

School Year: **2023-24**

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	Raymond Cree Middle School
Address	1011 Vista Chino Drive Palm Springs, CA 92262-3207
County-District-School (CDS) Code	33-67173-6059109
Principal	Bernie Marez
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2022-6/30/2023
Schoolsite Council (SSC) Approval Date	October 12, 2023
Local Board Approval Date	November 14/23

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Raymond Cree Middle School's Mission: The faculty, staff, students and community of Raymond Cree Middle School are devoted to academic excellence and the cultivation of individual strengths and talents in a supportive and race equitable environment. Raymond Cree Middle School is where school and community behavior are guided by respect for individual differences and the rights of others and values of learning for all through a students first approach.

School Profile

Raymond Cree has instructional programs in place that offer our students a unique and rich learning experience. First, we offer a VAPA program, which includes Band, Theater, and Art as part of our ENCORE program and is available to all students. We also offer Engineering and Robotics, Coding, and STEAM Science elective. Our academic program includes an Honors pathway in ELA, History in grades 7-8 and Science 7-8. We offer an Accelerated Math pathway for 7th and 8th-grade students. We offer strategic math opportunities in grades 6, 8 for students needing additional assistance in the math content area. In order to engage students outside of our regular instructional program, we have 28 clubs and sports teams to connect students to school.

Our counseling department promotes and supports the academic achievement, personal/social development, and career planning of every student. The core counseling curriculum is delivered in the classroom year-round to all grades. The counselors also provide prevention and educational lessons on anti-bullying, Red-Ribbon Week awareness, college/career planning, school, and student expectations. Intentional guidance is offered to students that require additional support to address and monitor students' academic and behavioral needs. Student behavior is supported through Pro-Social skills counseling groups, on-going academic monitoring. Student mentoring programs offered at RCMS foster school connectedness through our Peer Leaders Uniting Students program (PLUS), M Power, a positive self-imagine and empowerment group for female students, Matador Way, a boys leadership group, and year-round counseling sponsored events that foster student success and embrace diversity. We have invested in providing mental health support services. We have a clinician host, two student groups, a week with a process that is fluid in order to reach as many students as possible.

We provide opportunities for students to learn about career academies at the high school through our junior medical professionals (JUMP) club. Our after-school extended learning provides both intervention and enrichment to draw struggling students to school later in the day.

Raymond Cree Middle School faculty meets regularly in curricular department teams, cross-curricular teams, and grade-level curriculum alike professional learning communities to evaluate school-wide data. Policies and programs are reviewed weekly to determine their effectiveness and to ensure that all student groups are showing improved achievement.

Raymond Cree Middle School's curriculum is aligned with state and district standards. All teachers are implementing the new California Common Core Standards and NGSS. Professional development is provided to ensure rigorous and relevant instructional strategies for student achievement. To ensure that all standards are addressed, we are currently working with the consulting firm Irvine Math. In working with Irvine Math our focus is on performance levels for all subgroups in the areas of math and language arts. Teachers analyze assessment data on a monthly basis to develop appropriate and challenging learning experiences for students. Unit assessments are developed by the teachers in ELA, and Math and teachers utilize the DRS process for analyzing data. Best practices and instructional agreements are created and put into action during the instructional day. Raymond Cree Middle School's academic goals mirror the district goals, which are in line with the California Department of Education's goals.

SWD: RCMS houses a full continuum of special education, which includes three M/S teachers, two M/M teachers, two RSP teachers, and one TEP teacher. Students in this program have full access to our mainstream program, interventions, celebrations, and opportunities to connect to the school.

