

# The Single Plan for Student Achievement 2018 – 2019

**School:** Palm Desert High School  
**CDS Code:** 33-67058-3330388  
**District:** Desert Sands Unified School District  
**Principal:** Dennis Zink  
**Revision Date:** 5/23/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE .....	2
2018-19 Strategies to Improve the Academic Achievement of Students.....	5
Palm Desert High School District Support 2018-19 .....	10
Palm Desert High School: Funding Summary .....	11

**THE STORY:** Briefly 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 second year as one of only three hundred schools in the nation to be an Advanced Placement (AP) Capstone Diploma School. PDHS offers twenty-three 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, Business, and Cadet Corp.

Palm Desert High School has a rich tradition of offering quality academic programs as well as enriching extra-curricular programs. 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 Distinguished School and became a Gold Ribbon School last year. 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.

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 2017 enrollment was 1907 students, of which 44.99% of which are of Hispanic descent, 41.11% are white, 2.46% are African American, 7% Asian, and 4.44% other ethnicities. Spanish is the home language of nearly 79% of the school's nearly 150 English Learners. The school's unduplicated pupil percentage is 48%; 6% are English Language Learners, 48.24% are from low-income families eligible for free or reduced-priced meals, less than 1% are Foster Youth, and 8.86% 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 will complete a midterm three year written progress report during the 2018-19 school year with WASC.

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 2018-19 SPSA support grades 9-12 in efforts to offer appropriate interventions as well as rigorous and relevant curriculum in order to increase the achievement and college readiness of all students at PDHS. The 2018-19 SPSA focuses on increasing interventions for students through the BARR Program, Co-Teaching efforts, Freshmen Success Program, MTSS implementation 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, and the reduction of the PDHS suspension rate.

## NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators 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 low-income students, English learners, and foster youth have led to improved performance for these students.

### GREATEST PROGRESS

Palm Desert High School continues to provide diverse opportunities for students to achieve at a high level. The graduation rate for all subgroups based on the California Dashboard's Five by Five Placement report increased. The graduation rate for English Learners and Students with Disabilities increased significantly. The graduation rate for English Learners increased by 7.5%, and the graduation rate for students with disabilities increased by 18.2%.

The number of students completing A-G college entrance requirements increased to 54% from 45.6%. In 2017 Palm Desert High School increased the number of students taking AP exams to 481 students; 72% of those students in 2017 recorded a passing score on a record 1,015 total tests taken.

The new California Dashboard Report indicates a 5.4% decrease in English Language Arts for grade 11, however PDHS continues to be 90.1 points above level 3, which ranks it among the top schools in Riverside County. Professional development to assure full implementation of content standards and training in the Rigor/Relevance Framework for staff continue to be supported in our TRAC and SPSA goals.

Referring to the California School Dashboard, identify any state 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 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?

### GREATEST NEEDS

The California Multiple Measures Dashboard Five by Five Placement Report does highlight three areas of need. The Five by Five Placement Reports that PDHS declined by 5% related to English Learner progress. The Five by Five Placement Report indicates that PDHS reduced the number of suspensions by subgroup, but continues to have a high suspension rate among seven of the nine student groups for 2017. A third area of need is highlighted by the college and career indicators. While PDHS significantly increased based on the graduation indicator, has high CAASPP scores in comparison to district and county schools, and has increased its A-G rate to 54%, its A-G completion rate still needs improvement in order to match graduation rate and assessment scores.

The California Multiple Measures Dashboard also indicates that PDHS declined by 28.1% in Mathematics as measured by the CAASPP assessment. This data leaves PDHS 44.7 points below level 3 on the California Multiple Measures Dashboard. PDHS along with district support through LCAP and SPSA funding continues to provide increased support for students enrolled in all levels of mathematics. Through LCAP goals and SPSA goals PDHS will continue to offer increased professional development and training in the Rigor/Relevance Framework for staff to assure full implementation of content standards in the area of Mathematics.

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

## **PERFORMANCE GAPS**

Palm Desert High School strives to ensure equity for all students by closing achievement gaps between student groups and the all students. There is a performance gap in the area of mathematics with a status of 44.7 points below level 3 in which PDHS decreased in 2017 by -28.1%. Additionally a gap exists between our English learner population and Students with Disabilities groups in the Percent Prepared as measured by the California College & Career Indicator index in comparison to all students (51.1%) . English learners are 8.8% prepared as measured by the College & Career Indicator index whereas Students with Disabilities are 16.7% prepared.

