

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rancho Mirage High School
Address	31001 Rattler Rd Rancho Mirage, CA 92270
County-District-School (CDS) Code	054702
Principal	Brian Hendra
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2026-6/30/2027
Schoolsite Council (SSC) Approval Date	5/13/26
Local Board Approval Date	6/23/26

X This certifies that updates to my SPSA are completed

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	5
Purpose and Description.....	6
Educational Partner Involvement	6
Resource Inequities	8
Needs Assessment – Review of Performance.....	9
Reflections: Success	10
Reflections: Identified Need	10
School and Student Performance Data	12
Student Enrollment.....	12
Student Population.....	14
Overall Performance	16
Academic Performance	18
Conditions & Climate.....	29
Annual Review and Update	31
Goal 1 – Increased Academic Achievement	31
Goal 2 – Parent Engagement.....	41
Goal 3 – Safe and Healthy Learning Environment.....	45
Goals, Strategies, & Proposed Expenditures.....	51
Goal 1.....	51
Goal 2.....	63
Goal 3.....	66
Centralized Services for Planned Improvements in Student Performance	72
Budget Summary and Consolidation	74
Budget Summary	74
Allocations by Funding Source.....	74
Other Federal, State, and Local Funds	74
Expenditures by Funding Source	75
Expenditures by Budget Reference	76
Expenditures by Budget Reference and Funding Source	77
School Site Council Membership	78
Recommendations and Assurances	79
Title I and LCFF Funded Program Evaluation	80
Instructions.....	85

Instructions: Linked Table of Contents.....85

Purpose and Description.....85

Educational Partner Involvement 86

Resource Inequities 86

Goals, Strategies, Expenditures, & Annual Review 86

Annual Review 88

Budget Summary 88

Appendix A: Plan Requirements 90

Appendix B:.....92

Appendix C: Select State and Federal Programs 94

School Vision and Mission

The vision for Rancho Mirage High School is guided by the PSUSD goals and includes students, parents and community, school and staff and school leadership. The mission of Rancho Mirage High School is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of their abilities and chosen educational and career goals. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive and meaningful member of society.

The vision for Rancho Mirage High School is guided by the Palm Springs Unified School District Belief Statements and includes students, parents, the community, school staff and school leadership.

Students

RMHS expects all students to work toward graduation and successfully transition to college or career. All students are welcomed into a school culture that encourages individuality and expects extra/co-curricular participation in order to foster a sense of belonging. By participating in this educational community, students acquire knowledge, skills, and attitudes that will serve them today and in the future.

Personal and Social Responsibility - to achieve these qualities students:

Develop strong communication, critical thinking, and interpersonal skills;

Develop lifelong learning skills;

Treat all members with respect, dignity, and sensitivity;

Practice integrity in all endeavors;

Parents and Community

RMHS is a working partnership of students, parents, staff and community members who effectively communicate to meet the educational needs of its students.

Parent and Community Responsibility – to achieve academic and social success, opportunities are available to:

Actively participate in the student's education to increase student attendance, participation, and enhance student/community involvement;

Become familiar with the school community to ensure that each student is actively engaged in learning and taking advantage of the available academic, career technical, athletic, extra-curricular, and support programs;

Become familiar with district and state graduation requirements, college entrance requirements, and essential skills that foster career success;

Develop partnerships between the business, government, and school community;

School

RMHS provide students with a safe and secure learning environment characterized by responsible, respectful, and ethical behavior by the entire school community.

Safe and Secure Environment by:

Providing facilities at schools that optimize student opportunity and learning;

Supplementing academic curricula with character-building and support programs;

Implementing and regularly updating safe school, emergency preparedness and response plans;

Staff and School Leadership

RMHS is a professional learning community that ensures that all students learn at high levels through a collaborative culture and an ambitious vision for student success.

Teacher and Administrative Responsibility – to help students achieve their full potential the staff of the school ensure:

Relentless focus on student achievement;

Engagement of all students in an active learning environment;

Participation in extra/co-curricular activities;

Creation of a collaborative and professional school culture;

Active engagement in collaborative decision making that improves student achievement;

Creation of a culture by which professionals continuously improve their individual and collective professional practice and seek professional learning experiences that enable them to meet the 21st century needs of all students;

Support for peers to improve through shared responsibility and mutual accountability;
Active communication exists among the administration, staff, students, parents, and community

School Profile

Rancho Mirage High School opened in September 2013 and serves students from Rancho Mirage, Palm Desert, Thousand Palms, and Cathedral City. As a result of the PSUSD open enrollment policy, students also attend from other neighboring communities. The school is situated on a 64-acre site and serves approximately 1475 students in grades nine through twelve. Approximately one hundred and twenty faculty and staff members serve an ethnically diverse student population, which includes: 82% Hispanic, 8% white, 4% Filipino, 5% African-American/Two or More Ethnicities, and 1% other.

Rancho Mirage High School, home of the Rattlers, is committed to the pursuit of academic excellence by providing diverse educational opportunities that include: career technical education, college prep, and advanced placement offerings. All students receive a strong academic curriculum with an emphasis on career and college readiness. Students may challenge a more rigorous course of study by enrolling in Honors or Advanced Placement classes. Students may also pursue their interests in the performing arts, world languages, sports, and other club programs. Additionally, students may choose Culinary Arts or Automotive Technology as a Career Technical Education academy or Technical Theater as a CTE-focused pathway. We also offer a thriving Advancement Via Individual Determination (AVID) program to first-generation college-bound students.

Rancho Mirage High School Leadership Team meets monthly and reports on grade and content level collaboration work. Lead teacher collaboration involves representatives from each district high school, along with an administrative designee and a district office administrator, to monitor the implementation of this work. Staff development is planned to meet the needs of English Learners and Special Education students, along with data analysis and evaluation through Professional Learning Communities. Additionally, staff development is occurring for AP classes, ELD strategies, and AVID strategies, which support students' language development and help to create a college-going climate.

Rancho Mirage High School teaches standards-aligned, state-adopted curriculum through the use of curriculum guides that have been cooperatively developed by district high school teachers and PSUSD office personnel. In addition, instructional practices are guided by STAR tests, short-cycle assessments, and developing regulations and procedures that are in line with the Education Code and California Department of Education guidelines.

In addition to mainstreaming special education students in CP and Honors classes, special education instruction may also occur within a collaborative service delivery model that reflects content and performance standards and ensures access to the core curriculum for all students. Identified special education services are delivered through: pull-out programs, within the regular education classes through paraprofessional support, and/or consultation from special education personnel. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds. RMHS also services Special Education students in the Functional Life Skills program for those in need of intensive interventions.

Parent involvement and training are essential, and student goal setting is included in the after-school meetings with parents as well as through the Back to School Nights. Parents are informed on how they can be involved in helping to address the improvement of student academic achievement, and finally, the district also provides information to parents about how they can transfer their child to another school, should the parent feel the desire to do so. Parent communication has increased through the use of ParentSquare.

The School Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage High School Site Council (SSC). The RMHS Leadership Team will evaluate the effectiveness of our SPSA shortly after state and federal assessments are released and our SSC and other leadership groups have had the opportunity to review student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

Purpose and Description

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

☒ Schoolwide Program

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

Rancho Mirage High School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard, CDE DataQuest, WASC Goals, and Panorama Data. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership Team. The Rancho Mirage High School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results

Parent/Community Members

Michelle McMullen (parent) will continue serving the second year of her SSC term.

There was one open Parent/Community member position for the 2025–2026 school year. On August 26, 2025, a nomination form was emailed to all RMHS parents and posted on the school website.

The following nominations were received:

Alexis Pimentel
Ana Lazarski
Chris Mandarano
Gabrielle Yahut
Gaby Recinos
Jennifer Corona
Jesenia Estrada
Kimberly Smith
Rebeca Siguenza
Rosalba Junco
Zucely Orellana

On September 3, 2025, a ballot including the nominees and a write-in option was distributed via email and posted on the school website. Voting closed on September 3, 2025.

Alexis Pimentel and Ana Lazarski were invited to serve as Parent/Community representatives on SSC.

Teacher/Certificated Staff

The following staff members will continue serving on SSC during the 2025–2026 school year:

Jorge Jimenez
Taylor Sandoval

There were two open Teacher positions and one open Other Staff position.

On August 27, 2025, a nomination Google Form describing the open positions and responsibilities was emailed to all staff members.

The following teacher nominations were received:

Carlos Papp

Richard Rundhaug

No nominations were received for the Other Staff position.

On September 8, 2025, a ballot including the nominees and a write-in option was distributed to all RMHS staff through Google Forms. Voting closed at the end of the school day on September 9, 2025.

Election results:

Carlos Papp – 57 votes

Richard Rundhaug – 57 votes

Carlos Papp and Richard Rundhaug were invited to serve as Certificated Staff representatives on SSC.

For the Other Staff position, Cecilia Valdez will continue serving her term.

Student Representatives

Two student SSC positions were available for the 2025–2026 school year.

On September 15, 2025, a nomination Google Form was emailed to all students, and daily announcements were made regarding the open positions and responsibilities.

The following nominations were received:

Olivia Aparicio

Kaedence Castillo

Natalie Taylor

Nicolas Magana

Jasmine Palacios

On September 17, 2025, a ballot including the nominees and a write-in option was distributed to all RMHS students through Google Forms. Voting closed on September 19, 2025.

Election results:

Olivia Aparicio – 36 votes

Kaedence Castillo – 20 votes

Jasmine Palacios – 15 votes

Natalie Taylor – 9 votes

Nicolas Magana – 5 votes

Olivia Aparicio and Kaedence Castillo were invited to serve as Student SSC representatives.

ELAC Representatives

Mr. Manuel Bayardo, Assistant Principal, contacted Spanish-speaking parents to identify individuals interested in participating in ELAC and SSC during the 2025–2026 school year.

The following parents served on ELAC:

Zucely Orellana

Gloria Cortez

Gloria Lopez

Patricia Huerta

Zucely Orellana served as the ELAC representative on SSC and as the DELAC representative. Gloria Cortez, Gloria Lopez, and Patricia Huerta served as alternate DELAC representatives.

SSC Meeting Dates and Topics

October 8, 2025 – SSC training and overview of council responsibilities.

December 3, 2025 – Review of SSC bylaws, school data, SPSA budget allocations, and input gathered from the ELAC needs assessment.

March 4, 2026 – Review of attendance data and monitoring of SPSA implementation.

April 29, 2026 – Planning for the 2026–2027 school year and review of the proposed budget with ELAC input.

May 15, 2026 – Approval of the SPSA and review of attendance, behavior, Panorama survey, and graduation data.

Leadership Team Meeting Dates and Topics

Meeting Dates

August 16, 2025

September 19, 2025

October 21, 2025

November 18, 2025

December 16, 2025

January 20, 2026

February 17, 2026

March 17, 2026

April 21, 2026

May 19, 2026

Topics Discussed

The Leadership Team contributed to the development and monitoring of the SPSA through discussions focused on instructional practices, student support, school operations, and campus climate. Topics included maintaining agendas, minutes, and sign-ins; student referral expectations; dress code concerns; professional development opportunities; and implementation of Universal Design for Learning (UDL) strategies.

