	14.75		68.48	70.02		13.74	15.22	

Conclusions based on this data:

1. PDHS had 3% less students meeting or exceeding state standards in the area of Math as measured by the CAASPP and a significant gap achievement gap exists between "All Students" and EL as well as SWD students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1539.2	1551.7		1529.6	1543.0		1548.4	1559.9		58	54	
10	1497.8	1559.6		1484.7	1552.3		1510.5	1566.3		32	51	
11	1538.0	1525.6		1548.5	1511.3		1527.1	1539.2		25	25	
12	1533.1	1535.2		1524.1	1522.1		1541.4	1547.8		14	28	
All Grades										129	158	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.36	18.52		50.00	35.19		33.93	37.04		10.71	9.26		56	54	
10	16.67	22.00		26.67	42.00		40.00	24.00		16.67	12.00		30	50	
11	8.70	8.00		47.83	32.00		21.74	28.00		21.74	32.00		23	25	
12	14.29	3.57		14.29	35.71		35.71	46.43		35.71	14.29		14	28	
All Grades	9.76	15.29		39.84	36.94		33.33	33.12		17.07	14.65		123	157	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.79	16.67		46.43	59.26		17.86	16.67		8.93	7.41		56	54	
10	23.33	34.00		33.33	46.00		26.67	12.00		16.67	8.00		30	50	
11	34.78	24.00		39.13	28.00		17.39	20.00		8.70	28.00		23	25	
12	21.43	10.71		42.86	60.71		14.29	14.29		21.43	14.29		14	28	
All Grades	26.83	22.29		41.46	50.32		19.51	15.29		12.20	12.10		123	157	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.79	12.96		30.36	25.93		39.29	40.74		28.57	20.37		56	54	
10	13.33	8.00		23.33	34.00		26.67	42.00		36.67	16.00		30	50	
11	4.35	0.00		4.35	20.00		56.52	44.00		34.78	36.00		23	25	
12	14.29	3.57		7.14	10.71		28.57	53.57		50.00	32.14		14	28	
All Grades	6.50	7.64		21.14	24.84		38.21	43.95		34.15	23.57		123	157	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.71	5.56		67.86	83.33		21.43	11.11		56	54	
10	10.34	6.00		58.62	84.00		31.03	10.00		29	50	
11	0.00	12.00		73.91	56.00		26.09	32.00		23	25	
12	7.14	0.00		50.00	75.00		42.86	25.00		14	28	
All Grades	8.20	5.73		64.75	77.71		27.05	16.56		122	157	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	58.18	66.67		34.55	24.07		7.27	9.26		55	54	
10	73.33	72.00		10.00	18.00		16.67	10.00		30	50	
11	82.61	36.00		13.04	36.00		4.35	28.00		23	25	
12	69.23	53.57		23.08	35.71		7.69	10.71		13	28	
All Grades	67.77	61.15		23.14	26.11		9.09	12.74		121	157	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.93	20.37		58.93	44.44		32.14	35.19		56	54	
10	30.00	14.00		33.33	54.00		36.67	32.00		30	50	
11	0.00	4.00		45.45	44.00		54.55	52.00		22	25	
12	7.14	3.57		28.57	46.43		64.29	50.00		14	28	
All Grades	12.30	12.74		46.72	47.77		40.98	39.49		122	157	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		83.93	79.63		16.07	20.37		56	54	
10	0.00	2.00		75.86	88.00		24.14	10.00		29	50	
11	8.70	20.00		69.57	52.00		21.74	28.00		23	25	
12	21.43	7.14		42.86	82.14		35.71	10.71		14	28	
All Grades	4.10	5.10		74.59	78.34		21.31	16.56		122	157	

Conclusions based on this data:

1. PDHS needs to continue to increase the number of students moving up levels based on ELPAC data.
2. PDHS needs to continue to improve the rate of reclassification.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,122	58.9	8.0	0.0
Total Number of Students enrolled in Palm Desert High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	170	8.0
Foster Youth	1	0.0
Homeless	36	1.7
Socioeconomically Disadvantaged	1,250	58.9
Students with Disabilities	202	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	1.8
American Indian		
Asian	112	5.3
Filipino	50	2.4
Hispanic	1,024	48.3
Two or More Races	77	3.6
Pacific Islander	2	0.1
White	805	37.9

Conclusions based on this data:

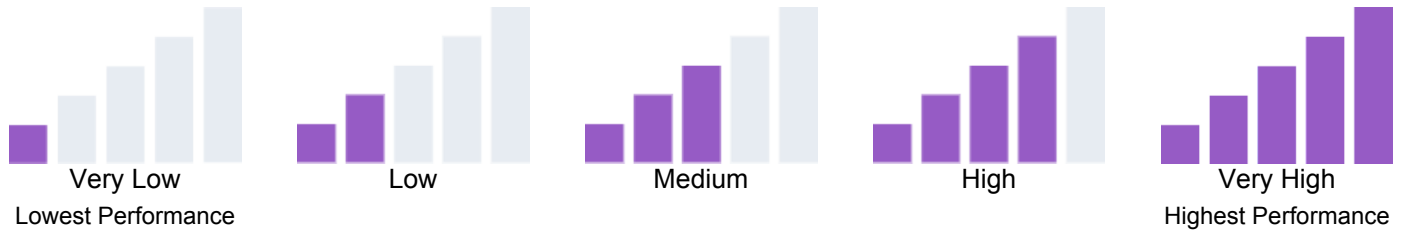
1. PDHS demographics continue to include increased numbers of minority students enrolled as well as socioeconomically disadvantaged students enrolled.
2. PDHS has an upward growth trend in new enrollees over the past two years.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

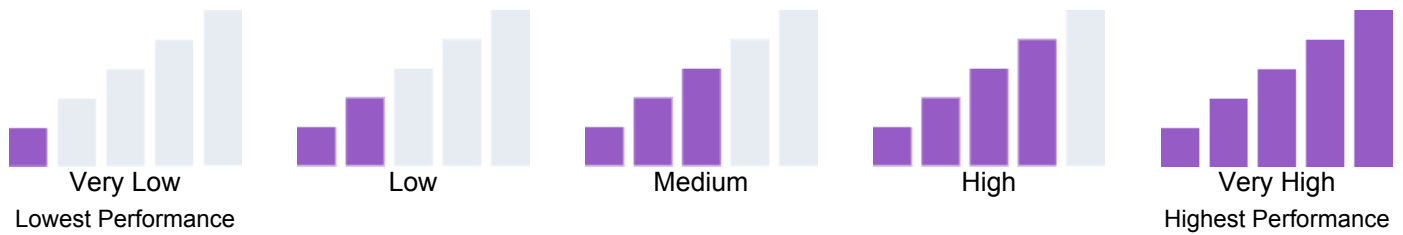
1. Suspension rate moved to "medium", ELA remained "high" despite a decrease in scores related to "distance from standard"; Math moved to "Medium" . English Learner outcomes continue to show "low " performance on the CA Dashboard.
2. College and career readiness was not reported in 2022.