To ensure the needs of our students and staff are met, Raymond Cree Middle School has five areas of concentration: FIRST BEST INSTRUCTION - Collaboration routines, first best instruction that is researched-based, the release of responsibility model, deliberate checking for understanding multiple times during daily lessons and requirement for each teacher to have a ticket out the door, Thinking Maps, Instructional software support, Close reading, Math, ELA, History, Science focused differentiation

TEACHER COLLABORATION/PROFESSIONAL DEVELOPMENT
TARGETED STUDENT SUPPORT/ENRICHMENT/EXTENDED LEARNING
DESIGNATED AND INTEGRATED ELD

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- SWD, ATSI, African American, Homeless, 2 or more ethnicities

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.

Raymond Cree Middle School 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 comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Common assessments, school data in CORE content areas are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including the ELAC and School Leadership team and SSC. The RCMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student subgroup 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:

2022

- October 10, 2022 – Two new parents were elected – Juana Sanchez, and Marion Patty. Three new teachers were elected –, John Habstritt, Robert Starkey, and Arcelia Carrol. Site Council nominations were accepted through August 24, 2023. Ballots were distributed on August 28 and were returned by September 2, 2021

SSC Meeting Dates and Topics:

- October 4, 2022 – SSC Training, review of SSC by-laws, the election of officers, first read and input for parent involvement policy, a brief overview of current SPSA – copies provided to all council members for them to review prior to the next meeting

- October 11, 2022 – Second reading and approval of parent involvement policy, ELAC report, review of SPSA actions, and current implementation.

results from our unit exams. Review budget allocation adjustments discussed and approve revisions to the current plan.

- November 14, 2022 – LCAP training, begin reflection and evaluation of services and actions funded through SPSA
- April 28, 2022 - Virtual meeting: Approve minutes from the February SSC meeting. Review and approve the first version of the 22-23 SPSA.

ELAC Meeting Dates and Topics:

- September 16, 2022 – Met with ELAC to discuss and receive input regarding SPSA revisions.

2023

- March 1, 2023 – Met with ELAC to review 2022 and gather ideas for changes to the 2023-2024 SPSA. To include continuing to fund an additional 2.25 FTE for bilingual office specialists to assist with serving parents Discussed various actions and their impact and received input regarding possible modifications and additions. Also provided input on and ideas for the 23-24 SPSA with recommendations for an Edcamp academic that will service two populations. One is students needing to recover attendance, and the other group is

enrichment. Also added is a plus program to intervene during the day with a focus on restorative practices that will be led by students for students. This is designed to address attendance and suspension rates.

- April 25, 2023 - SSC meet to discuss and approve SPSA - Did not have a quorum; therefore, could not approve SPSA
- May 9, 2023- SSC met to discuss and approve SPSA - Did not have a quorum; therefore, could not approve SPSA
- May 11, 2023 - SSC met and approved the 23-24

:

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, unit assessments, and Panorama Survey Input The SSC recommended the following revisions to the SPSA: Through our needs assessment, we identified a resource inequity within our English Learner student group. Although, our EL students are performing -128 compared to SW Students groups in ELA and are at 32.2 below are All Students group. In Goal 1 of our 22-23 plan, we have addressed this inequity through three specific action

- Working through our unit assessment and standards matrix we will have a specific focus placed on supporting classroom teachers in the identifying and effective delivery (release of responsibility) of appropriate strategies to use during integrated and designated ELD.
- During the day interventions will first target EL students who are performing below grade level in math and ELA. They will be offered an extended day opportunity to support the CORE and connection component through E&I as part of the extended day.
- Tier 2 interventions include day opportunities in 6th grade Math, 8th grade Math, 7/8th ELA wheel, using a Bootcamp model based on unit outcomes. Target groups will include EL's SWD and AA students. Interventions are also connected to the ATSI plan.

Resource Inequities

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

Through our needs assessment, we identified resource inequity as follows (see bullet points), and as a result, the following subgroups did not have access to Math interventions during the day, ough, our EL students are performing 29 points below our SW Students groups in ELA and 25 below are All Students group in math no specific actions or expenditures were specifically focused on this student group. We have addressed this inequity through two specific actions

- Working with a central office on the scope and sequence, of site assessments as our focus will be on first best instruction within the classroom setting as we focus on our subgroups, EL, SWD, AA, homeless, 2 or more ethnicities.
- In- 23-24 school year we will have Math Intervention classes during the day for 5 periods with a focus on our subgroups, EL, SWD, AA, homeless, 2 or more ethnicities.