Additional discussions included facilities and athletics concerns, restroom access, work orders, academic testing dates, AP exam registration, monitoring at-risk seniors, attendance initiatives, emergency preparedness, college and career readiness activities, CAASPP and interim assessment data, MTSS supports, ASB/PLUS activities, counseling services, and Media Center support for student achievement and well-being. Star Dats, Classtime, grade disturbance, CASSP Data, and CAST data.

English Learner Advisory Committee (ELAC) Meeting Dates and Topics

October 21, 2025 – Review of committee goals and responsibilities, election of officers, parent and student resources, and SSC updates.

December 3, 2025 – Social-emotional learning (SEL) parent resources, ELPAC information, and SSC updates.

January 14, 2026 – Review of the EL Needs Assessment, ELPAC testing, RFEP criteria, and SPSA input. ELAC members provided recommendations to improve access to resources and supports for English Learners.

February 4, 2026 – Review of the LCAP, SPSA updates, state testing information, and summer school opportunities.

April 1, 2026 – Review of discipline and attendance data and recommendations to SSC regarding the SPSA, including continued support for a second bilingual paraprofessional.

ELAC Recommendations for SPSA Revisions

Based on the evaluation of SPSA implementation and effectiveness, district benchmarks, ELAC input, Leadership Team input, and Panorama Survey results, SSC recommended the following actions for the 2026–2027 SPSA:

Continue funding professional development focused on classroom management, student engagement, leadership development, and co-teaching strategies.

Continue funding tutoring opportunities for all students, with targeted support for English Learners.

Continue funding bilingual paraprofessionals to provide direct classroom support for English Learners.

Resource Inequities

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

All students have access to tutoring in all subjects, each student has a Chromebook provided by the district, and all students have access to teachers who have been trained in AVID strategies which are a schoolwide focus on Writing, Inquiry, Reading, Collaboration, and Rigor (WICOR). Additionally, all teachers have been trained in Universal Design for Learning (UDL) strategies and implementation in the classroom has begun.

An area of inequity identified by our Needs Assessment was for our English Learner students based on the 2024 CA School Dashboard results. English Learners scored 100.6 points below standard while All students scored 0.9 points above standard. Additionally, English learners scored 178.7 points below standard while All students scored 102.7 points below standard. The graduation rate for English Learners increased to 93%, narrowing the gap with the All Students graduation rate of 96.1%. This reflects a 9.6% improvement from last year's data. However, 2024–2025 STAR test results continue to show achievement gaps for EL students in both reading and mathematics.

In Goal 1 of our 2024-2025 plan, we are addressing this inequity through two specific actions to support our English Language Learners:

-ELD classroom teacher for four (4) periods and one (1) class period devoted to coaching all staff on ELD needs and supports.

-Two bilingual paraprofessionals to support students in class, during tutoring, and in collaboration with the ELD teacher's coaching period.

Our suspension data shows a rate for the 2022-2023 school year of 12.8% for All students with a 13.1% rate for English Learners, 17.2% rate for Homeless students and a 21.3% rate for Students with Disabilities. The suspension data for our Homeless and Students with Disabilities are the contributing factors in our ATSI status.

District end-of-year suspension data shows that for 2023-2024, the suspension rate was 9.8% which is a significant decline for all students. Despite a 0.9% decline in suspensions for Students with Disabilities, they continue to be disproportionately suspended compared to All Students. Suspensions for Homeless students declined by 8.9%, which is lower than the All Students suspension rate. This remains an area of focus and will be addressed through staff professional development and enhanced student engagement strategies.

In Goal 1, Goal 2, and Goal 3 of our 2024-2025 plan, we are addressing this inequity through three specific items:

- Staff professional development in classroom management and student engagement strategies.
- Professional development for leadership team
- Co-teacher training for math intervention teachers, math teachers, special education teachers, and general education teachers. The training will focus on ways to support Students with Disabilities who participate in inclusion classes.
- AVID training for staff
- Professional development for teachers in UDL strategies to offer support for all students with a focus on Homeless students and Students with Disabilities.

The needs assessment identified several resource inequities that contribute to performance gaps among student groups, particularly English Learners, Students with Disabilities, and Homeless students. While all students have access to core supports such as tutoring, Chromebooks, AVID strategies, and instruction aligned to Universal Design for Learning (UDL), some student groups require additional targeted services to fully access instruction and achieve at the same levels as their peers.

For English Learners, barriers include limited access to specialized language development support within core classes and the need for additional academic assistance in reading and mathematics. These inequities are reflected in significantly lower performance on the CA School Dashboard and STAR assessments when compared to All Students. To address these barriers, the plan includes funding for an ELD teacher to provide designated instruction and staff coaching on ELD strategies, as well as two bilingual paraprofessionals who support students during classroom instruction, tutoring, and intervention periods.

For Students with Disabilities and Homeless students, the needs assessment identified inequities related to student engagement, access to inclusive instructional practices, and behavioral supports, which have contributed to disproportionately high suspension rates. To address these inequities, the plan includes professional development for staff in classroom management, student engagement strategies, AVID methodologies, and Universal Design for Learning (UDL). Additionally, co-teaching training is being provided for general education, special education, and intervention teachers to strengthen inclusive practices and better support Students with Disabilities in core academic settings. Leadership team training and enhanced student engagement strategies are also included to improve schoolwide systems of support and reduce exclusionary discipline practices.

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

Reflections: Success

The graduation rate for the class of 2025 was 97.8%. English Learner students had a graduation rate of 98.5%, which was an increase from 83.3% in 2023. Hispanic students had a 97.7% graduation rate, which was an increase of 1.6%. Socioeconomically disadvantaged students had a 97.7% graduation rate, which was an increase of 1.5%. Each of these groups increased and remains higher than the state's graduation rate of 87.8% over All students.

On this year's STAR assessments, 11th grade ELA students have consistently shown growth in meeting or exceeding the standard. According to these results 47.2% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP.

On this year's STAR assessments, 11th grade Math students have consistently shown growth in meeting or exceeding the standard. According to these results 15.9% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP. This is an increase of 2.3% from last year's estimate.

Supporting Actions: Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after-school tutoring.

ELA and Math teachers continued their work with Solution Tree building on common assessments and curriculum maps. Including the Math 1 and 2 teams going to a Math conference in December to inform their work on grade calibration, and assessments.

Two sets of coteaching teams have been created to provide direct support and instruction to five sections of IM1 and five sections of IM2. All math teachers participated in three days of collaboration with the Irvine Math Project to focus on engaging instructional strategies.

Social Studies teachers participated in three collaboration sessions with Solution Tree to begin creating a common curriculum map.

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

Reflections: Identified Need

Based on the 2025 California School Dashboard, Rancho Mirage High School did not have any overall indicators in the Red or Orange performance categories. However, several areas were identified as needing continued improvement based on subgroup performance and local data review. In English Language Arts, the overall school performance was Yellow; however, one student group performed in the Red category (Students with Disabilities) and another in the Orange category (English Learners), indicating persistent achievement gaps. English Learners continue to perform two or more performance levels below the All Students group in ELA. This performance gap is also reflected in 2025 STAR Reading data, with English Learners projected to meet or exceed standards on the CAASPP at a significantly lower rate than the All Students group.

In Mathematics, overall school performance remained in the Yellow category with students scoring 82.9 points below standard, despite an increase of 19.8 points from the prior year. Two student groups performed in the Orange category, indicating a continued need for targeted intervention and support. English Learners continue to demonstrate lower achievement in mathematics compared to the All Students group.

The English Learner Progress Indicator remained Yellow overall, with 41% of English Learners making progress toward English proficiency. Additionally, the Long-Term English Learner indicator included one subgroup in the Orange category, indicating the need for continued support for language acquisition and reclassification efforts.

The Suspension Rate indicator remained Yellow overall with 6.7% of students suspended at least one day, although this reflects a decline of 3% from the previous year. Student subgroup data indicate that one subgroup remains in the Red category (Students with Disabilities) and two subgroups remain in the

Orange category (Hispanic, English Learners), for suspension rates, demonstrating the need for continued focus on restorative practices, student connectedness, and behavioral interventions.

To address these areas of low performance and performance gaps, Rancho Mirage High School will continue its school-wide focus on literacy across the curriculum through the implementation of AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies and Universal Design for Learning (UDL) instructional practices. All students have access to Chromebooks, tutoring opportunities in all subject areas, and teachers trained in AVID and UDL strategies to increase access and engagement for all learners. The ELA department will continue participating in professional development and collaboration with Solution Tree focused on curriculum alignment, instructional mapping, and targeted intervention strategies. Teachers will continue implementing daily silent reading to strengthen vocabulary development and language acquisition, and the department is piloting the use of Classtime to better diagnose reading and concept gaps.

To improve mathematics achievement, the school will continue supporting after-school Math Lab intervention classes and provide ongoing professional development for both general education and special education math teachers. Co-teaching strategies and collaborative planning structures will continue to strengthen support for Students with Disabilities, English Learners, and other at-risk student groups.

To address suspension rates and improve school climate, the school will continue utilizing the MTSS Coach and Wellness Center to support students' social-emotional and behavioral needs. Staff professional development will continue to focus on restorative practices, student engagement, intervention systems, and building student connectedness to school. Collaboration between counseling, administration, attendance, discipline, and intervention teams will ensure students receive targeted supports before behaviors escalate to suspension.

To continue improving graduation rates, A-G completion, and College/Career Indicator outcomes, Rancho Mirage High School will continue funding the AP Scholar Lab and expanded tutoring opportunities for Honors, AP, College Prep, and English Learner students. Additional targeted support from the EL COSA and intervention staff will continue to strengthen academic achievement, language development, and college and career readiness for all student groups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rancho Mirage High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.68%	0.57%	0.28%	10	8	4
African American	1.98%	1.93%	1.95%	29	27	28
Asian	0.68%	0.86%	0.77%	10	12	11
Filipino	2.80%	3.93%	3.83%	41	55	55
Hispanic/Latino	82.45%	82.44%	81.74%	1207	1155	1173
Pacific Islander	0.20%	0.07%	0.14%	3	1	2
White	8.81%	7.64%	8.15%	129	107	117
Multiple/No Response	2.39%	2.57%	3.14%	35	36	45
Total Enrollment				1464	1401	1435

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	373	400	373
Grade 10	386	359	406
Grade 11	350	329	339
Grade 12	355	313	317
Total Enrollment	1,464	1401	1,435

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	278	252	242	18.7%	19.0%	16.9%
Fluent English Proficient (FEP)	552	549	539	36.1%	37.7%	37.6%
Reclassified Fluent English Proficient (RFEP)	527		40			3%

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1450	95.8%	18%	0.2%
Total Number of Students enrolled in Rancho Mirage 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	252	18%
Foster Youth	3	0.2%
Homeless	146	10.4%
Socioeconomically Disadvantaged	1342	95.8%
Students with Disabilities	138	9.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	1.9%
American Indian	8	0.6%
Asian	12	0.9%
Filipino	55	3.9%
Hispanic	1155	82.4%
Two or More Races	36	2.6%
Pacific Islander	1	0.1%
White	107	7.6%

Conclusions based on this data:

1. The majority of students at RMHS are considered socioeconomically disadvantaged.

2. The homeless and students with disabilities populations continue to grow.
3. The English learner, Filipino, and Hispanic populations also continue to increase.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Yellow		
College/Career  Blue		

Conclusions based on this data:

1. While we did see an increase in Math data, performance on the CAASPP exam for mathematics remains low for all students which is a continuing area of focus.
2. Suspension rates for all students decreased significantly compared to last year's data.
3. English Learner Progress is low, but we are making steady growth and will continue to be an area of focus.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 3.2 points above standard Maintained 2.3 points 296 Students	English Learners Orange 83.6 points below standard Increased 1.7 points 56 Students	Long-Term English Learners Red 99 points below standard Maintained 2.2 points 39 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 27.8 points below standard Maintained -1.8 points 26 Students	Socioeconomically Disadvantaged Yellow 1.2 points above standard Maintained -1.7 points 285 Students

Students with Disabilities  No Performance Color 89 points below standard Increased 45.4 points 29 Students	African American  No Performance Color 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Yellow 4.6 points below standard Increased 3.8 points 244 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 34.6 points above standard Declined 35.1 points 29 Students

Conclusions based on this data:

1. English Learners scored very low with 100.6 points below standard, which is significantly lower than All students, who scored 0.9 points above standard.
2. Hispanic students scored 8.4 points below standard, which is lower than All students who scored 0.9 points above standard.
3. Socioeconomically disadvantaged students scored high with 3.0 points above standard which is higher than All students who scored 0.9 points above standard.