School and Student Performance Data

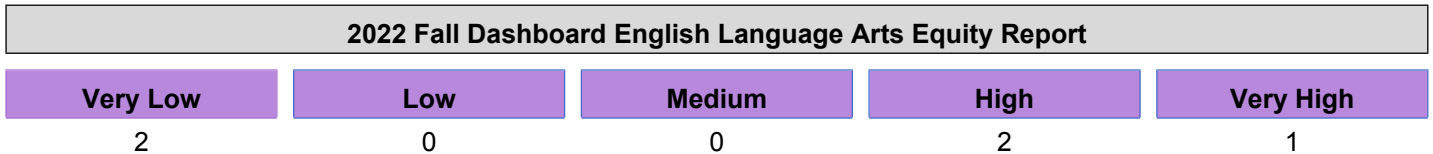
Academic Performance English Language Arts

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

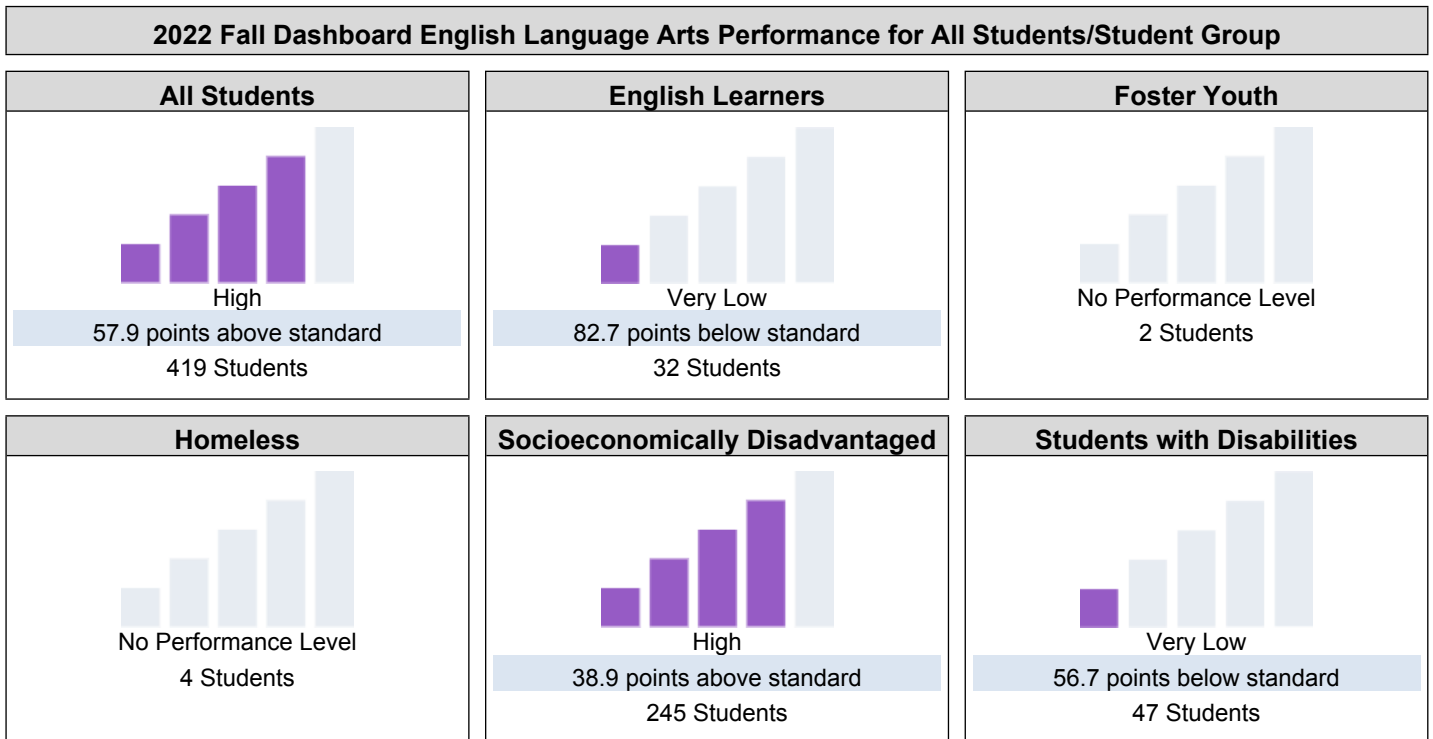
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



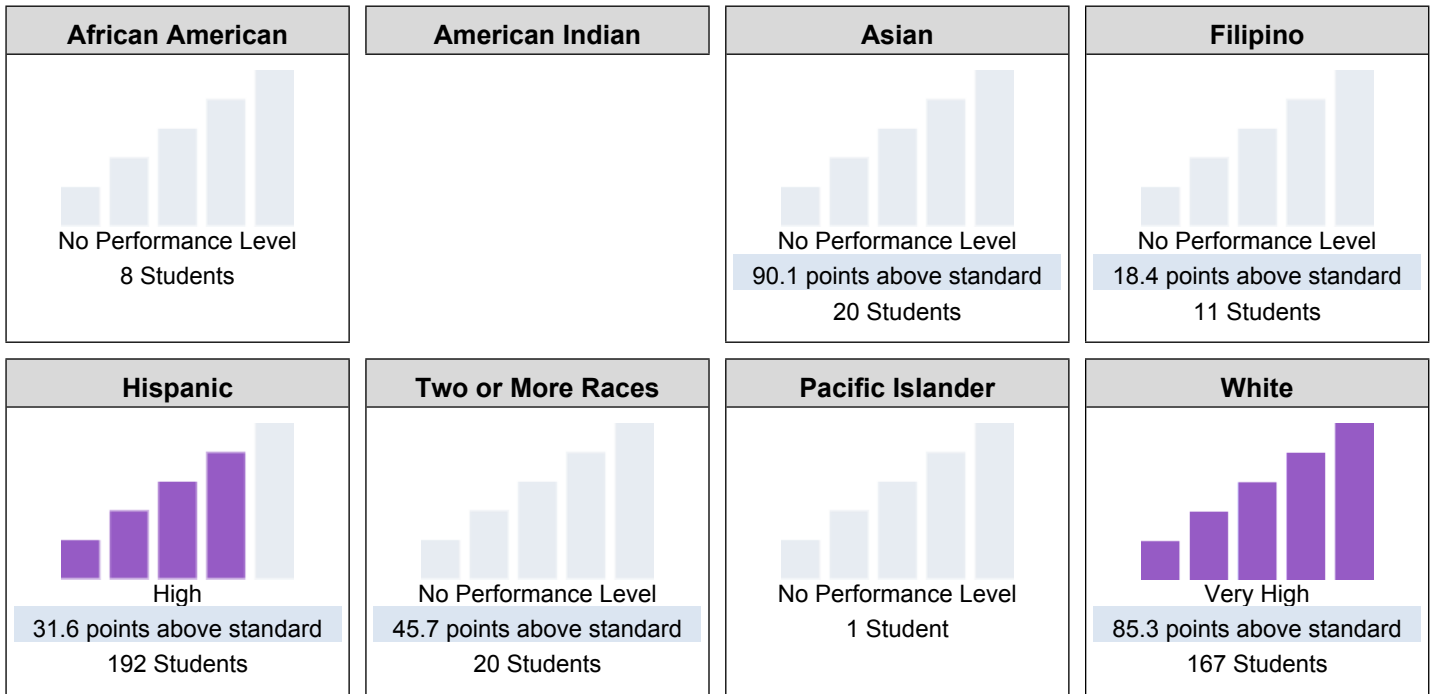
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>140.5 points below standard</p> <p>22 Students</p>	<p>10 Students</p>	<p>69.5 points above standard</p> <p>291 Students</p>