Needs Assessment – Review of Performance

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

Upon review of performance indicators and progress toward SPSA goals, RCMS is proud of two major areas which are Math and Language Arts. Our focus is on resetting our PLC process in the areas of math and language arts where we analyze assessment data through the DRS process after each unit assessment. Our focus on instructional agreements and using the DRS process to modify our instructional agreements each assessment cycle has allowed us to modify instructional practices to meet the needs of students below the line. Unit assessments are developed through the PLC process and aligned units of study. As part of our DRS process, our teachers establish best practices, and instructional agreements are created and put into action during the instructional day. This is evidenced by the upward trend ELA is experiencing in grades 6, 7, and 8. Evidence also included current units of study

8th-grade CAST results came in at 16.7%. While the outcomes dipped from the previous exam, RCMS did outperform all other MSs in the district. Our progress is attributed to the collaboration, lesson planning together, and workshop days where staff meet as a team to create, plan and share lesson plans.

The climate and culture of Raymond Cree have dramatically changed over the last 2 years. Data from the Panorama surveys given to students reflect a positive trend at Raymond Cree Middle School in the areas of attendance, behavior, and SEL.

- * Behavior > 90%-994% of RCMS students with data are on track in behavior in 22-23 YTD
- * Academics > 38% of students are on track in all subjects areas
- * Attendance - 67% of have attended over 95% of school days this year.
- * SEL - 54% of all students reported strength in all SEL topics throughout this year

CAASPP outcomes by subgroups for 21-22 CAASPP .

CAASPP ELA - 40.5%

Cree MS 22-23	ELA 22-23	ELA 22-23	ELA 22-23	
Grade	% Prof (SW)	EL's	AA	SWD
6th	39.8%	8.2%	33.3%	0%
7th	48.2%	16.7%	29.4%	7.4%
8th	34.4%	6.7%	17.7%	8.3%

CAASPP Math - 25%

Cree MS 22-23	Math 22-23	Math 22-23	Math 22-23	
% Prof (SW)	EL	AA	SWD	
6th	33.2%	4.8%	14.3%	0%
7th	24.7%	3.8%	11.8%	3.7%
8th	16.9%	1.6%	11.8%	0%

Reflections: Success

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?

CAASPP testing

As we started the current school year after taking CAASPP for the first time in two years we were pleased with the outcomes but we still have hot spots that need to be addressed. all students took the CAASPP assessment for monitoring along with our common assessments in ELA and Math as progress monitoring tools. Our outcomes show an achievement gap school-wide in the content areas of Math, ELA with our subgroups, EL, SWD, AA. We have designated programs to address this need. We will continue our work of continue building our PLC process we will continue to utilize the DRS process for teams to identify instruction practices and gaps to be measured with unit assessments. Furthermore, we are going to use the additional Title I funding to purchase iReady for our RSP, and MM students as part of our intervention program. iReady will allow us to use the built-in progress monitoring tool.

Areas of need data: The following subgroups are part of our identified need in ELA, Math
 ELA

- AA > 78.5 points below standard
- EL > 75.8 points below standard
- SWD > 131.5 points below standard
- Homeless > 71.5 points below standard

Math

- AA - 128.3 points below standard
- EL > 115.9 points below standard
- SWD > 170.6
- Homeless > 124.2 points below standard

STAR Reading Results Fall 22 23

Star Reading Proficiency Rate (District Benchmark)	Star Reading Current Student Growth Percentile (SGP)	Star Reading Spanish Proficiency Rate (District Benchmark)	52.5%	Goal (65)
27.1%				
43.5%				

STAR Math results

Star Math Proficiency Rate (District Benchmark)	Star Math Proficiency rate (SB)	Star
Math Spanish Current Student Growth Percentile (SGP)	13.7	
36%		
0%		

RCMS also looks at current unit assessments. Math is in the process of recreating their unit assessments; therefore, we monitoring current unit assessments in ELA. .