School and Student Performance Data

Academic Performance Mathematics

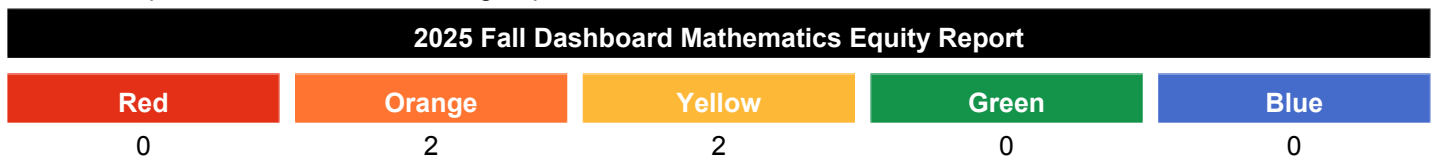
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 82.9 points below standard Increased 19.8 points 300 Students	English Learners  Orange 165.4 points below standard Increased 13.4 points 59 Students	Long-Term English Learners  Orange 183.2 points below standard Increased 9.3 points 40 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 113.7 points below standard Increased 29.3 points 27 Students	Socioeconomically Disadvantaged  Yellow 85.3 points below standard Increased 14.9 points 288 Students

Students with Disabilities  No Performance Color 176.7 points below standard Increased 37.1 points 29 Students	African American  No Performance Color 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Yellow 90.1 points below standard Increased 20.9 points 247 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 65.7 points below standard Declined 24.9 points 30 Students

Conclusions based on this data:

1. All students scored in the medium range with 102.7 points below standard.
2. English Learners scored in low range 178.7 points below standard.
3. Hispanic students scored in the medium range with 111.0 points below standard.

School and Student Performance Data

Academic Performance Science

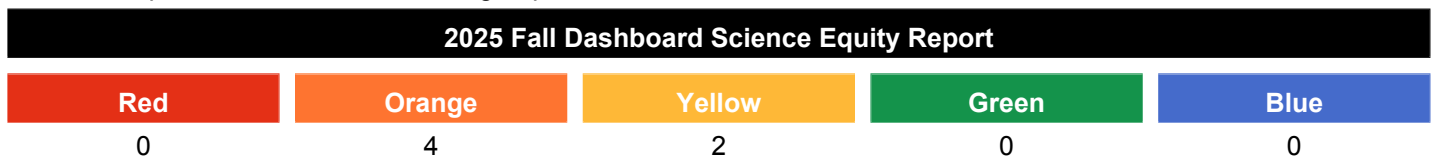
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
45.8 science points	34.9 science points	32.6 science points
Maintained -0.4 points	Increased 3.1 points	Increased 2.3 points
650 Students	148 Students	95 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	41.5 science points	45.8 science points
	Increased 4.5 points	Maintained -0.1 points
	51 Students	627 Students

Students with Disabilities  Orange 34.1 science points Increased 5.5 points 75 Students	African American  No Performance Color 38.5 science points 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 58.6 science points Increased 11.6 points 19 Students	Hispanic  Orange 44.6 science points Maintained -0.2 points 544 Students
Two or More Races  No Performance Color 51.5 science points Maintained 1.4 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 52.1 science points Declined 7.6 points 54 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Orange
41 % making progress.	41.1 making progress.
Number Students: 229 Students	Number Students: 192 Students

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.

2025 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
17.7%	41.2%	0%	41.2%

Conclusions based on this data:

- English Learners saw improvement with a jump to medium range with 38.7 % of students making progress towards English language proficiency.
- 22.6% of English learners decreased one ELPI level.
- 37.4% of English Learners progressed by one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

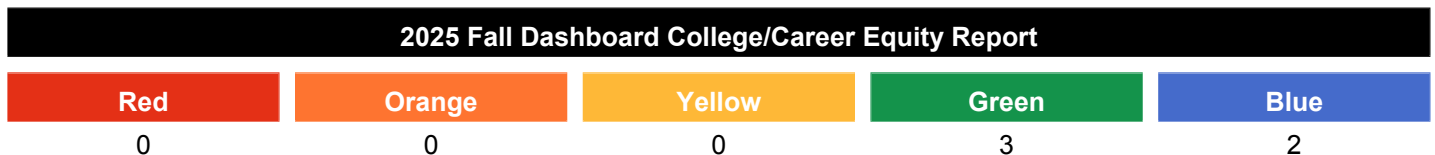
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Blue Prepared 64.6% Increased 10.5% 314 Students	English Learners Green Prepared 51.5% Increased 31.8% 68 Students	Long-Term English Learners Green Prepared 46.6% Increased 27.7% 58 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color Prepared 60.7% Increased 31.3% 28 Students	Socioeconomically Disadvantaged Blue Prepared 64.8% Increased 10.8% 307 Students

Students with Disabilities  Green Prepared 40% Increased 31.1% 30 Students	African American  No Performance Color 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue Prepared 62.5% Increased 10.9% 264 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Prepared 79.2% Increased 9.9% 24 Students

Conclusions based on this data:

1. Based on 2024 data, all students showed a rate of 43.6% prepared.
2. English Learners demonstrated very low performance on the 2024 data, with only 8.5% prepared.
3. Hispanic and Socioeconomically disadvantaged students showed prepared with 41.3% and 43.9% respectively, according to the 2024 data.

School and Student Performance Data

Academic Engagement Graduation Rate

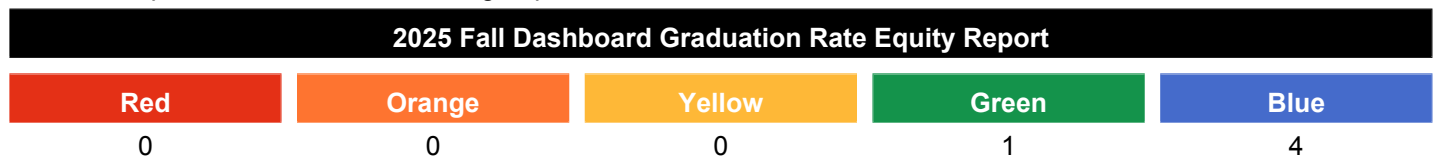
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97.8% graduated Increased 1.7% 315 Students	English Learners  Blue 98.5% graduated Increased .5% 68 Students	Long-Term English Learners  Blue 98.3% graduated Increased 5.8% 58 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 96.4% graduated Increased 8.2% 28 Students	Socioeconomically Disadvantaged  Blue 97.7% graduated Increased .8% 308 Students

Students with Disabilities  Green 90.3% graduated Increased .3% 31 Students	African American  No Performance Color 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue 97.7% graduated Increased .7% 264 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 100% graduated Increased 5.1% 24 Students

Conclusions based on this data:

1. The All students graduation rate for 2024 was 96.1%, which was maintained from the previous year.
2. English Learners had a 93.0% graduation rate in 2024, an increase of 9.6% from the previous year.
3. Hispanic students had a graduation rate of 96.1% in 2024, an increase of 2.1% from the previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

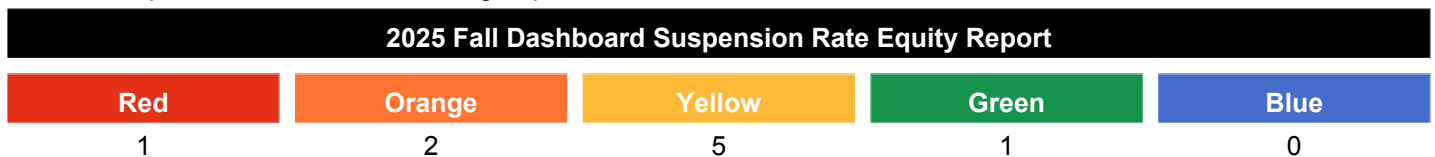
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.7% suspended at least one day Declined 3% 1513 Students	English Learners  Yellow 9.5% suspended at least one day Declined 1.5% 285 Students	Long-Term English Learners  Yellow 9.3% suspended at least one day Declined 0.9% 226 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  Red 11.3% suspended at least one day Increased 3.1% 141 Students	Socioeconomically Disadvantaged  Yellow 6.7% suspended at least one day Declined 3.3% 1426 Students

Students with Disabilities  Yellow 14.4% suspended at least one day Declined 6% 153 Students	African American 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Filipino  Orange 7.1% suspended at least one day Increased 4.7% 56 Students	Hispanic  Yellow 7% suspended at least one day Declined 3.2% 1243 Students
Two or More Races  Orange 10% suspended at least one day Increased 1.9% 40 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 4.3% suspended at least one day Declined 1.8% 117 Students

Conclusions based on this data:

1. Suspensions declined overall for all students and across the various groups by an average of 9.6%.
2. Homeless students dropped from 17.2% to 8.3%, Students with Disabilities dropped from 21.3% to 20.4%, and African American dropped from 31.6% to 16.7%, an overall decrease in suspensions across these groups compared to the previous year.
3. Our most noticeable improvement was with our Foster Youth group, with an overall decrease of 50%.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 1 – Increased Academic Achievement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	0.9 Above Standard	Increase 3.0	All	 Yellow	3.2 points above standard	Maintained 2.3 points
	EL	Orange	85.3 Below Standard	Increase 3.0	EL	 Orange	83.6 points below standard	Increased 1.7 points
	Hisp	Yellow	14.4 Below Standard	Increase 3.0	Hisp	 Yellow	4.6 points below standard	Increased 3.8 points
	AA	No Performance Color			AA	 No Performance Color		
	SED	Green	5.9 Above Standard	Increase 3.0	SED	 Yellow	1.2 points above standard	Maintained - 1.7 points
	SWD	No Performance Color	134.4 Below Standard	Increase 3.0	SWD	 No Performance Color	89 points below standard	Increased 45.4 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	99.7 Below Standard	Increase 3.0	All	 Yellow	82.9 points below standard	Increased 19.8 points
	EL	Orange	175.8 Below Standard	Increase 3.0	EL	 Orange	165.4 points below standard	Increased 13.4 points
	Hisp	Green	108 Below Standard	Increase 3.0	Hisp	 Yellow	90.1 points below standard	Increased 20.9 points