## **INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

Palm Desert High School will concentrate on four areas in efforts to improve services for English Learners, SWD, and low-income students respectively. First PDHS will partner with the BARR program and implement the program with fidelity focusing on attendance and Tier 1 and Tier 2 interventions related to behavior issues. Second, PDHS will train Math 1 teachers, English 1 teachers, RSP teachers, and all ELL teachers in Co-Teaching instructional strategies and implement those strategies to meet the needs of EL and low-income students respectively in the general education classrooms. Third, the freshmen success will implement through PLC process targeted academic interventions for struggling ELL and low income students including increased tutoring and Saturday school opportunities focused on remediation and academic interventions specific to subjects students are struggling in. Lastly, PDHS will concentrate professional development targeting teaching strategies related to student engagement as well as the rigor/relevance framework.

**Desert Sands Unified School District  
Local Control and Accountability Plan (LCAP)  
2017-2020 Goals**

<b>LCAP Goal 1:</b> All students will demonstrate growth as measured by federal, state and district assessments.
<b>LCAP Goal 2:</b> All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
<b>LCAP Goal 3:</b> All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Palm Desert High School  
Single Plan for Student Achievement  
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 5: Pupil Engagement	College/Career Indicator Increase the percent of graduates in all student groups meeting the criteria college and/or career "prepared".	Dashboards, A-G rate	51.1	56.1
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics 40.22% of our students will be at Met or above	CAASPP	35.22%	40.22%
3	Priority 6: School Climate	Suspension Rate Indicator Suspension rate for all students will decrease by 1% by 2020	Dashboards/Suspension Rate	4.7	3.7
4	Priority 5: Pupil Engagement	College/Career Indicator A-G completer rate will increase by 5% by 2023	A-G Rate	51.1	56.1
5	Priority 6: School Climate	Local Indicator Number of students indicating a Sense of Belonging/School Connectedness will increase by 5%	Panorama Survey	53%	58%
6	Priority 4: Pupil Achievement	English Learner Progress Indicator % of ELL students measured as College and Career ready will increase by 5%	Dashboards	8.8%	13.8
6	Priority 4: Pupil Achievement	College/Career Indicator % of SWD students measured as college and Career ready will increase by 2%	Dashboards	16.7	18.7

## 2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.			
A.2	1	1	All English learners receive both integrated and designated English Language Development (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.			
B.1	1	2	Extra duty and/or release time will be provided for certificated staff to research, collect and analyze data for the purpose of identifying and targeting instructional strategies and interventions for non-proficient students.		Supplemental/Concentration	0
B.2	1	1	All students will reach high standards at a minimum, met or exceeded standard in ELA and mathematics		Supplemental/Concentration	0
B.3	1	1	Through analyzing test scores and common assessments, staff will provide timely data to help make decisions that will improve instruction and student achievement across all student groups.	X	Supplemental/Concentration	0
B.4	1	1	Provide counselors/teachers/clerical staff extra duty	X	Supplemental/Concentration	1,429

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			hours and release time to hand score ELPAC, to analyze EL student data, to collaborate throughout the year and to serve on the Language Appraisal Team.			
B.5	1	2	ELD teachers and instructional coach will collaborate with English and Math teachers to implementing Co-Teaching strategies in order to meet the needs of English learners and Students with disabilities.	X	Supplemental/Concentration	11,801
B.6	1	1	Provide extra duty/or substitute coverage for teachers and classified staff release time to design and create collaborative common assessments, and to analyze common formative assessment data for targeted standards-based instruction for student groups who are not scoring met or exceed on school wide achievement goals in ELA, world languages, Social Science and Mathematics.			
B.7	1	1	Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, and mathematics subject areas.			
B.8	1	1	Continued support of benchmark assessments and other common assessments to monitor achievement throughout the year.			
B.9	1	1	Site leadership team will participate in District TRAC process to analyze student data. (district funded)			
B.10	1	2	Provide extra duty and release time for WASC, TRAC team and other teachers and paraeducators to collaborate with administration, coaches and staff for the purpose of attaining EL and at risk students' proficiency in ELA, Math, Science and Social Science.		Supplemental/Concentration	2,000
C.1	1	1	All core classroom teachers are appropriately assigned and fully credentialed.		Supplemental/Concentration	0
C.3	1	1	Collaborative teams will meet several time each month by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, lesson delivery and instructional strategies as well as classroom management strategies.		Supplemental/Concentration	10602
C.4	1	1	Staff members will attend professional development			