Unit 1 ELA the average SW results are 47% above the line vs the target of 43%. EL's 20.3% above the line,. SWD 13% above the line,. AA school-wide averaged 26% above the line vs target of 43%.

ELPAC Outcomes: 61.5% which is a 17.4% increase from SE 2020- 2021

Instructional Program Steps for Improvement:

We have narrowed our focus in ELA on the 25 heaviest weighted standards in ELA and Math that are tested in CAASPP. This process has improved our PLC practices with a greater emphasis on instructional agreements through 5 units of study which were created by teachers, for teachers. This process includes a data review session with established protocols that builds teacher capacity by using data as a flashlight to guide instruction. These practices have provided promising outcomes through the first unit of students, as

**Reflections:
 Identified
 Need**

evidenced by the outcomes provided. The next steps include further development of common assessments combined with an increase of PD on instructional practices with a focus on school-wide, English Language Learners, and African American subgroups. Additional actions include School-wide use of the Release of Responsibility template for lesson design, Learning Walks with school feedback on instructional practices.

SWD: RCMS is an ATSI school with an action plan to increase focus on our SWD cohort. SWD received all Tier I support that is provided in ELA / Math CORE areas. Specifically, we will be offering 5 periods of Math intervention for 7th and 8th grade students in a one semester class. Reading intervention during the day will be offered during Tier 2 Intervention during day to include subgroups - AA, EL, SWD, homeless, 2 or more ethnicities. Students receiving services will continue to be closely monitored. . Furthermore, SWD will receive software Reading Plus, and iReady throughout the year. We will analyze data from software programs to make needed adjustments to assigned modules.

The 21 -22 suspension data shows that 10.23% rate by unduplicated count. 126 all suspensions by the incident, special education 17 by the incident.

Next step for Improvement on levels of suspension:

Over the last two years, we have focused on reshaping the climate and culture of our school through the approach of focusing on technical skills combined with an emphasis on making strong, meaningful connections with students and building relationships, as a pillar of success. The following steps are in place to improve the climate, culture, and level of connectedness to the school which will lower suspension levels. These include:

- * Multi-tiered system of support.
- * Plus program during the day which is a restorative
- * Building technical / capacity / making connections and building relationships
- * Equity ambassador will host PD for staff, and arrange for speakers to address topics with students.
- * SchoolPlus2 - Students are connected to our mainstream program plus two activities.
- * Wellness Center for student support, Mental Health counseling two days a week
- *SEL group sessions during lunches.
- *SEL lessons through History twice a month through History class
- * Use panorama survey results to assist with addressing existing gaps that are identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.55%	0.42%	4	4	3
African American	8.1%	7.84%	9.46%	63	57	67
Asian	1.4%	1.10%	1.13%	11	8	8
Filipino	2.4%	1.79%	1.84%	19	13	13
Hispanic/Latino	67.4%	69.88%	71.05%	525	508	503
Pacific Islander	%	%	0.14%			1
White	16.2%	14.58%	12.43%	126	106	88
Multiple/No Response	4.0%	4.26%	3.53%	31	31	25
	Total Enrollment			779	727	708

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	232	247	242
Grade 7	269	222	246
Grade 8	278	258	220
Total Enrollment	779	727	708

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	195	209	186	22.8%	25.0%	23.90%
Fluent English Proficient (FEP)	233	225	199	27.3%	26.9%	25.50%
Reclassified Fluent English Proficient (RFEP)	18	23	21	9.6%	11.8%	11.3%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
727	97.8	26.7	1.1
Total Number of Students enrolled in Raymond Cree Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	194	26.7
Foster Youth	8	1.1
Homeless	41	5.6
Socioeconomically Disadvantaged	711	97.8
Students with Disabilities	90	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	7.8
American Indian	4	0.6
Asian	8	1.1
Filipino	13	1.8
Hispanic	508	69.9
Two or More Races	31	4.3
Pacific Islander		
White	106	14.6