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

--

AA	No Performance Color		
SED	Yellow	97.2 Below Standard	Increase 3.0
SWD	No Performance Color	210.8 Below Standard	Increase 3.0

AA	 No Performance Color		
SED	 Yellow	85.3 points below standard	Increased 14.9 points
SWD	 No Performance Color	176.7 points below standard	Increased 37.1 points

California Science Test - Percent of Students Who Meet or Exceed Standard
High School

California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 20.41%

California Science Test - Percent of Students Who Meet or Exceed Standard
High School - 16.74% - Decrease .67%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	38.7%	Increase by 2%

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Yellow	41 %	Increased 2.4 %

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 45.7% (23/24)

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Increased: 54.8% 25/26

California School Dashboard - Graduation Rate Indicator
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Blue	97% Graduate	Maintain 0.9%
EL	Green	98% Graduate	Maintain 1%
Hisp	Blue	97% Graduate	Maintain .9%
AA	No Performance Color		
SED	Blue	97% Graduate	Maintain .8%
SWD	No Performance Color	90% Graduate	Maintain .6%

St. Group	Color	DFS/Percentage	Change
All	 Blue	97.8% graduated	Increased 1.7%
EL	 Blue	98.5% graduated	Increased .5%
Hisp	 Blue	97.7% graduated	Increased .7%
AA	 No Performance Color		
SED	 Blue	97.7% graduated	Increased .8%
SWD	 Green	90.3% graduated	Increased .3%

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>56.1 Prepared</td><td>Increase 2%</td></tr><tr><td>EL</td><td>Orange</td><td>21.7 Prepared</td><td>Increase 2%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>55.6% Prepared</td><td>Increase 2%</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td>Yellow</td><td>56% Prepared</td><td>Increase 2%</td></tr><tr><td>SWD</td><td></td><td>10.9% Prepared</td><td>Increase 2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	56.1 Prepared	Increase 2%	EL	Orange	21.7 Prepared	Increase 2%	Hisp	Yellow	55.6% Prepared	Increase 2%	AA	No Performance Color			SED	Yellow	56% Prepared	Increase 2%	SWD		10.9% Prepared	Increase 2%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Blue</td><td>Prepared 64.6%</td><td>Increased 10.5%</td></tr><tr><td>EL</td><td> Green</td><td>Prepared 51.5%</td><td>Increased 31.8%</td></tr><tr><td>Hisp</td><td> Blue</td><td>Prepared 62.5%</td><td>Increased 10.9%</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td> Blue</td><td>Prepared 64.8%</td><td>Increased 10.8%</td></tr><tr><td>SWD</td><td> Green</td><td>Prepared 40%</td><td>Increased 31.1%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Blue	Prepared 64.6%	Increased 10.5%	EL	 Green	Prepared 51.5%	Increased 31.8%	Hisp	 Blue	Prepared 62.5%	Increased 10.9%	AA	 No Performance Color			SED	 Blue	Prepared 64.8%	Increased 10.8%	SWD	 Green	Prepared 40%	Increased 31.1%
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	56.1 Prepared	Increase 2%																																																							
EL	Orange	21.7 Prepared	Increase 2%																																																							
Hisp	Yellow	55.6% Prepared	Increase 2%																																																							
AA	No Performance Color																																																									
SED	Yellow	56% Prepared	Increase 2%																																																							
SWD		10.9% Prepared	Increase 2%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	 Blue	Prepared 64.6%	Increased 10.5%																																																							
EL	 Green	Prepared 51.5%	Increased 31.8%																																																							
Hisp	 Blue	Prepared 62.5%	Increased 10.9%																																																							
AA	 No Performance Color																																																									
SED	 Blue	Prepared 64.8%	Increased 10.8%																																																							
SWD	 Green	Prepared 40%	Increased 31.1%																																																							
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%	UC and/or CSU Entrance Requirement Completion Rate - Estimate All Students (ALL) - increase of 3% - to 67.7% English Learners (EL) -increase of 6% - to 49.3% Hispanic (Hisp) - increase of 3% - 66.4% Socioeconomically Disadvantaged (SED) -increase of 5% - 64.5% Students with Disabilities (SWD) - increase of 2% to 13.1%																																																								
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: estimated to increase by 8.7%																																																								
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 2% to 61.51% English Learners (EL) - decrease of 13% (17 students) Hispanic (Hisp) - increase of 4% African American (AA) - decrease of 40% (3 students) Socioeconomically Disadvantaged (SED) -increase 12% to 54%																																																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
Socioeconomically Disadvantaged (SED)	Socioeconomically Disadvantaged (SED) -increase 4%	
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Improvement Targeting Student Academic Improvement RMHS will provide high-quality instruction in all subject areas aligned to the achievement of the state standards. Additional instructional materials will be purchased to support the curriculum and provide Tier 1 Support within the classroom. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. In addition, staff attend professional development at conferences like the AVID Summer Institute or Solution Tree Trainings to enforce first instruction. This improvement	Rancho Mirage High School implemented a variety of actions throughout the year to support instructional improvement and student achievement. Staff continued to utilize instructional technology, teacher resource licenses, and supplemental instructional materials to strengthen Tier I instruction and support student learning across content areas. Teachers used digital platforms and instructional resources to monitor student progress, differentiate instruction, and support intervention efforts. Staff also participated in professional development opportunities focused on PLCs, AVID strategies, UDL, and instructional best practices. In addition, teachers attended a Solution Tree Conference focused on math collaboration, common assessments, and grade calibration practices.	Instructional technology and supplemental instructional materials purchases. 4000-4999: Books And Supplies LCFF 16,000 Licenses for digital learning platforms 5000-5999: Services And Other Operating Expenditures Title I 2000 Profesional Development, Conferences, Collaboration, and travel Expenses 5000-5999: Services And Other Operating Expenditures LCFF 16,000	Instructional technology and supplemental instructional materials purchases. 4000-4999: Books And Supplies LCFF 20,000 Licenses for digital learning platforms 5000-5999: Services And Other Operating Expenditures Title I 1,400 Profesional Development, Conferences, Collaboration, and travel Expenses 5000-5999: Services And Other Operating Expenditures LCFF 13,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.	The school also purchased supplemental materials to support classroom instruction, including whiteboards for math classrooms, calculators, sandwich boards for ELA, and increased paper supplies for instructional use. Overall, these actions supported collaboration among staff, strengthened classroom instruction, and helped support student academic success.		
MTSS - Academic Intervention Services RMHS will provide MTSS structure that provides timely intervention to students through multiple access points during and outside the instructional day. This system will include regular progress monitoring through Professional Learning Communities during 2-1-2 time. The improvement strategy will be monitored through local assessments with improved outcomes in state testing.	Rancho Mirage High School continued to strengthen its MTSS supports throughout the year by providing targeted academic interventions, tutoring, progress monitoring through PLC collaboration, and expanded credit recovery opportunities to support student achievement, graduation, and A-G completion. The school utilized co-teaching in math classes to strengthen first instruction while providing smaller group and targeted support for student groups including English Learners, students with disabilities, and other students needing additional academic assistance. After-school tutoring was also offered for all students, including targeted support through teacher recommendations. In addition, students were provided opportunities for credit recovery	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students 1 FTE to increase A-G readiness/ Graduation Rate. 1000-1999: Certificated Personnel Salaries Title I 140,000 Extra duty pay for teachers to facilitate tutoring to improve student achievement. 1000-1999: Certificated Personnel Salaries LCFF 8,000 Extra duty pay for teachers to provide academic support 1000-1999: Certificated Personnel Salaries Title I 30,000	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students 1 FTE to increase A-G readiness/ Graduation Rate. 1000-1999: Certificated Personnel Salaries Title I 100,000 Extra duty pay for teachers to facilitate tutoring to improve student achievement. 1000-1999: Certificated Personnel Salaries LCFF 6,000 Extra duty pay for teachers to provide academic support 1000-1999: Certificated Personnel Salaries Title I 30,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	before school to repeat courses, recover credits, and stay on track for graduation and A-G eligibility. Overall, these supports helped increase student access to intervention services and strengthen academic success for students across campus.	Extra duty pay for certificated staff to facilitate Credit Recovery outside the regular school day to increase graduation rates and A-G eligibility. 1000-1999: Certificated Personnel Salaries LCFF 17,000	Extra duty pay for certificated staff to facilitate Credit Recovery outside the regular school day to increase graduation rates and A-G eligibility. 1000-1999: Certificated Personnel Salaries LCFF 30,000
Academic Enrichment RMHS will provide opportunities for academic enrichment through elective course offerings, clubs, field trips, and academic student experiences outside of the school setting that supplement core instruction across subject areas. In addition to purchasing supplies or uniforms for these activities, this strategy supports the RMHS AVID program, field trips, and art programs, providing additional resources to improve the quality of these experiences. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.	Students participated in college visits and campus trips to support postsecondary exploration, as well as field trips tied to classroom learning. Enrichment also included access to the arts, such as theater productions and musicals, helping students connect learning to creative experiences. Staff collaborated through site days and grade-level/course-alike teams to plan instruction and coordinate enrichment opportunities that support student success. In science, students engaged in hands-on lab work, including dissection activities and other materials that strengthened inquiry-based learning. Student motivation was also supported through recognition opportunities such as uniforms or incentives for honor roll and academic achievement.	Field trip costs 5000-5999: Services And Other Operating Expenditures LCFF 7500.00 Timecards and/or substitute costs for collaboration 5000-5999: Services And Other Operating Expenditures Title I 10,013 Materials, uniforms, and supplies as needed for enrichment activities. 4000-4999: Books And Supplies LCFF 7500.00 Materials and supplies to provide enrichment opportunities science students to participate in problem based learning for laboratory work to increase CAST scores. 4000-4999: Books And Supplies LCFF 9,000	Field trip costs 5000-5999: Services And Other Operating Expenditures LCFF 11,000 Timecards and/or substitute costs for collaboration 5000-5999: Services And Other Operating Expenditures Title I 9,500 Materials, uniforms, and supplies as needed for enrichment activities. 4000-4999: Books And Supplies LCFF 14,000 Materials and supplies to provide enrichment opportunities science students to participate in problem based learning for laboratory work to increase CAST scores. 4000-4999: Books And Supplies LCFF 9,100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development and Collaboration Planning RMHS will provide professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaboration data analysis processes; student needs identification, common instructional planning time, and intervention development. Specific planning will be used for English Learners. The improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance on state assessments.	Departments participated in site planning and collaboration days outside of their regular contract time to support alignment, instructional planning, and enrichment coordination across grade-level and course-alike teams, with an intentional focus on strengthening instruction for English Learners. In addition, the leadership team attended Solution Tree training focused on PLC implementation, strengthening the school's capacity to support collaborative practices, improve instruction, and deepen the effectiveness of professional learning communities, including strategies to better support English Learner	Timecards for additional planning within PLC's and or sub costs related to training or collaboration. 1000-1999: Certificated Personnel Salaries Title I 15,000 Conferences, Training and related costs. 5000-5999: Services And Other Operating Expenditures LCFF 15,000	Timecards for additional planning within PLC's and or sub costs related to training or collaboration. 1000-1999: Certificated Personnel Salaries Title I 14,000 Conferences, Training and related costs. 5000-5999: Services And Other Operating Expenditures LCFF 12,000
English Learner Supports- Increased support for English Language Learners to access the curriculum in all classes through funding for Classified salary and benefits. Staff will focus on increasing student achievement in the CAASPP, ELPAC, and core academic classes. Provide Tier II support and intervention for English Language Learners to improve academic achievement and advancement on the ELPAC exam to increase ELPI. In addition to providing additional supplies for differential instruction. The	Through this work, we were able to have two bilingual paraprofessionals who pushed into classrooms to support English Learner instruction. They assisted teachers with translation, provided scaffolding for students, and led small-group support for more targeted academic assistance. In addition, we provided extra hours for the library technician to work directly with English Learners in the library, supporting literacy development. This also helped expand access to multilingual resources and literature in	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 53,000 80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 53,000 80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
improvement strategy will monitored through local assessment outcomes throughout the year, Improvement on ELPAC, the ELPI, and state testing.	students' primary languages, strengthening literacy skills while they progress toward English fluency. The library support includes small-group instruction and targeted reading support for English Learners.	2000-2999: Classified Personnel Salaries Title I 32,000	3000-3999: Employee Benefits Title I 32,000
		Additional Library Tech hours to support student access to technology and curricular materials in the Library. 2000-2999: Classified Personnel Salaries LCFF 4,500	Additional Library Tech hours to support student access to technology and curricular materials in the Library. 2000-2999: Classified Personnel Salaries LCFF 4,000
		20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 13,500	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 13,000
		20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 8,000	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 7,500
		Additional instructional and intervention materials and supplies for ELD implementation. * 13,985 Title 1 Carryover 4000-4999: Books And Supplies	Additional instructional and intervention materials and supplies for ELD implementation. * 13,985 Title 1 Carryover 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 16985	Title I 14,000
RMHS will provide opportunities for students build digital literacy skills through hand-on lessons and course offerings. Students will be provided access to technology to create, edit, and analyze digital media, helping them develop skills in communication, critical thinking, and responsible technology use. Effectiveness will be measured by student performance on digital media related course assignments, completion of A-G coursework in digital media, and CTE pathway completion in related fields.	We were also able to support a growing CTE pathway by providing technology such as drones, cameras, and laptops, among other resources, to help launch a data literacy program. This added hands-on, real-world learning tools to strengthen student engagement and career readiness within the pathway.	Technology for students to build digital literacy. 4000-4999: Books And Supplies Title I 16,000	Technology for students to build digital literacy. 4000-4999: Books And Supplies Title I 20,000