Conclusions based on this data:

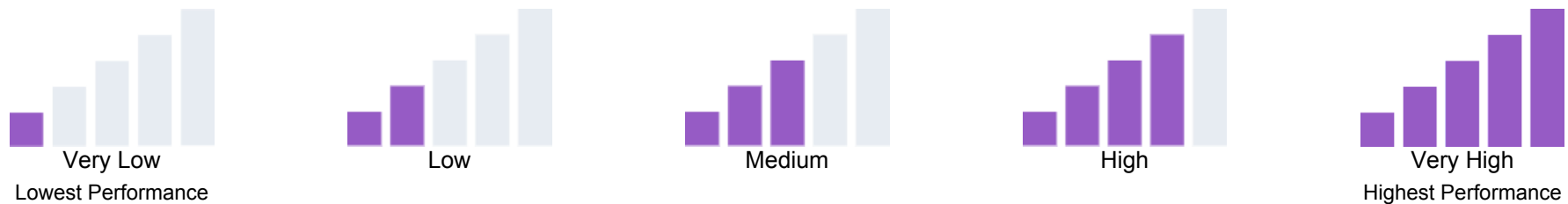
1. PDHS remains "high" for "All" students in the area of English Language Arts, however a significant gap between "All" students performance and English Learner performance exists. English Language Learners are performing in the "Very Low" range on the ELA for CAASPP.
2. PDHS remains "High" for "All" students in the area of English Language Arts, however a significant gap between "All" student performance and Students with Disabilities performance exists. Students with Disabilities are performing in the "Very Low" range on the ELA for CAASPP.

School and Student Performance Data

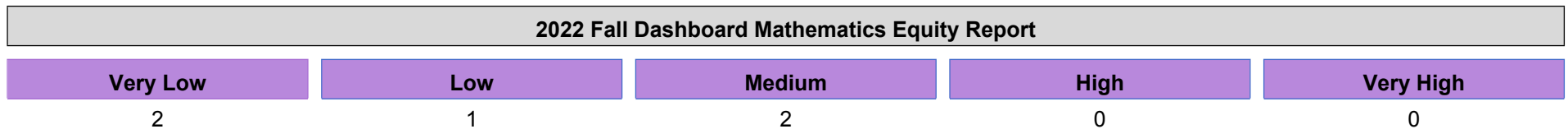
Academic Performance Mathematics

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

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

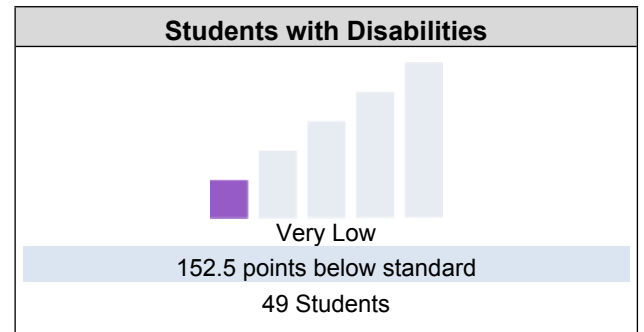
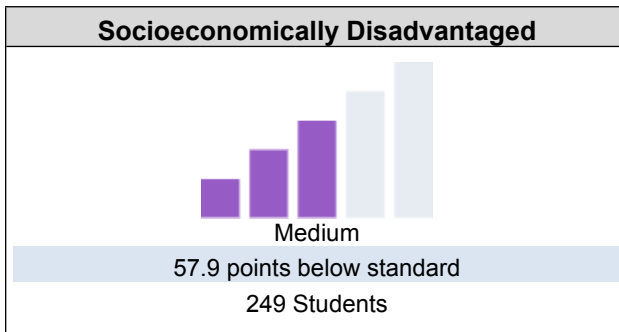
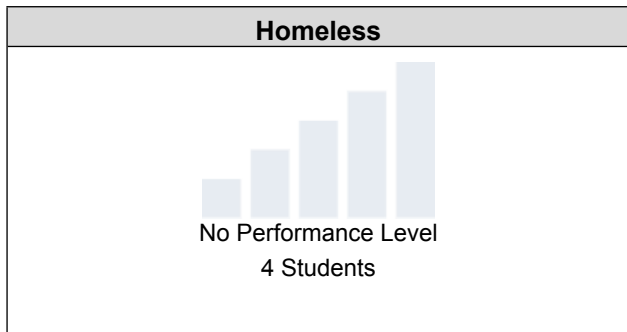
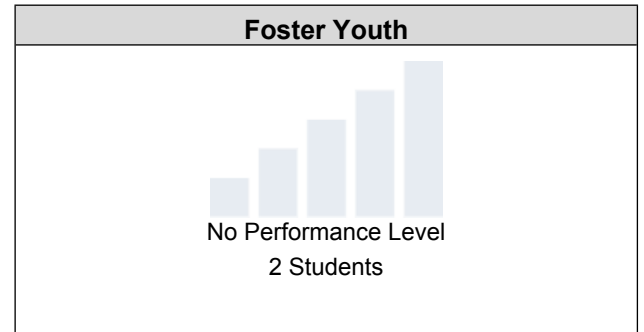
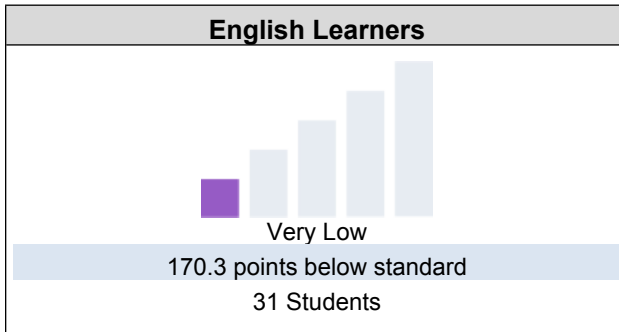
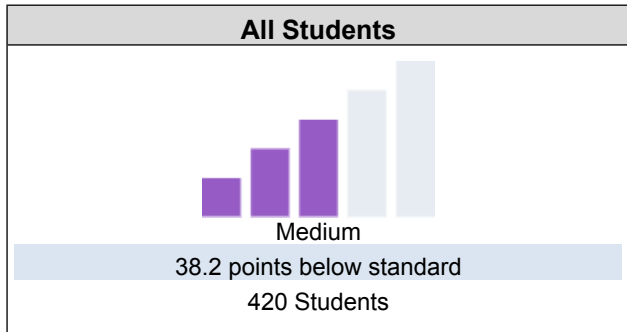