Conclusions based on this data:

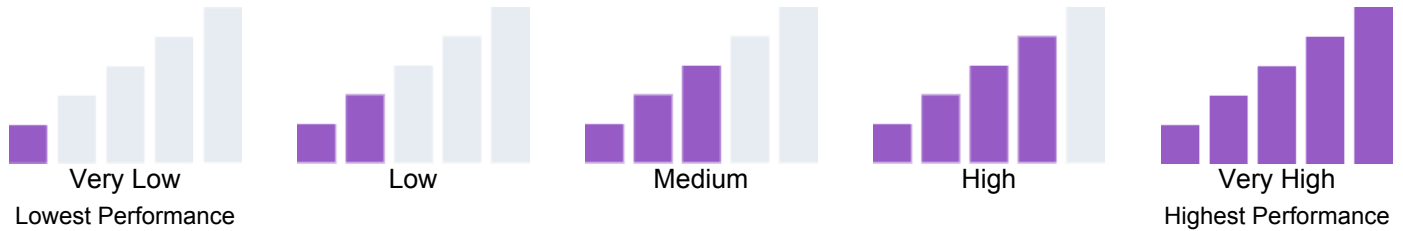
1. RCMS has 7 race/ethnicity student groups that we serve on campus.
2. 27% EL population, therefore, when developing our action plan our subgroups will be and are closely monitored for adequate progress.
3. Based on the diverse background we need to and will continue developing our MTSS system to support students academically, behaviorally and SEL support.

School and Student Performance Data

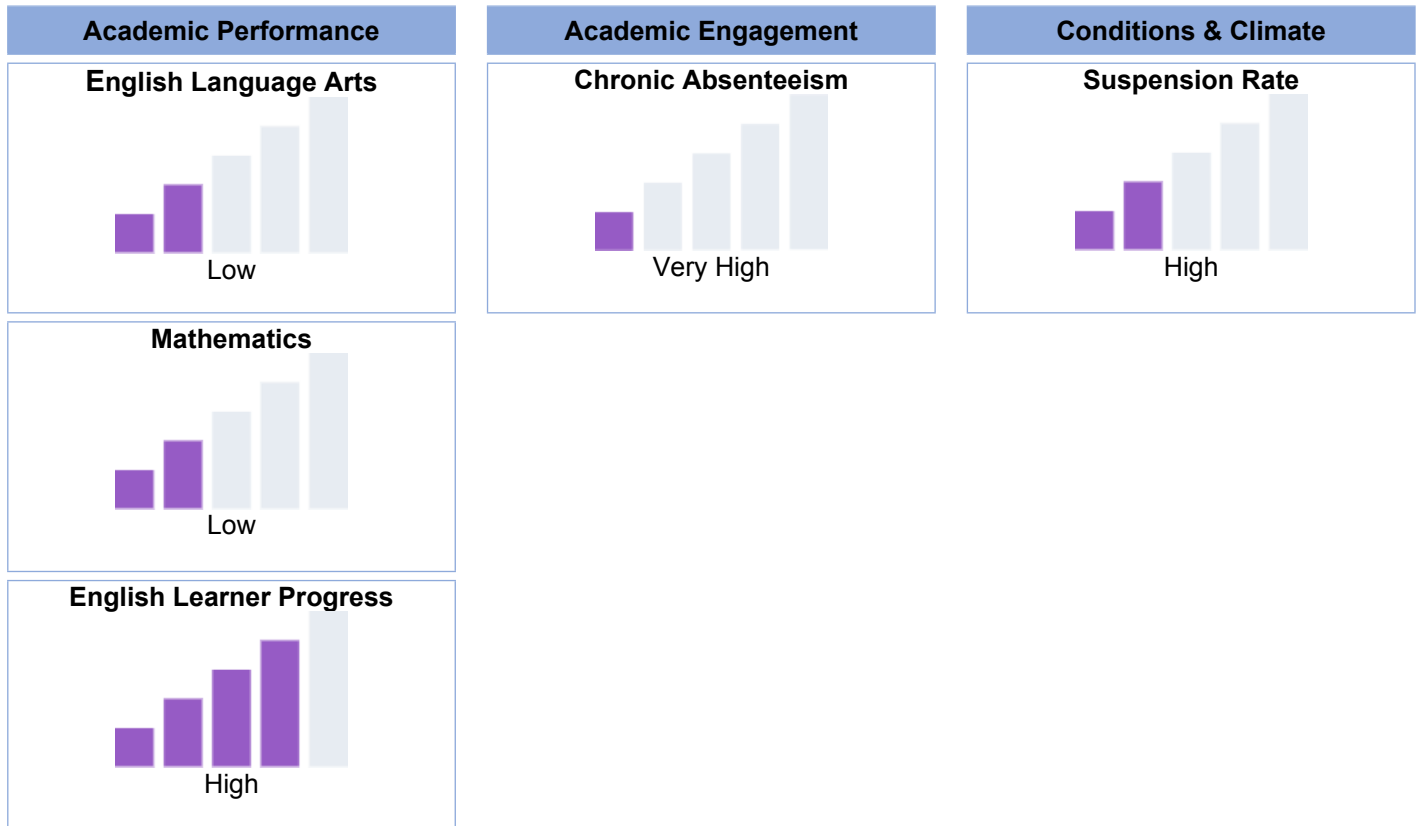
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. ELA is "low" in the California Dashboard which the highest among MS's in PSUSD with adequate growth and we are currently aligned unit assessments to progress monitor school wide and our subgroups, EL's SWD, and AA.
2. Math is in "LOW" which can partly be attributed to 8th grade performing below 7th and 6th grades with 6th grade at 33% met or exceeded the proficient.