Analysis

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

Overall, Rancho Mirage High School implemented the planned instructional, intervention, enrichment, and professional development strategies with fidelity. These efforts were designed to improve student achievement in ELA, mathematics, science, and college and career readiness, while ensuring all students remain on track for graduation and postsecondary success.

Implementation included a sustained focus on high-quality Tier 1 instruction, structured PLC collaboration, MTSS academic interventions, and expanded access to tutoring, credit recovery, and enrichment opportunities. Staff consistently used instructional technology and digital learning platforms to support differentiated instruction and monitor student progress.

Results indicate overall progress across multiple indicators. In ELA, most student groups demonstrated maintenance or improvement, including English Learners improving from -85.3 to -83.6 points below standard. In mathematics, all student groups showed growth, including English Learners (+13.4 points) and Students with Disabilities (+37.1 points). The graduation rate increased to 97.8% overall, reflecting sustained student success toward completion. The English Learner Progress Indicator increased to 41%, and RFEP reclassification rates increased significantly from 45.7% to 54.8%. The College and Career Indicator increased overall to 64.6% prepared, with notable gains among English Learners and Students with Disabilities.

While science and some student groups performance areas continue to require improvement, overall implementation contributed to measurable gains in student engagement, access, and academic outcomes.

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

Overall, implementation aligned closely with the original SPSA plan; however, several adjustments were made based on site needs and instructional priorities.

There was increased allocation toward classroom-based instructional materials and supplies to strengthen Tier 1 instruction. Professional development expanded beyond conferences to include more site-based PLC collaboration and Solution Tree training. In addition, intervention supports such as tutoring, credit recovery, and co-teaching were implemented more consistently than originally anticipated. Minor adjustments in staffing and supplemental funding occurred, but all expenditures remained aligned with instructional improvement priorities.

These changes reflected a shift toward more immediate, classroom-level supports and strengthened collaborative instructional practices while maintaining fidelity to SPSA goals.

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

The overall goal of increasing academic achievement will remain in place; however, refinements will be made to better address identified areas of need and sustain areas of growth.

Future efforts will place greater emphasis on improving mathematics achievement, particularly for English Learners and Students with Disabilities, where performance remains significantly below standard. MTSS intervention systems will be strengthened, with continued focus on data-driven PLC collaboration and student groups monitoring. English Learner supports will be sustained and expanded, particularly in maintaining gains in RFEP reclassification and ELPI growth. Continued attention will be given to improving science performance through inquiry-based and hands-on instructional strategies. Additionally, college and career readiness pathways, including CTE participation and A–G completion, will continue to be expanded given positive growth in these areas.

These revisions will be reflected in the updated SPSA through enhanced MTSS structures, PLC expectations, and targeted instructional support strategies.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 2 – Parent Engagement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150	Parent Participation in Stakeholder Input Processes -89 - Decreased from prior year.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increased by 4% Hispanic (Hisp) -increased by 5% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL) - Hispanic (Hisp) - African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increased by 3% Hispanic (Hisp) -increased by 4% African American (AA) - Increased by 9%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increased by 6%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Onboarding of Parent Community RMHS will provide multiple opportunities for parents to become connected with the campus through Orientations, Academic Nights, Counseling Nights, and Enrichment opportunities for families. This will help build a connection with families and increase the sense of safety on campus. This improvement activity will be monitored through educational partner feedback, increased parent attendance events, surveys, and increased communication.	RMHS provided multiple opportunities for parents and families to become connected to the campus through a variety of engagement events, including Orientations, Academic Nights, Counseling Nights focused on FAFSA and A–G requirements, Back-to-School Night, incoming 8th grade orientation nights, and athletic physical nights. In addition, the school partnered with the City of Rancho Mirage to host several community nights, including disaster preparedness night and other city-sponsored family engagement events. These opportunities were designed to strengthen connections with families, increase understanding of academic and postsecondary pathways, and enhance the overall sense of safety and belonging on campus. This improvement activity was monitored through educational partner feedback, increased parent attendance at events, surveys, and improved communication and engagement with families.	Timecards and/or subs for parent engagement activities 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,000 Materials and Supplies for parent engagements, and light refreshments. *161.00 Title 1 Carry Over 4000-4999: Books And Supplies Title I Part A: Parent Involvement 621	5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 0 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
Parent Engagement To increase motivation for support with parents and connectedness to campus, consult a speaker/consultant to discuss parenting challenges and student stresses and increase academic motivation. This improvement	The planned strategy to increase parent engagement through the use of a speaker/consultant focused on parenting challenges, student stressors, and academic motivation was not implemented during the year. This was primarily due to a lack of early planning and timely contracting, which prevented	Consultant or speaker to help with engagement with the community and parents. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 5000	5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
activity will be monitored through educational partner feedback, increased parent attendance at events, surveys, and increased communication.	the activity from being executed as intended. Moving forward, the goal will be to initiate the contracting process earlier in the school year to ensure successful implementation and full integration of this strategy into the overall parent engagement plan. This adjustment will support increased parent participation, stronger school-to-home connections, and improved alignment with academic motivation and student support efforts. Monitoring will continue through educational partner feedback, attendance at parent events, surveys, and overall communication trends with families.		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Although the implementation of Parent Engagement strategies were successful. RMHS provided multiple opportunities for families to connect with the school throughout the year, including Academic Nights, Counseling Nights focused on FAFSA and A–G requirements, Back-to-School Night, incoming 8th grade orientation events, athletic physical nights, and community partnership events with the City of Rancho Mirage, including disaster preparedness nights. While the planned consultant and guest speaker components were not implemented, staff still worked collaboratively to provide meaningful engagement opportunities for families. These events were supported by administrators, counselors, coaches, teachers, club advisors, and volunteers who contributed their time throughout the year. Many activities were organized through existing staff support, flex time, and club stipends rather than additional expenditures. The engagement opportunities provided throughout the year helped strengthen family connection to the school community. This was reflected in improved results on the Panorama Family Climate Survey, where Family School Connectedness increased by 4% overall and by 5% for Hispanic families. In addition, participation in school events increased by 6%, exceeding the original growth target. Moving forward, additional planning time and the ability to provide timecard support for staff participation at evening events will help expand involvement and continue strengthening family engagement efforts across campus.
--

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

The primary difference between the intended implementation and actual execution was the failure to implement the contracted speaker/consultant component designed to support parent engagement and academic motivation. This was due to insufficient early planning and delayed contracting processes.

As a result, \$5,000 allocated for professional/consulting services (Title I Parent Involvement funds) was not expended as intended. While other parent engagement activities were successfully implemented, this key strategy was not executed, representing the major variance between planned and actual expenditures and services. These events were supported by administrators, counselors, coaches, teachers, club advisors, and volunteers who contributed their time throughout the year. Many activities were organized through existing staff support, flex time, and club stipends rather than additional expenditures.

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

Based on this year's analysis, RMHS will maintain the overall Parent Engagement goal but will make targeted adjustments to improve implementation fidelity. The primary change will be the earlier initiation of the contracting process for a parent engagement speaker/consultant to ensure full implementation in the upcoming year. This will prevent delays and ensure alignment between planned services and budgeted expenditures.

Additionally, RMHS will continue expanding successful engagement events (Academic Nights, Counseling Nights, and community partnerships with the City of Rancho Mirage), as these activities demonstrated measurable increases in participation and family connectedness.