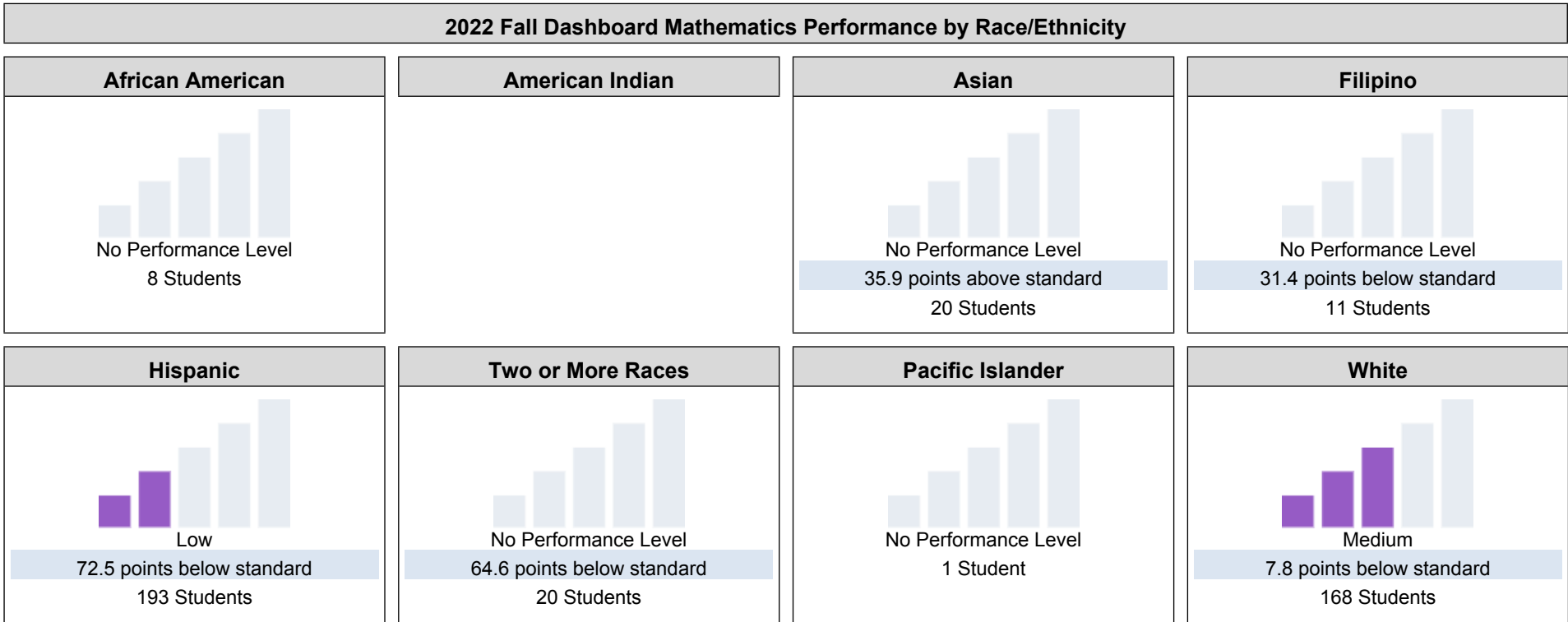
This section provides number of student groups in each level.



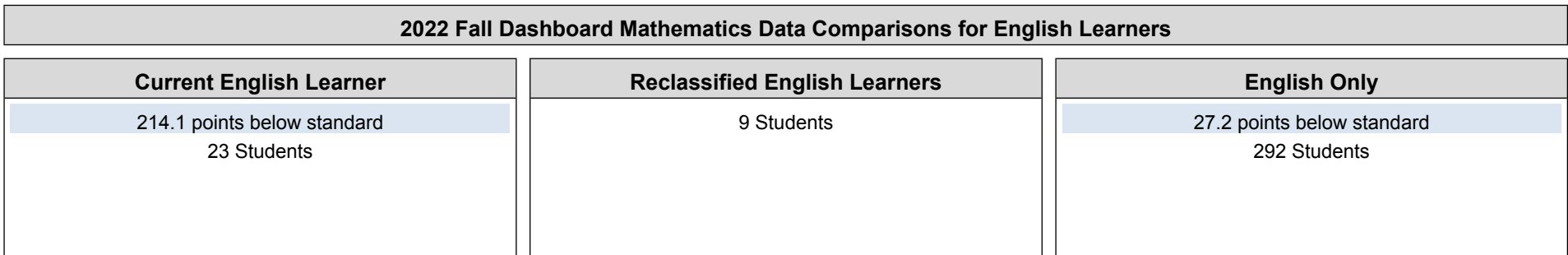
This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group





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



Conclusions based on this data:

1. PDHS remains "Medium" for "All" students in the area of Math, however a significant gap between "All" students performance and English Learner performance exists. English Language Learners are performing in the "Very Low" range on the Math for CAASPP.

2. PDHS remains "Medium" for "All" students in the area of Math, however a significant gap between "All" students performance and Students with Disabilities performance exists. Students with Disabilities are performing in the "Very Low" range on the Math for CAASPP.

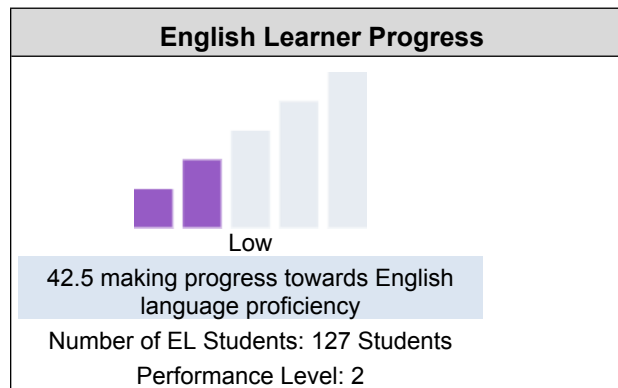
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.0%	31.5%	2.4%	40.2%

Conclusions based on this data:

1. PDHS has an excellent graduation rate for its EL population. The graduation rate increased significantly (7.5%) in 2017 and reached 90% graduation rate for EL students in 2022.
2. Baseline data related to ELPAC, only 38.7 percent of students making progress towards English proficiency.