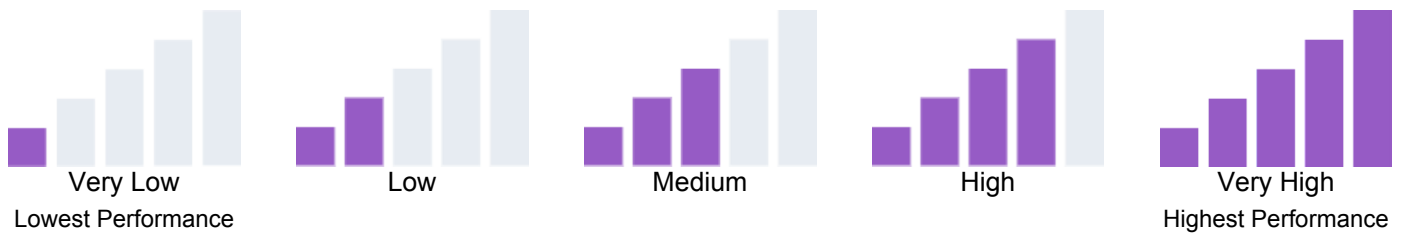
3. Suspension data in is "High" which shows a pull back which tells we need to address the climate and culture, and academic program to make the needed adjustment to decreasing the % of students being suspended at least once..