These updates will be reflected in the SPSA under Goal 2 – Parent Engagement, specifically within the “Strategies/Activities” section, with revised timelines for contracting and implementation of consultant services, as well as continued emphasis on increasing participation in existing engagement events.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 3 – Safe and Healthy Learning Environment

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

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

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - increase by 2%				Student Rates remained similiar to previous year at 91.83%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) decrease by 10% English Learner (EL) decrease by 10% Hispanic (Hisp) decrease by 10% African American (AA) decrease by 10% Socioeconomically Disadvantaged (SED) decrease by 10% Students with Disabilities (SWD) decrease by 10%				Chronic Absenteeism Rates All Students (ALL) Increased by 2.17% to 29.05 English Learner (EL) increased by .05% to 30.05% Hispanic (Hisp) increased by 1.5% to 30.4% African American (AA) decrease by 11.3% to 22% Socioeconomically Disadvantaged (SED) Increased by 2% to 27.8% Students with Disabilities (SWD) decreased by .7% to 34.5%			
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) - decrease by 0.5% Hispanic (Hisp) - decrease by 0.4% African American (AA) - maintain at 0% Socioeconomically Disadvantaged (SED) - decrease by 0.5%				Estimate for the 25/26 school year All Students (ALL) - increase by 2 students 0.5% English Learner (EL) - decrease to 0% Hispanic (Hisp) - decrease to 0% African American (AA) - maintaining at 0% Socioeconomically Disadvantaged (SED) - increase by 10% (1 student)			
Suspension Rates: All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Expected Outcomes				Actual Outcomes			
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Yellow	6.7% suspended at least one day	Decline 2%	All	 Yellow	6.7% suspended at least one day	Declined 3%
	EL	 Yellow	9% suspended at least one day	Decline 2%	EL	 Yellow	9.5% suspended at least one day	Declined 1.5%
	Hisp	 Yellow	8.2% suspended at least one day	Decline 2%	Hisp	 Yellow	7% suspended at least one day	Declined 3.2%
	AA	 Orange	12.4% Suspended at least one day	Decline 2%	AA			
	SED	 Yellow	8% suspended at least one day	Decline 2%	SED	 Yellow	6.7% suspended at least one day	Declined 3.3%
	SWD	 Orange	18.4% suspended at least one day	Decline 2%	SWD	 Yellow	14.4% suspended at least one day	Declined 6%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - remain below 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%				Expulsion Rates All Students (ALL) - remain below 0.05% English Learner (EL) - 0% Hispanic (Hisp) -under 0.5% African American (AA) - 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%				Panorama Survey – School Connectedness All Students (ALL) - increased by 4% English Learner (EL) -increased by 4% Hispanic (Hisp) -increased by 5% African American (AA) - increased by 17%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 4% Hispanic (Hisp) - increase by 4% African American (AA) - increase by 4%				Panorama Survey – School Safety All Students (ALL) - increased by 2% English Learner (EL) - increased by 3% Hispanic (Hisp) - increased by 3% African American (AA) - increased by 3%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%				Williams Facilities Inspection Results remain at 100%			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavioral Support: School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.	RMHS provided multiple opportunities for parents and families to connect to the campus through events such as Orientations, Academic Nights, Counseling Nights focused on FAFSA and A–G requirements, Back-to-School Night, incoming 8th grade orientation nights, and athletic physical nights. The school also partnered with the City of Rancho Mirage to host community engagement events, including disaster preparedness night. In addition, the Link Crew program held student forums to ensure student voice was included in campus decision-making. These opportunities strengthened family engagement, increased awareness of academic and postsecondary pathways, and supported a greater sense of safety and belonging on campus. Progress was monitored through educational partner feedback, event attendance, and surveys.	The PLUS/Wellness Ambassadors/ Link Crew program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, uniforms (T-shirts)resources and consultants are used to support these programs. This improvement activity will be monitored through internal reporting for behavior rates, classroom engagement, and suspension rates throughout the year to improve outcomes for suspension rates on the CA Dashboard. 5000-5999: Services And Other Operating Expenditures LCFF 4580.00	The PLUS/Wellness Ambassadors/ Link Crew program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, uniforms (T-shirts)resources and consultants are used to support these programs. This improvement activity will be monitored through internal reporting for behavior rates, classroom engagement, and suspension rates throughout the year to improve outcomes for suspension rates on the CA Dashboard. 5000-5999: Services And Other Operating Expenditures LCFF 9,000
Climate/ Culture Improvement: RMHS will create a positive school campus environment, developing structures to create a welcoming school where all educational	Climate / Culture Improvement During the year, RMHS implemented several initiatives to strengthen school climate, student belonging, and campus pride.	Student IDs, Lanyards, T-shirts, murals, and signage to increase ownership to RMHS 4000-4999: Books And Supplies LCFF	Student IDs, Lanyards, T-shirts, murals, and signage to increase ownership to RMHS 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
partners feel connected and belong. The counselors will develop An onboarding program to ensure all students feel welcome. Counselors will create a group of Scholars that earn a 3.0 GPA and will be recognized with uniform t-shirts, lanyards, and other incentives to increase their sense of belonging. The staff will look at ways to enhance the campus with the motto of STRIKE or OWN IT and look for wore visuals on campus, like windows or murals, to strengthen the sense of belonging and ownership of campus culture at RMHS. This improvement activity will be monitored through internal reporting through Attendance reports and Panorma survey results.	Counselors supported student onboarding efforts to help students feel welcomed and connected to campus. The school also recognized students maintaining a 3.0 GPA through incentives such as uniforms for the "OWN IT" club, lanyards, and other recognition items. Campus culture was further supported through the “STRIKE” and “OWN IT” themes, including expanded use of student IDs, school branding, signage, murals, and other campus improvements designed to build school pride and student ownership. The effectiveness of these efforts was monitored through attendance data, student engagement indicators, and Panorama Family and Student Climate Survey results to continue improving school culture and connectedness at RMHS.	15,000.00	12,000
Attendance RMHS will provide a structure to improve attendance at the school site. The school will develop an incentive system to improve student attendance with incentives for positive improvements. In addition to allowing for extra duty for staff to do home visits, parent conferences, and monitoring of student data and trends, the school will increase opportunities for	Attendance Improvement During the year, RMHS implemented several strategies to improve student attendance through incentives, outreach, and increased student engagement opportunities. Attendance incentives were provided to recognize improved attendance, while staff conducted attendance interventions such as parent	Incentives for positive improvements in attendance. 4000-4999: Books And Supplies Title I 8000 Time card for extra duty and mileage for home visits, parent conferences, and attendance monitoring. 5000-5999: Services And Other Operating Expenditures	Incentives for positive improvements in attendance. 4000-4999: Books And Supplies Title I 10,000 Time card for extra duty and mileage for home visits, parent conferences, and attendance monitoring. 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
enrichment field trips to further engage students with RMHS, increase their sense of belonging, and increase attendance. This improvement activity will be monitored through internal reporting for attendance rates and internal monitoring.	conferences, home visits, and ongoing monitoring of student attendance data. The school also expanded enrichment activities and field trips to increase student engagement, strengthen school connectedness, and encourage regular attendance by helping students feel more connected to RMHS. The effectiveness of these efforts was monitored through internal attendance data and ongoing review of attendance trends to identify students needing additional support and evaluate the impact of attendance and engagement strategies.	Title I 3000 Fieldtrips and related costs 5000-5999: Services And Other Operating Expenditures LCFF 10000 Fieldtrips and related costs for positive attendance, and improved behaviors on campus. *7500 Title 1 Carry Over 5000-5999: Services And Other Operating Expenditures Title I 7500	Title I 200 Fieldtrips and related costs 5000-5999: Services And Other Operating Expenditures LCFF 11,000 Fieldtrips and related costs for positive attendance, and improved behaviors on campus. *7500 Title 1 Carry Over 5000-5999: Services And Other Operating Expenditures Title I 1000

Analysis

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

During the 2024–2025 school year, suspension rates showed overall improvement across most student groups, with several groups seeing a decline of about 2%. All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities all experienced reductions in suspensions, with Students with Disabilities showing one of the larger decreases. African American students remained at a higher suspension rate compared to other groups, which continues to be an area of focus, but overall discipline data trended in the right direction schoolwide.

Expulsion rates stayed very low across all student groups, essentially meeting expectations, with rates remaining below 0.05% for All Students and at or near 0% for most groups, including English Learners and African American students.

Looking at the Winter 2026 Panorama Survey results, there were positive gains in how students feel about school. Students reported feeling more connected to school overall, with increases across all groups—especially a strong jump among African American students. Students also reported feeling safer at school, with small but steady increases across all student groups.

Finally, the school continued to maintain strong facility standards, with Williams Facilities Inspection results holding steady at 100%, showing that school facilities remained in excellent condition throughout the year.

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

The main difference between the original plan and what was actually implemented was that many of the activities and supports grew throughout the year based on student and school needs. RMHS expanded student engagement opportunities through additional Link Crew and PLUS activities, attendance incentives, student recognition programs, campus culture projects, and family engagement events.

The school also increased efforts to support attendance and school connectedness through more outreach activities, field trips, intervention support, and school-wide events. As the year progressed, many programs grew beyond the original scope in order to better support students and strengthen overall school climate and engagement.

Overall, the changes reflected an expansion of student supports and activities rather than any reduction in services.

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

Based on this analysis, RMHS will continue all current Goal 3 strategies, as they demonstrated measurable improvements in suspension rates, school connectedness, and school safety indicators. No major changes will be made to the core strategies, as implementation was effective and aligned with improved student outcomes.

However, refinements will be made in planning and budget alignment to ensure expenditures are more accurately projected and distributed across behavioral support, climate initiatives, and attendance systems. Additionally, attendance and chronic absenteeism will remain a continued focus area due to only stable rather than improved outcomes in attendance rates.

These updates, including continued implementation of PLUS/Link Crew programs, expanded climate initiatives, and refined attendance intervention planning, will be reflected in SPSA Goal 3 – Safe and Healthy Learning Environment under the “Strategies/Activities” and “Budget/Expenditures” sections, with improved alignment between planned programming and projected costs.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

LCAP Goal

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

Identified Need

Based on the annual needs assessment, identified needs in academics are:

- Low overall performance in ELA results noted by the Yellow Performance Levels for most students while student groups result in the Orange (English Learners) and Red (Long Term English Learners) Levels on the Fall 2025 Dashboard.
- Low overall performance in Mathematics resulted as noted by Yellow Performance Level for All students while English Learners were noted further low with Orange Performance Levels on the 2025 Fall Dashboard.
- A yellow Performance Level for English Learners was also noted on the Fall 2025 Dashboard. Indicating a need for improved services in language acquisition support and English Language Development strategy implementation.
- Local data in 2025 - 2026 indicates a significant need for intervention support in both ELA and Mathematics.
- A through G rate of 61%, with only 20.9% for English Learners and 6.0% for Students with Disabilities. This indicates a need to increase access and support for college readiness through expanded academic counseling, scaffolded access to rigorous coursework, and targeted credit recovery options to ensure more students meet requirements.
- Increased performance in Mathematics indicates continuing with current efforts to raise student achievement.
- A through G rate of 63%, with only 42.6% for English Learners and 9.7% for Students with Disabilities. While there was an increase from 2024/2025, this indicates a need to increase access and support for college readiness through expanded academic counseling, scaffolded access to rigorous coursework, and targeted credit recovery options to ensure more students meet requirements.