3. PDHS remains "very low" regarding college and career preparation for ELL population.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. PDHS increased its college and career readiness indicators last year, but remains in the "medium" reporting category regarding college and career readiness. A-G rate climbed to 62% from 49% the previous year. No new data at this time because a lack of testing due to COVID 19 shut down. PDHS will be using IREADY data in it's place.
2. EL populations and SWD populations continue to report as "low" on the college and career readiness Dashboard at 8.8% and 16.7%. These two populations are significantly behind the rest of the school regarding college and career readiness. No new data at this time because a lack of testing due to COVID 19 shut down. PDHS will be using IREADY data in it's place.
3. PDHS remains 90.1 points above level 3 regarding its assessment performance, however PDHS decreased 28.1 points and remains 44.7 points below level 3 in Math. No new data at this time because a lack of testing due to COVID 19 shut down. PDHS will be using IREADY data in it's place.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

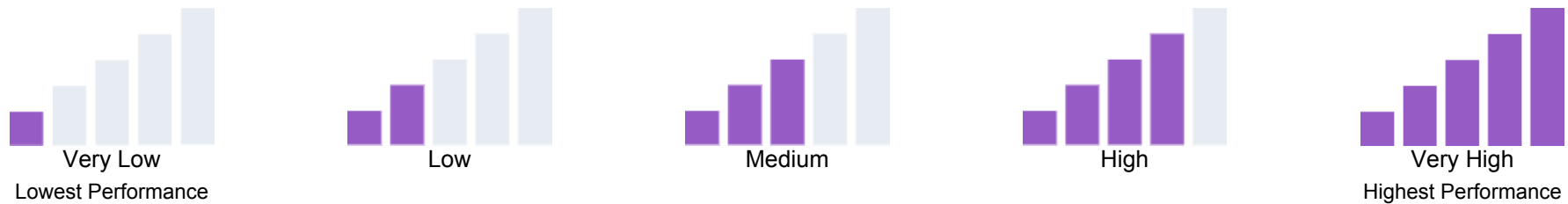
Conclusions based on this data:

1. Attendance rate has improved and has remained stable at PDHS. However, SED and SWD subgroups needs to become focus of "Office Hours" program in order to decrease Chronic Absenteeism by subgroup. No new data at this time because a lack of testing due to COVID 19 shut down. PDHS will be using IREADY data in it's place.

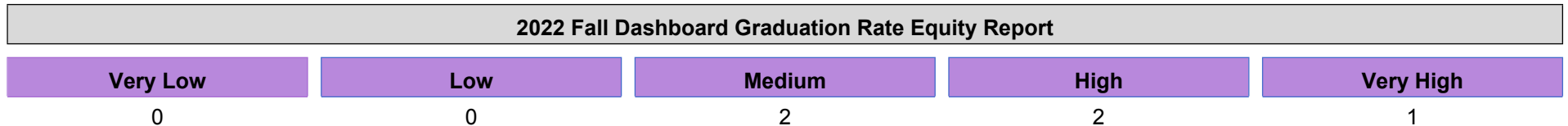
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students



High

94.9% graduated

506 Students

English Learners



Medium

90.2% graduated

41 Students

Foster Youth

Homeless



No Performance Level

92% graduated

25 Students

Socioeconomically Disadvantaged



High

94.1% graduated

307 Students

Students with Disabilities

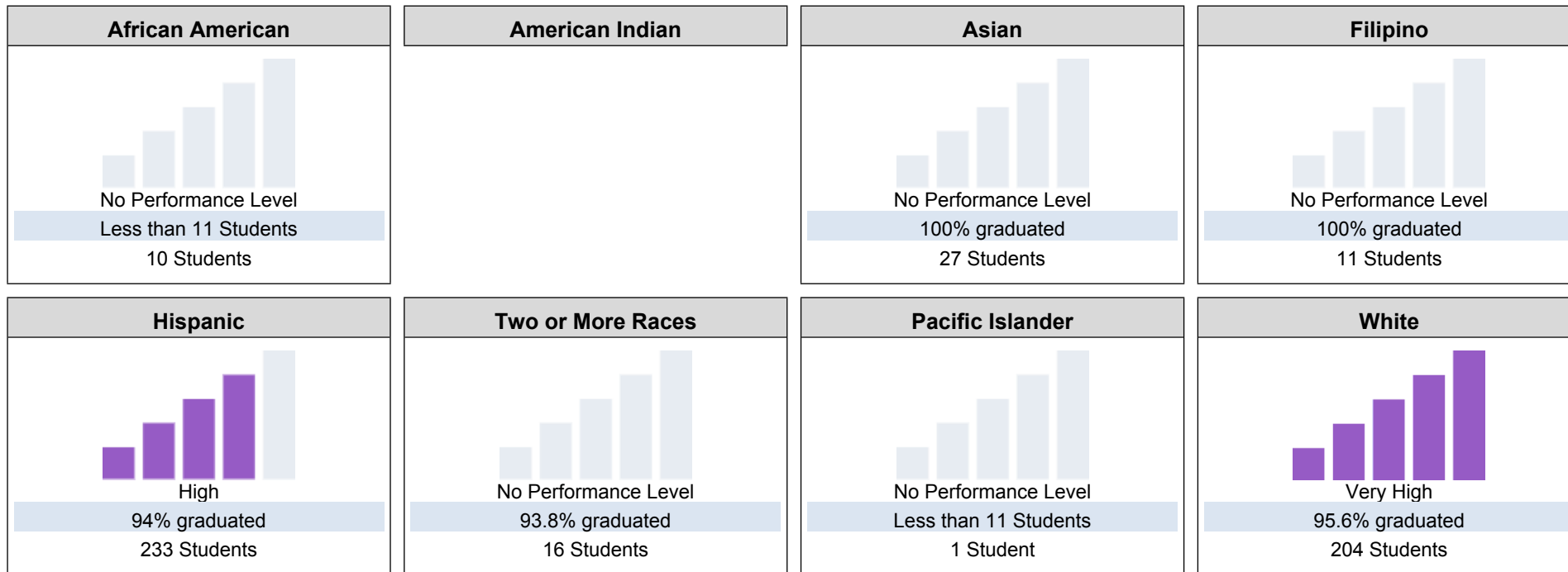


Medium

81.7% graduated

60 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

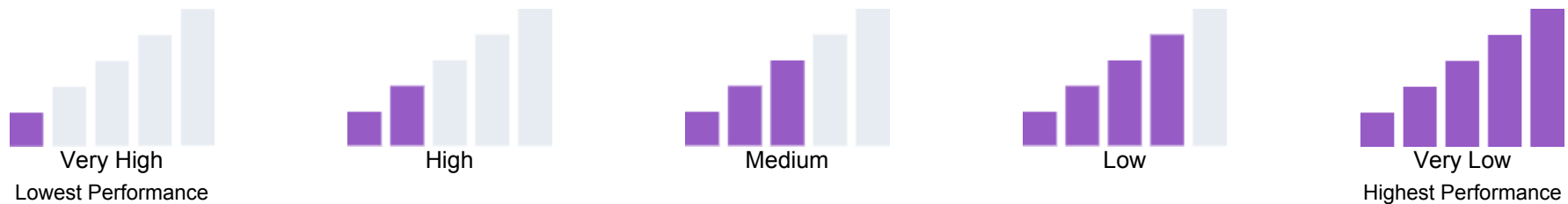
1. PDHS continues to remain "very high" in almost all subgroups related to graduation rates reported on the Dashboards.