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			conferences in ELA and math to enhance their understanding of effective instructional strategies for ELs.			
C.5	1	1	PLC's will meet in collaborative teams several time each month to discuss curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery specific to EL learners.			
C.6	1	1	Staff will be provided inservice and training on differentiating curriculum, and on meeting the needs of English language learners through seminars, such as CABE, access to core, SDAIE strategies, Latino Family Literacy Project etc. and through site staff development specific to the needs of EL students.		Supplemental/Concentration	4,400
C.7	1	1	Professional development will be provided in ELA, writing, and mathematics to promote academic achievement for at risk students.(partially district funded Title I, II)			
C.8	1	1	3 days of TRAC training and on site RCOE consultant support to raise student achievement in all student groups. (District funded)			
C.9	1	1,3	Provide release time for visitations by staff and/or training for staff to observe exemplary staff, classrooms and instructional practices to improve instruction and school culture.		Supplemental/Concentration	3000
C.10	1	1	Instructional staff will receive additional support from the Ed Services division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the outside consultants. (District Title III funds)			
C.11	1	1	Provide staff development in the use of technology as an instructional tools in order to increase students' access to classroom technology, build background knowledge, improve literacy for all students.			
C.12	3	1	Teacher training and professional development and materials in all core content areas to raise student achievement for students in EL and SED student	X	Supplemental/Concentration	21395

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			groups meeting or exceeding standards in ELA and mathematics, science and Social Science.			
D.3	1	1,2	AVID will continue to support student academic achievement.			
D.4	1	1	Counselors will provide additional counseling services and four year planning sessions/interventions.			
D.6	1	1,2	The ELD staff will implement a language lab to provide EL students with additional support in improving literacy.		Supplemental/Concentration	0
D.7	3	1	Postage or Extra duty hours for bilingual clerical staff to facilitate communication with EL parents.		Supplemental/Concentration	600
D.10	1	1				
D.11	1	1				
D.12	5	1				
D.13	1	1,2	GATE students will participate in enrichment activities, including, but not limited to, Academic Decathlon, Mock Trial, and Odyssey of the Mind.			
D.14	1	1	Supplemental materials for AP/Honors classes will be provided to support GATE students in their need for a challenging curriculum.			
D.15	1	1	Seminars, inservices, and training specific to the needs of GATE students, such as CUE/GATE/CAG.			
D.16	1	1	Tutoring will be provided for the extended learning opportunities before school, and after school for at-risk students in the core academic content areas, such as ELA, writing, and mathematics, etc. Study skills and test taking strategies will be imbedded in the interventions to support at-risk students in reaching proficiency in core academic subjects. Additional tutoring will be provided to meet the specific needs of ELs.	X	Supplemental/Concentration	26131
D.18	1	1	Supplementary instruction and materials will be provided to at-risk students for reading and mathematics intervention classes such as: freshman success, Math 1 Push In/Co-Teaching, AVID, BARR, etc.	X	Supplemental/Concentration	48,665
D.19	1	1	At-risk students will be provided CAASPP support,			

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			materials, and tutoring through CAASPP remediation and intervention classes.			
E.1	1	1	Staff will research and explore the implementation of an advisory period for inclusion in the master schedule.			
E.2	3	1,2,3	EL parents will have increased opportunities for involvement through attendance at regular ELAC meetings, conferences including CABE, and other school events specific to the needs of EL students. Refreshments will be provided for ELAC meetings.		Supplemental/Concentration	1600
E.3	3	1	Expand outreach efforts, improve student attendance and foster positive parent contacts for at risk students that supports and results in higher academic achievement.		Supplemental/Concentration	3300
E.4	1	1	Experts will come to the campus to encourage and motivate students and support at risk students in reaching proficiency in English-Language Arts and mathematics in order to attend college.			
E.5	3	1	Extra duty hours will be provided to translators to facilitate oral and written communication with EL parents, including Back to School Night, ELAC meetings, and School Site Council, etc.		Supplemental/Concentration	800
E.6	1	1	Funding for ELL support staff position for assist with awards, home communication, and meetings.	X		
G.1	1	1	Provide extra duty evening pay for counselors to meet with EL parents and students to interpret ELPAC data and conduct conferences to align academic growth with the EL Long Term plans.		Supplemental/Concentration	1,000
G.2	1	1	Staff will implement researched based strategies to improve reading and writing skills across the curriculum.			

## Palm Desert High School District Support 2018-19

### Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

### Palm Desert High School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	136,723.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	136,723.00