Measuring and Reporting Results

Metric/Indicator**Baseline****Expected Outcome**

California School Dashboard -
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Yellow	3.2 points above standard	Maintained 2.3 points
EL	 Orange	83.6 points below standard	Increased 17 points
Hisp	 Orange	4.6 points below standard	Increased 3.8 points
AA	 No Performance Color		Less than 11 Students
SED	 Green	1.2 points above standard	Maintained - 1.7 points
SWD	 No Performance Color	89 points below standard	Increased 45.4 points

St. Group	Color	DFS/Percentage	Change
All	Green	0.9 Above Standard	Increase 3.0
EL	Orange	85.3 Below Standard	Increase 3.0
Hisp	Yellow	14.4 Below Standard	Increase 3.0
AA	No Performance Color		
SED	Green	5.9 Above Standard	Increase 3.0
SWD	No Performance Color	134.4 Below Standard	Increase 3.0

California School Dashboard -
Academic Indicator for
Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Yellow	82.9 points below standard	Increased 19.8 points
EL	 Orange	165.4 points below standard	Increased 13.4 points
Hisp	 Yellow	90.1 points below standard	Increased 20.9 points
AA	 No Performance Color		Less than 11 Students
SED	 Yellow	85.3 points below standard	Increased 14.9 points
SWD	 No Performance Color	176.7 points below standard	Increased 37.1 points

St. Group	Color	DFS/Percentage	Change
All	Green	99.7 Below Standard	Increase 3.0
EL	Orange	175.8 Below Standard	Increase 3.0
Hisp	Green	108 Below Standard	Increase 3.0
AA	No Performance Color		
SED	Yellow	97.2 Below Standard	Increase 3.0
SWD	No Performance Color	210.8 Below Standard	Increase 3.0

Metric/Indicator	Baseline				Expected Outcome			
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 16.74%				California Science Test - Percent of Students Who Meet or Exceed Standard High School - 19.7%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Yellow	41%	2.4 7.7	English Learner Progress Indicator	Yellow	38.7%	Increase by 2%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 34.2%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 36.2%			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Blue	97.8% graduated	Increased 1.7%	All	Blue	97% Graduate	Maintain 0.9%
	EL	 Green	98.5% graduated	Increased 1.5%	EL	Green	98% Graduate	Maintain 1%
	Hisp	 Blue	97.7% graduated	Increased 1.6%	Hisp	Blue	97% Graduate	Maintain .9%
	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	AA	No Performance Color		
	SED	 Blue	97.7% graduated	Increased 1.5%	SED	Blue	97% Graduate	Maintain .8%
	SWD	 Green	90.3% graduated	Increased 5.9%	SWD	No Performance Color	90% Graduate	Maintain .6%
College and Career Indicator (CCI) \	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Yellow	64.6 Prepared	Increased 10.5	All	Green	56.1 Prepared	Increase 2%
	EL	 Yellow	51.5 Prepared	Increased 31.8	EL	Orange	21.7 Prepared	Increase 2%

Metric/Indicator	Baseline				Expected Outcome			
Students with Disabilities (SWD)	Hisp	 Blue	62.5	Increased 10.9	AA	No Performance Color		
	AA	 No Performance Color		Less than 11 Students 0	SED	Yellow	56% Prepared	Increase 2%
	SED	 Blue	64.8 Prepared	Increased 10.8	SWD		10.9% Prepared	Increase 2%
	SWD	 Green	40 Prepared	Increased 31.1				
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL): 63.2% English Learners (EL) 42.6.6% Hispanic (Hisp) 62.1% African American (AA) * Socioeconomically Disadvantaged (SED) 63.0% Students with Disabilities (SWD) 9.7%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%			
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course 17.7%				Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%			
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 54.2%% English Learners (EL) 37.1% Hispanic (Hisp) 52.1% African American (AA) * Socioeconomically Disadvantaged (SED) 55.3%				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% Compliance				Williams Textbook/Materials Compliance maintain 100% compliance			

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Instructional Improvement Targeting Student Academic Improvement

RMHS will provide high-quality instruction in all subject areas aligned to the achievement of the state standards. Additional instructional materials will be purchased to support the curriculum and provide Tier 1 Support within the classroom. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. In addition, staff attend professional development at conferences like the AVID Summer Institute or Solution Tree Trainings to enforce first instruction. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators, Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional technology and supplemental instructional materials purchases.

Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses for digital learning platforms
Amount	16,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Profesional Development, Conferences, Collaboration, and travel Expenses

Strategy/Activity 2

MTSS - Academic Intervention Services

RMHS will provide MTSS structure that provides timely intervention to students through multiple access points during and outside the instructional day. This system will include regular progress monitoring through Professional Learning Communities during 2-1- 2 time. The improvement strategy will be monitored through local assessments (STAR, CLASSTIME) with improved outcomes in state testing.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2026 -
6/30/2027

Person(s) Responsible

Ed Svcs, Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	141724
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students 1 FTE to increase A-G readiness/ Graduation Rate.
Amount	8,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to facilitate tutoring to improve student achievement.
Amount	15,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to provide academic support
Amount	17,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for certificated staff to facilitate Credit Recovery outside the regular school day to increase graduation rates and A-G eligibility.

Strategy/Activity 3

Academic Enrichment
RMHS will provide opportunities for academic enrichment through elective course offerings, clubs, field trips, and academic student experiences outside of the school setting that supplement core instruction across subject areas. In addition to purchasing supplies or uniforms for these activities, this strategy supports the RMHS AVID program and other programs, field trips, and art programs, providing additional resources to improve the quality of these experiences. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

<u>X</u> All

Timeline

7/1/2026 - 6/30/2027

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip costs
Amount	10,013
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards and/or substitue costs for collaboration
Amount	7500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials, uniforms, and supplies as needed for enrichment activities.
Amount	9,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to provide enrichment opportunities science students to participate in problem based learning for laboratory work to increase CAST scores.

Strategy/Activity 4

Professional Development and Collaboration Planning

RMHS will provide professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaboration data analysis processes; student needs identification, common instructional planning time, and intervention development. Teachers will be looking at STAR, Classtime, and department made common assessments to discuss intervention and callobrating of rubrics and rigor in theri classes. This will take place outside the school year in addition to time after and before school. Specific planning will be used for English Learners. The improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance on state assessments.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-
6/30/2027

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Timecards for additional planning within PLC's and or sub costs related to training or collaboration.
Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, Training and related costs.

Strategy/Activity 5

English Learner Supports-

Increased support for English Language Learners through funding for bilingual instructional aide salaries and benefits. Bilingual instructional aides will support students in academic classes using research-based strategies such as small-group instruction, academic vocabulary development, scaffolding, primary language support, guided practice, and checking for understanding to improve access to grade-level curriculum. Staff will provide Tier II intervention and

differentiated instruction to improve student achievement on the CAASPP, ELPAC, ELPI, and in core academic classes. Progress will be monitored through local assessments, ELPAC results, ELPI data, and state testing outcomes.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/2026-
6/30/2027

Person(s) Responsible

Administrators,
Counselors, and
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	53,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	32,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	4,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Library Tech hours to support student access to technology and curricular materials in the Library.

Amount	13,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	8,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
Amount	16985
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Additional instructional and intervention materials and supplies for ELD implementation.

Strategy/Activity 6

RMHS will provide opportunities for students build digital literacy skills through hand-on lessons and course offerings. Students will be provided access to technology to create, edit, and analyze digital media, helping them develop skills in communication, critical thinking, and responsible technology use. Effectiveness will be measured by student performance on digital media related course assignments, completion of A-G coursework in digital media, and CTE pathway completion in related fields.

Students to be Served by this Strategy/Activity

 X All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Teachers, Administrators,

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology for students to build digital literacy.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

LCAP Goal

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

Identified Need

For 2026–27, school connectedness and family engagement remain key areas for continued growth. Strengthening these connections is important because increased family engagement is likely to support better attendance and help reduce chronic absenteeism over time.

At this point, parent participation in school meetings is still low and remains an ongoing focus area. Outside of well-attended programs like band and football, consistent involvement from families across the broader school community has not yet been established. Moving forward, the goal is to create more welcoming, accessible opportunities for parents to be involved through community events and clearer, more consistent communication so families feel more connected and included in the life of the school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 76	Parent Participation in Stakeholder Input Processes -150 - 10% of families
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increased by 4% to 93% Hispanic (Hisp) -increased by 5% to 92% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 2% Hispanic (Hisp) -increase by 2% African American (AA) -N/A

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL) - Hispanic (Hisp) - African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increased by 1% to 92% Hispanic (Hisp) - Maintained 0% at 96% African American (AA) -N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 2% Hispanic (Hisp) -increase by 1% African American (AA) -N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increased by 7%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%

Planned Strategies/Activities

Strategy/Activity 1

Onboarding of Parent Community

RMHS will provide multiple opportunities for parents to become connected with the campus through Orientations, Academic Nights, Counseling Nights, and Enrichment opportunities for families. This will help build a connection with families and increase the sense of safety on campus. This improvement activity will be monitored through educational partner feedback, increased parent attendance events, surveys, and increased communication.

Students to be Served by this Strategy/Activity

X All

Timeline

2026 - 2027

Person(s) Responsible

Administration, Counselors, Teachers and Classified

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Timecards and/or subs for parent engagement activities
Amount	273
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for parent engagements, and light refreshments.

Strategy/Activity 2

Parent Engagement To increase motivation for support with parents and connectedness to campus, consult a speaker/consultant to discuss parenting challenges and student stresses and increase academic motivation. This improvement activity will be monitored through educational partner feedback, increased parent attendance at events, surveys, and increased communication.

Students to be Served by this Strategy/Activity

☒ All

Timeline

2026-2027

Person(s) Responsible

Administration, MTSS, Teachers, and Counselors
--

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant or speaker to help with engagement with the community and parents.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

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

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

LCAP Goal

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

Identified Need

1. Attendance decreased to 91.83% as of May 12, 2026.
2. The Chronic Absenteeism 29.05%. English Learners (30.05%) have especially high rates. This data shows that attendance needs to be improved.
3. The overall high school 4-year dropout rate remains low, but EL's increased to 2.4% compared to last year/ This is an area that needs to be addressed through school connectedness.
4. The 2025 Dashboard shows a suspension rate of 6.7% for All students. ELL Students (9.5%) and Students with Disabilities (14.4%). Even though our data improved with these student groups, we will continue to decrease these suspension numbers for these groups. There was an increase to homeless student suspensions (11.3%).
5. Social Emotional Learning and Restorative Practices, RMHS will work to improve positive connections to school for students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates daily attendance rate is 91.83%	Student Attendance Rates All Students (ALL) - increase by 2%
Chronic Absenteeism Rates All Students (ALL))	Chronic Absenteeism Rates All Students (ALL) 27%	Chronic Absenteeism Rates All Students (ALL) decrease by 2%