School and Student Performance Data

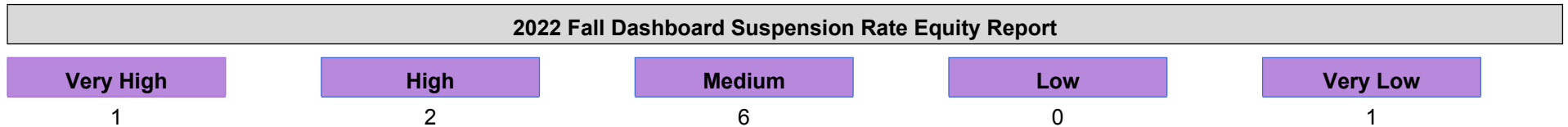
Conditions & Climate Suspension Rate

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

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

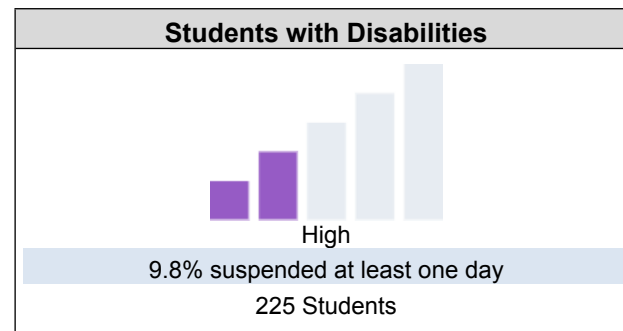
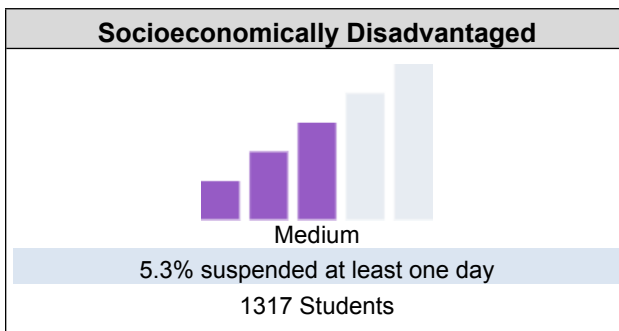
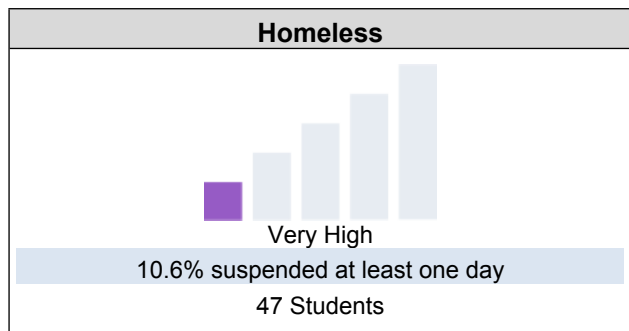
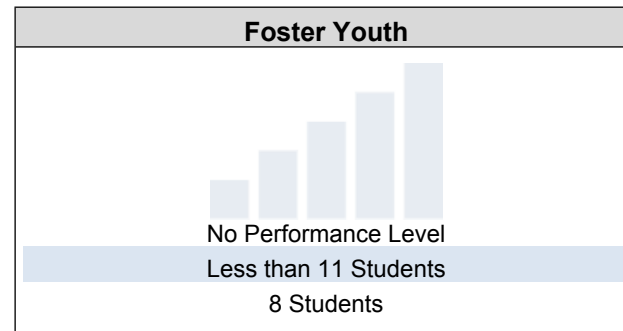
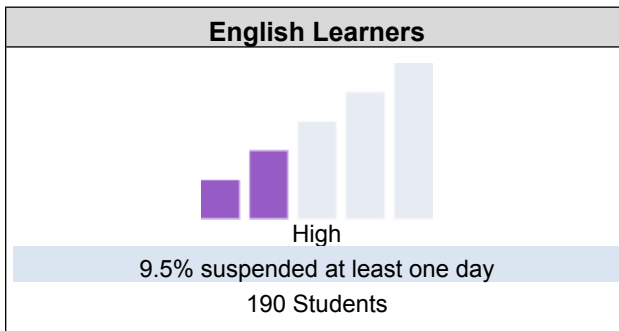
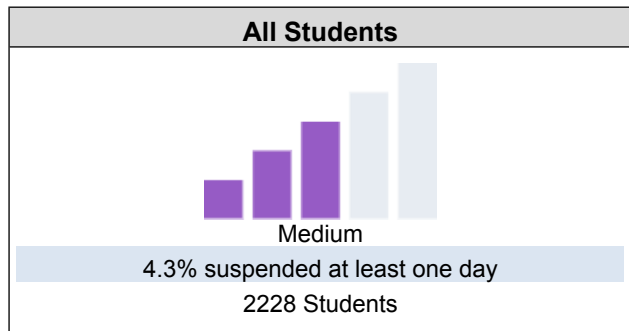


This section provides number of student groups in each level.

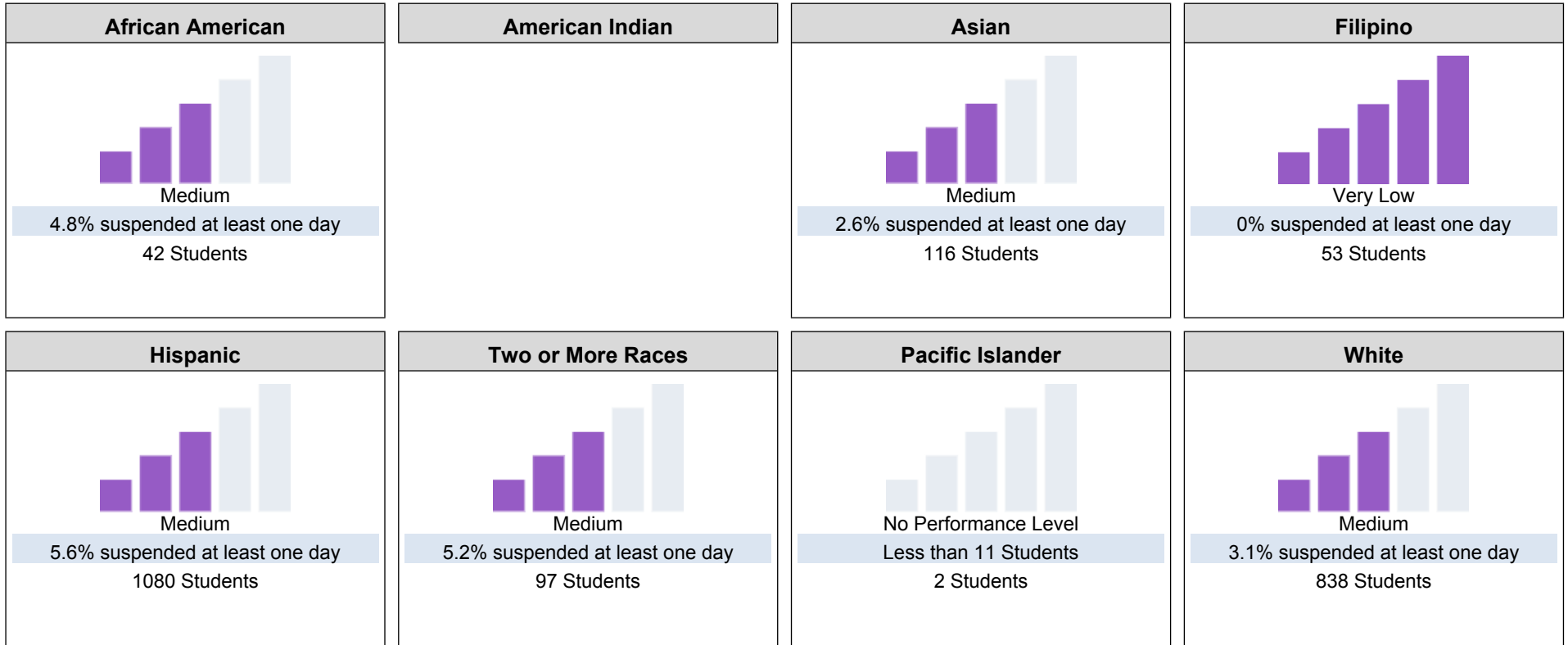


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Improvements were made regarding suspension rates. PDHS lowered suspension rate by 1.2% 2019. However in 2022, suspension rates for Homeless, English Learners and Students with Disabilities was "very high" in comparison to "all " students were ranked Medium.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Students will receive instruction using standards-based State/District adopted core programs		District	
1.2 All classroom teachers are appropriately assigned and fully credentialed		District	
1.3. All English learners receive both integrated and designated English Language Development		District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English			
1.4 Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC		District	
1.5 Teachers will use data tools to analyze and monitor student progress			
1.6 Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals		Centralized Services Title I	
		1000-1999: Certificated Personnel Salaries Supplemental/Concentration	
1.8 Teachers will continue to receive professional development on effective research-based strategies to support all learners		3000-3999: Employee Benefits Supplemental/Concentration	
		Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment		Centralized Services Title I	
1.10 Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling		District Supplemental/Concentration	
1.11 Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process		Centralized Services Title I	
1.12 Provide support for early literacy and continued support for students below grade level		Centralized Title I	
1.13 Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.		Centralized Title I	
<p>1.14 PDHS will provide an intervention teacher focused on intervention, Data Tracking, A-G completion and EL coordination during the 2022-23 school year.</p> <p>PDHS will provide .5 staffing level for an ELD teacher to provide integrated ELD services in ELA for EL and RFEP students.</p>	<p>Teacher instrumental to the success of EL and students graduation rate and ed population A-G completion.</p> <p>The teacher supports EL assessments, parents communication, student engagement with content and placement in ELD class</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 133016</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 22713</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits Supplemental/Concentration 22713	
<p>1.15.1 PDHS/Site will provide additional professional development to enhance English Learner success(ELD Teachers and Parents). This action will include parent involvement in professional development (CABE)</p> <p>1.15.2 Provide Substitutes and Substitutes Fixed Charges for ELD teachers to attend Professional Development</p>	<p>The ELD teacher attends CABE and AVID. Teacher provided ELPAC- training with parents and ELD Teacher attends all ELAC parent meetings.</p> <p>ELD Teacher facilitates teacher collaboration and alignment with SDAIE strategies implementation during professional Development and PLC time.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 8119</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 0.00</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 0.00</p>	
<p>1.16.1 PDHS/Site will provide PDHS Staff(teachers, counselors, librarian, classified and administration) continuing professional development on effective research-based strategies to support all learners.</p> <p>1.16.2 Teachers Extra Duty and Substitutes(Certificated and Classified) and Fixed Charges to provide for professional development on effective research-</p>	<p>Increased teacher collaboration in order to best implement curriculum</p> <p>Provide teachers time for PLC lesson planning for instructional strategies and review of best practices and common assessments</p> <p>Teachers observe teachers within the PLC process to broaden strategies and implementation and also to find connections across the curriculum.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 5000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 12000</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration 0</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
based strategies to support all learners.		3000-3999: Employee Benefits Supplemental/Concentration 1907	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

PDHS implemented professional development, outside conferences and provided teachers time to collaborate with subs. ELD teacher salary and benefits was fully implemented and did provide an impact on teaching and learning. PDHS did implement after school and before school intervention and it did have a positive impact on student learning.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Virtual conferences and trainings had an impacts on teaching and learning. Increased teacher collaboration occurred to best implement curriculum. Teachers had time for PLC lesson planning for instructional strategies and review of best practices and common assessments. Teachers observe teachers within the PLC process to broaden strategies and implementation and also to find connections across the curriculum.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We did not expend our funds as expected due to COVID issues.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Palm Desert High School based on data needs to improve services for students designated socioeconomically disadvantaged, EL, and Students with disabilities in the areas of ELA, Math and College and CAreer readiness.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Create a college and career going culture through school activities, events or experiences		District	
2.2 Provide enrichment opportunities for all students		District	
2.3.1PDHS/Site will provide two extra duty days and fixed benefits for counselors meet with students focused on A-G completion and	Counselor attends ELAC Meetings to engage with parents. Counselors saw an increase in A-G completion. Counselors support	1000-1999: Certificated Personnel Salaries Supplemental/Concentration	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>college and career readiness. PDHS/Site will also provide ten extra duty hours and fixed benefits to 1 counselor to assist with the master schedule. (Now Essr Funds for 22-23)</p> <p>2.3.2 PDHS/Site will provide extra duty hours and fixed charges for a counselor and teacher to meet and facilitate ELAC meetings.</p>	<p>accurate placement of students in the Master Schedule.</p>	<p>3000-3999: Employee Benefits Supplemental/Concentration 0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 7000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 989</p>	
		<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration 0</p> <p>3000-3999: Employee Benefits Supplemental/Concentration 0</p> <p>4000-4999: Books And Supplies Supplemental/Concentration 0</p>	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

PDHS implemented trainings and conferences for counselors, however we did not spend the full budget due to COVID restrictions.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

These conferences did keep counselors up to date on A-G completion and student achievement as it related to the COVID pandemic.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

COVID restrictions and protocols did not allow for full implementation.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

This goal will be continued in the next SPSA.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide activities and protocols for improving attendance		District	
3.2 Provide strategies to support the work of MTSS to address school climate and culture			
3.3 Implement AVID structure/strategies to support student learning		District	
3.4.1 Incorporate strategies to ensure a safe and positive environment		District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 0.00	
3.5 PDHS/Site will provide supplies for ELAC meetings	Supplies were utilized by the ELAC to best understand the needs of ELs Students and support the EL meetings.	4000-4999: Books And Supplies Supplemental/Concentration 1006	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