Metric/Indicator	Baseline	Expected Outcome																																																								
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	English Learner (EL) 30% Hispanic (Hisp) 30.4% African American (AA) 22% Socioeconomically Disadvantaged (SED) 29.8% Students with Disabilities (SWD) 33.8%	English Learner (EL) decrease 2% Hispanic (Hisp) decrease 2% African American (AA) decrease by 2% Socioeconomically Disadvantaged (SED) decrease by 2% Students with Disabilities (SWD) decrease by 4%																																																								
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 0.8% English Learner (EL) 1.4% Hispanic (Hisp) 0.7% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0.6%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.2% English Learner (EL) - decrease by 0.2% Hispanic (Hisp) - decrease by 0.4% African American (AA) - maintain at 0% Socioeconomically Disadvantaged (SED) - decrease by 0.2%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>6.7% suspended at least one day</td><td>Decline 2%</td></tr><tr><td>EL</td><td> Yellow</td><td>9% suspended at least one day</td><td>Decline 2%</td></tr><tr><td>Hisp</td><td> Yellow</td><td>8.2% suspended at least one day</td><td>Decline 2%</td></tr><tr><td>AA</td><td> Orange</td><td>12.4% Suspendedat least one day</td><td>Decline 2%</td></tr><tr><td>SED</td><td> Yellow</td><td>8% suspended at least one day</td><td>Decline 2%</td></tr><tr><td>SWD</td><td> Orange</td><td>18.4% suspended at least one day</td><td>Decline 2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	6.7% suspended at least one day	Decline 2%	EL	 Yellow	9% suspended at least one day	Decline 2%	Hisp	 Yellow	8.2% suspended at least one day	Decline 2%	AA	 Orange	12.4% Suspendedat least one day	Decline 2%	SED	 Yellow	8% suspended at least one day	Decline 2%	SWD	 Orange	18.4% suspended at least one day	Decline 2%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>7.8% suspended at least one day</td><td>Decline by 2%</td></tr><tr><td>EL</td><td>Green</td><td>7.5% suspended at least one day</td><td>Decline by 2%</td></tr><tr><td>Hisp</td><td>Green</td><td>8.2%Suspended at least one day</td><td>Decline by 1%</td></tr><tr><td>AA</td><td>Yellow</td><td>12.7% suspended at least one day</td><td>Decline by 2%</td></tr><tr><td>SED</td><td>Green</td><td>5% suspended by at least one day</td><td>Decline by 1%</td></tr><tr><td>SWD</td><td>Yellow</td><td>12.4% suspended at least one day</td><td>Decline by 2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	7.8% suspended at least one day	Decline by 2%	EL	Green	7.5% suspended at least one day	Decline by 2%	Hisp	Green	8.2%Suspended at least one day	Decline by 1%	AA	Yellow	12.7% suspended at least one day	Decline by 2%	SED	Green	5% suspended by at least one day	Decline by 1%	SWD	Yellow	12.4% suspended at least one day	Decline by 2%
St. Group	Color	DFS/Percentage	Change																																																							
All	 Yellow	6.7% suspended at least one day	Decline 2%																																																							
EL	 Yellow	9% suspended at least one day	Decline 2%																																																							
Hisp	 Yellow	8.2% suspended at least one day	Decline 2%																																																							
AA	 Orange	12.4% Suspendedat least one day	Decline 2%																																																							
SED	 Yellow	8% suspended at least one day	Decline 2%																																																							
SWD	 Orange	18.4% suspended at least one day	Decline 2%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	7.8% suspended at least one day	Decline by 2%																																																							
EL	Green	7.5% suspended at least one day	Decline by 2%																																																							
Hisp	Green	8.2%Suspended at least one day	Decline by 1%																																																							
AA	Yellow	12.7% suspended at least one day	Decline by 2%																																																							
SED	Green	5% suspended by at least one day	Decline by 1%																																																							
SWD	Yellow	12.4% suspended at least one day	Decline by 2%																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) -0.5% English Learner (EL) – 0% Hispanic (Hisp) -0.5% African American (AA) - 0.0%	Expulsion Rates All Students (ALL) - remain below 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%																																																								

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) 59% English Learner (EL) 59% Hispanic (Hisp) 59% African American (AA) 53%	Panorama Survey – School Connectedness All Students (ALL) - increase by 2% English Learner (EL) -Maintain Hispanic (Hisp) -Maintain African American (AA) - Need to get more surveys
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 79% English Learner (EL) 78% Hispanic (Hisp) 80% African American (AA) 71%	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 4% Hispanic (Hisp) - increase by 4% African American (AA) - increase by 4%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

Behavioral Support:

School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026 -
6/30/2027

Person(s) Responsible

Administrators,
counselors, and
activities director

Proposed Expenditures for this Strategy/Activity

Amount	4580.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	The PLUS/Wellness Ambassadors/ Link Crew program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, uniforms resources and consultants are used to support these programs. This improvement activity will be monitored through internal reporting for behavior rates, classroom engagement, and suspension rates throughout the year to improve outcomes for suspension rates on the CA Dashboard.

Strategy/Activity 2

Climate/ Culture Improvement:

RMHS will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and belong. The counselors will develop An onboarding program to ensure all students feel welcome. Counselors will create a group of Scholars that earn a 3.0 GPA and will be recognized with uniform, lanyards, and other incentives to increase their sense of belonging. The staff will look at ways to enhance the campus with the motto of STRIKE or OWN IT and look for wore visuals on campus, like windows or murals, to strengthen the sense of belonging and ownership of campus culture at RMHS. This improvement activity will be monitored through internal reporting through Attendance reports and Panorma survey results.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026 -
6/30/2027

Person(s) Responsible

Administrators,
Counselors, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	21270.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Student IDs, Lanyards, uniforms, murals, and signage to increase ownership to RMHS

Strategy/Activity 3**Attendance**

RMHS will provide a structure to improve attendance at the school site. The school will develop an incentive system to improve student attendance with incentives for positive improvements. In addition to allowing for extra duty for staff to do home visits, parent conferences, and monitoring of student data and trends, the school will increase opportunities for enrichment field trips to further engage students with RMHS, increase their sense of belonging, and increase attendance. This improvement activity will be monitored through internal reporting for attendance rates and internal monitoring.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-
6/30/2027

Person(s) Responsible

Ed Svcs, Site Administration, Counselors, and staff

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

5000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Incentives for positive improvements in attendance.

Amount

1000

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Time card for extra duty and mileage for home visits, parent conferences, and attendance monitoring.

Amount

10000

Source

LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fieldtrips and related costs
Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fieldtrips and related costs for positive attendance, and improved behaviors on campus.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2026 - June 30, 2027	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes		Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Youth Mental Health First Aid Training		Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$320,791
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$481,845.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	317,722	0.00
Title I Part A: Parent Involvement	6,273	0.00
LCFF	157,850	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$317,722.00
Title I Part A: Parent Involvement	\$6,273.00

Subtotal of additional federal funds included for this school: \$323,995.00

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

State or Local Programs	Allocation (\$)
LCFF	\$157,850.00

Subtotal of state or local funds included for this school: \$157,850.00

Total of federal, state, and/or local funds for this school: \$481,845.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	157,850.00
Title I	317,722.00
Title I Part A: Parent Involvement	6,273.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	201,724.00
2000-2999: Classified Personnel Salaries	111,000.00
4000-4999: Books And Supplies	92,028.00
5000-5999: Services And Other Operating Expenditures	72,093.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	25,000.00
2000-2999: Classified Personnel Salaries	LCFF	26,000.00
4000-4999: Books And Supplies	LCFF	53,770.00
5000-5999: Services And Other Operating Expenditures	LCFF	53,080.00
1000-1999: Certificated Personnel Salaries	Title I	176,724.00
2000-2999: Classified Personnel Salaries	Title I	85,000.00
4000-4999: Books And Supplies	Title I	37,985.00
5000-5999: Services And Other Operating Expenditures	Title I	18,013.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	273.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	5,000.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jorge Jiménez		X			
Ana Lazarski				X	
Michelle McMullen				X	
Brian Hendra	X				
Kaedence Castillo					X
Richard Rundhaug		X			
Taylor Sandoval		X			
Olivia Aparicio					X
Micha Bystrycki					X
Carlos Papp		X			
Cecilia Valdez			X		
Alexis Pimentel				X	
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

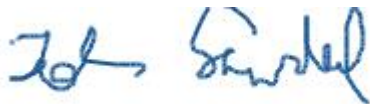
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/13/26.

Attested:



Principal, Brian Hendra on 5/13/25



SSC Chairperson, Taylor Sandoval on 5/13/25

Title I and LCFF Funded Program Evaluation

Goal #1:			
All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.			
Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Instructional Improvement Targeting Student Academic Improvement RMHS will provide high-quality instruction in all subject areas aligned to the achievement of the state standards. Additional instructional materials will be purchased to support the curriculum and provide Tier 1 Support within the classroom. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. In addition, staff attend professional development at conferences like the AVID Summer Institute or Solution Tree Trainings to enforce first instruction. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.			
MTSS - Academic Intervention Services RMHS will provide MTSS structure that provides timely intervention to students through multiple access points during and outside the instructional day. This system will			

include regular progress monitoring through Professional Learning Communities during 2-1- 2 time. The improvement strategy will be monitored through local assessments (STAR, CLASSTIME) with improved outcomes in state testing.			
Academic Enrichment RMHS will provide opportunities for academic enrichment through elective course offerings, clubs, field trips, and academic student experiences outside of the school setting that supplement core instruction across subject areas. In addition to purchasing supplies or uniforms for these activities, this strategy supports the RMHS AVID program and other programs, field trips, and art programs, providing additional resources to improve the quality of these experiences. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.			
Professional Development and Collaboration Planning RMHS will provide professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaboration data analysis processes; student needs identification, common instructional planning time, and intervention development. Teachers will be looking at STAR, Classtime, and department made common assesments to discuss intervention and callobrating of rubrics and rigor in theri classes. This will take place outside the school year in addition to time after and before school. Specific planning will be used for English Learners. The improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance on state assessments.			

English Learner Supports-			
Increased support for English Language Learners through funding for bilingual instructional aide salaries and benefits. Bilingual instructional aides will support students in academic classes using research-based strategies such as small-group instruction, academic vocabulary development, scaffolding, primary language support, guided practice, and checking for understanding to improve access to grade-level curriculum. Staff will provide Tier II intervention and differentiated instruction to improve student achievement on the CAASPP, ELPAC, ELPI, and in core academic classes. Progress will be monitored through local assessments, ELPAC results, ELPI data, and state testing outcomes.			
RMHS will provide opportunities for students build digital literacy skills through hand-on lessons and course offerings. Students will be provided access to technology to create, edit, and analyze digital media, helping them develop skills in communication, critical thinking, and responsible technology use. Effectiveness will be measured by student performance on digital media related course assignments, completion of A-G coursework in digital media, and CTE pathway completion in related fields.			

Goal #2:
All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

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

RMHS will provide multiple opportunities for parents to become connected with the campus through Orientations, Academic Nights, Counseling Nights, and Enrichment opportunities for families. This will help build a connection with families and increase the sense of safety on campus. This improvement activity will be monitored through educational partner feedback, increased parent attendance events, surveys, and increased communication.			
Parent Engagement To increase motivation for support with parents and connectedness to campus, consult a speaker/consultant to discuss parenting challenges and student stresses and increase academic motivation. This improvement activity will be monitored through educational partner feedback, increased parent attendance at events, surveys, and increased communication.			

Goal #3:
The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence. All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment. • Provide students with peer counseling skills • Further develop the PLUS Program by incorporating Link Crew and Peer Mediation • Expect involvement in extra-curricular activities

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Behavioral Support: School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year,			

the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.			
Climate/ Culture Improvement: RMHS will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and belong. The counselors will develop An onboarding program to ensure all students feel welcome. Counselors will create a group of Scholars that earn a 3.0 GPA and will be recognized with uniform, lanyards, and other incentives to increase their sense of belonging. The staff will look at ways to enhance the campus with the motto of STRIKE or OWN IT and look for wore visuals on campus, like windows or murals, to strengthen the sense of belonging and ownership of campus culture at RMHS. This improvement activity will be monitored through internal reporting through Attendance reports and Panorma survey results.			
Attendance RMHS will provide a structure to improve attendance at the school site. The school will develop an incentive system to improve student attendance with incentives for positive improvements. In addition to allowing for extra duty for staff to do home visits, parent conferences, and monitoring of student data and trends, the school will increase opportunities for enrichment field trips to further engage students with RMHS, increase their sense of belonging, and increase attendance. This improvement activity will be monitored through internal reporting for attendance rates and internal monitoring.			

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