For Supplemental Actions/Services

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	41.9	47.12		
Academic Indicator Math: Distance from Standard	-106.7	10		
Academic Indicator ELA: SED	9.7	21		
Academic Indicator ELA: Hispanic	6.8	28		

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: African American	56.4	86		
Academic Indicator ELA: Asian	126.8	129		
Academic Indicator ELA: Filipino	88.9	93		
Academic Indicator ELA: White	71.8	82		
Academic Indicator ELA: SPED	-113	30		
Academic Indicator Math: Distance from Standard	-42.7	27		
Academic Indicator Math: English Learners	-147	3		
Academic Indicator Math: SED	-75.9	2.1		
Academic Indicator Math: Hispanic	-78.3	2.7		
Academic Indicator Math: African American	-73.4	4.6		
Academic Indicator Math:Asian	59.8	75		
Academic Indicator Math: Filipino	-8.1	21		
Academic Indicator Math: White	-11	19		
Academic Indicator Math: SPED	-189.9	20.1		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Students will receive instruction using standards-based State/District adopted core programs

District
District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District
District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.

District
District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Title I Centralized Services
District

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District
Centralized Services

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

Action 11

1.11 Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process

Action 12

1.12 Provide support for early literacy and continued support for students below grade level

Action 13

Supplemental/Concentration
1000-1999: Certificated Personnel Salaries

Supplemental/Concentration
3000-3999: Employee Benefits

Title I Centralized Services

Centralized Services

District

Centralized Services

Title I Centralized Services

District

Title I

Centralized Services

Title I

Centralized

1.13 Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.

Title I
Centralized

Action 14

1.14 PDHS will provide an intervention teacher focused on intervention, Data Tracking, and EL coordination during the 2023-24 school year.

PDHS will provide .5 staffing level for an ELD teacher to provide integrated ELD services in ELA for EL and RFEP students.

Supplemental/Concentration
1000-1999: Certificated Personnel Salaries

133016

Supplemental/Concentration
3000-3999: Employee Benefits

22713

Supplemental/Concentration
3000-3999: Employee Benefits

22713

Action 15

1.15.1 PDHS/Site will provide additional professional development to enhance English Learner success(ELD Teachers and Parents). This action will include parent involvement in professional development (CABE)

1.15.2 Provide Substitutes and Substitutes Fixed Charges for ELD teachers to attend Professional Development

Supplemental/Concentration
5000-5999: Services And Other Operating Expenditures

8119

Supplemental/Concentration
1000-1999: Certificated Personnel Salaries

0.00

Supplemental/Concentration
3000-3999: Employee Benefits

0.00

Action 16

1.16.1 PDHS/Site will provide PDHS Staff (teachers, counselors, librarian, classified and administration) continuing professional development on effective research-based strategies to support all learners.

Supplemental/Concentration
5000-5999: Services And Other Operating Expenditures

5000

Supplemental/Concentration

1.16.2 Teachers Extra Duty and Substitutes(Certificated and Classified) and Fixed Charges to provide time for professional development on effective research-based strategies to support all learners.

1000-1999: Certificated Personnel Salaries

12000

Supplemental/Concentration

2000-2999: Classified Personnel Salaries

0

Supplemental/Concentration

3000-3999: Employee Benefits

1907

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Improvement needs to be made in number of students indicated as college and career ready on the California Schools Dashboard data 5 x 5 placement grid.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
College and Career	56.80%	75%		
College and Career: English Learners	96			
College and Career: SED	44.90%	70%		
College and Career: Hispanic	43.80%	70%		
College and Career: African American	43.80%	70%		
College and Career: Asian	76.50%	90%		
College and Career: Filipino	81.80%	90%		
College and Career: White	68.40%	75%		

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
College and Career: SPED	2.90%	50%		
Graduation Rate	97.50%	99.50%		
Graduation Rate: English Learners	89.50%	97%		
Graduation Rate: SED	96.80%	99.50%		
Graduation Rate: Hispanic	96.90%	99.50%		
Graduation Rate: African American	100%	100%		
Graduation Rate: Asian	100%	100%		
Graduation Rate: Filipino	100%	100%		
Graduation Rate: White	97.90%	99.50%		
Graduation Rate:SPED	91.70%	99.50%		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Create a college and career going culture through school activities, events or experiences.

District
District

Action 2

Provide enrichment opportunities for all students.

District
District

Action 3

District
1000-1999: Certificated Personnel Salaries

2.3.2 PDHS/Site will provide extra duty hours and fixed charges for a counselor and teacher to meet and facilitate ELAC meetings.

Supplemental/Concentration
3000-3999: Employee Benefits

0

Supplemental/Concentration
1000-1999: Certificated Personnel Salaries

7000

Supplemental/Concentration
3000-3999: Employee Benefits

989

Action 4

Implement AVID structures/strategies to enhance student learning.

Supplemental/Concentration
1000-1999: Certificated Personnel Salaries

0

Supplemental/Concentration
3000-3999: Employee Benefits

0

Supplemental/Concentration
4000-4999: Books And Supplies

0

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Decrease Suspension rate among students from PDHS significant sub-groups; specifically Socioeconomically disadvantaged, Hispanic students, and students with disabilities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	4.7			

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide activities and protocols for improving attendance

District

District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District

Action 3

Incorporate strategies to ensure a safe and positive environment

District

District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

District

District

Elementary Schools - 1 FTE Counselor
Middle School Counselors - maintain ratio at 500:1
High School Counselors - maintain ratio at 400:1
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

Supplemental/Concentration

5800: Professional/Consulting Services And Operating Expenditures

0.00

Action 5

3.5 PDHS/Site will provide supplies for ELAC meetings

Supplemental/Concentration

4000-4999: Books And Supplies

1006

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide professional development to include targeted support for students with disabilities

District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

Action 3

Increase parent engagement for students with disabilities.

District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1:				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

Total Cost For All Actions:

Note: Centralized services may include the following direct services:

- *Research-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.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from:

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).</p> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).</p> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.</p> <p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)</p> <p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p>For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.</p> <p>Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Total amount of federal categorical funds allocated to this school.	\$	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.

Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.

Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.

School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.


List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$214,463.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$214,463.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$.	

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:

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

Select from:	
English Learner Advisory Committee	
Special Education Advisory Committee	
District/School Liaison Team for schools in Program Improvement	
Departmental Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Guillermo Bautista	
Sarit Saig	
Samantha Buono	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:3/15/23.

Attested:

Sarit Saig

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sarit Saig	X				
April Rubio			X		
Drew Sickenberger					X
Samantha Buono				X	
Juan Vazquez				X	
Amy Hays				X	
Shannon Fix		X			
Guillermo Bautista			X		
Gregory Tyler		X			
Claudia Lopez		X			
Heidi Kemp		X			
Nina Cabanyog					X
Jacqueline Gonzalez					X
Drew Sickenberger					
Numbers of members of each category:	1	4	2	3	3