School and Student Performance Data

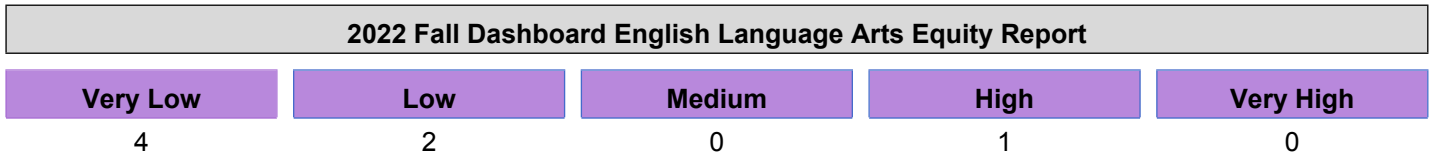
Academic Performance English Language Arts

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

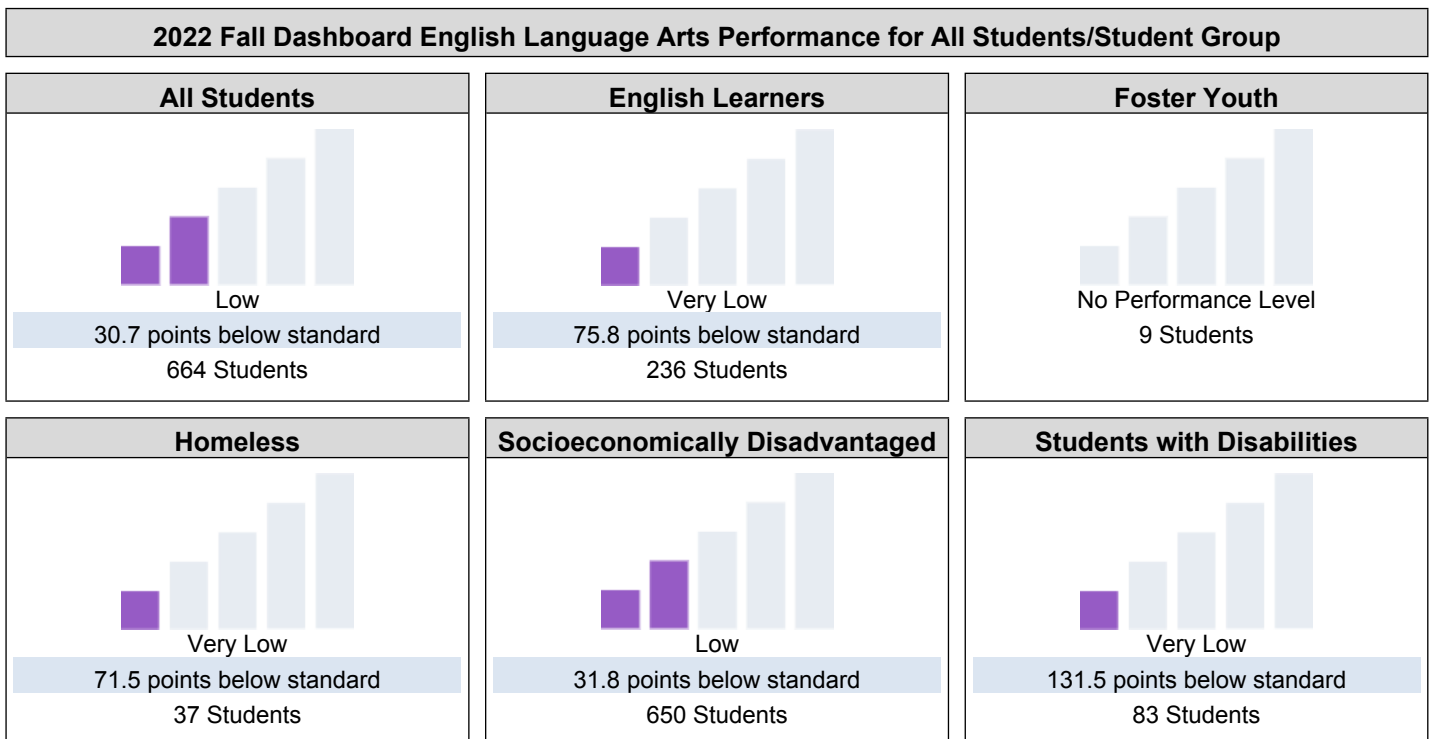
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



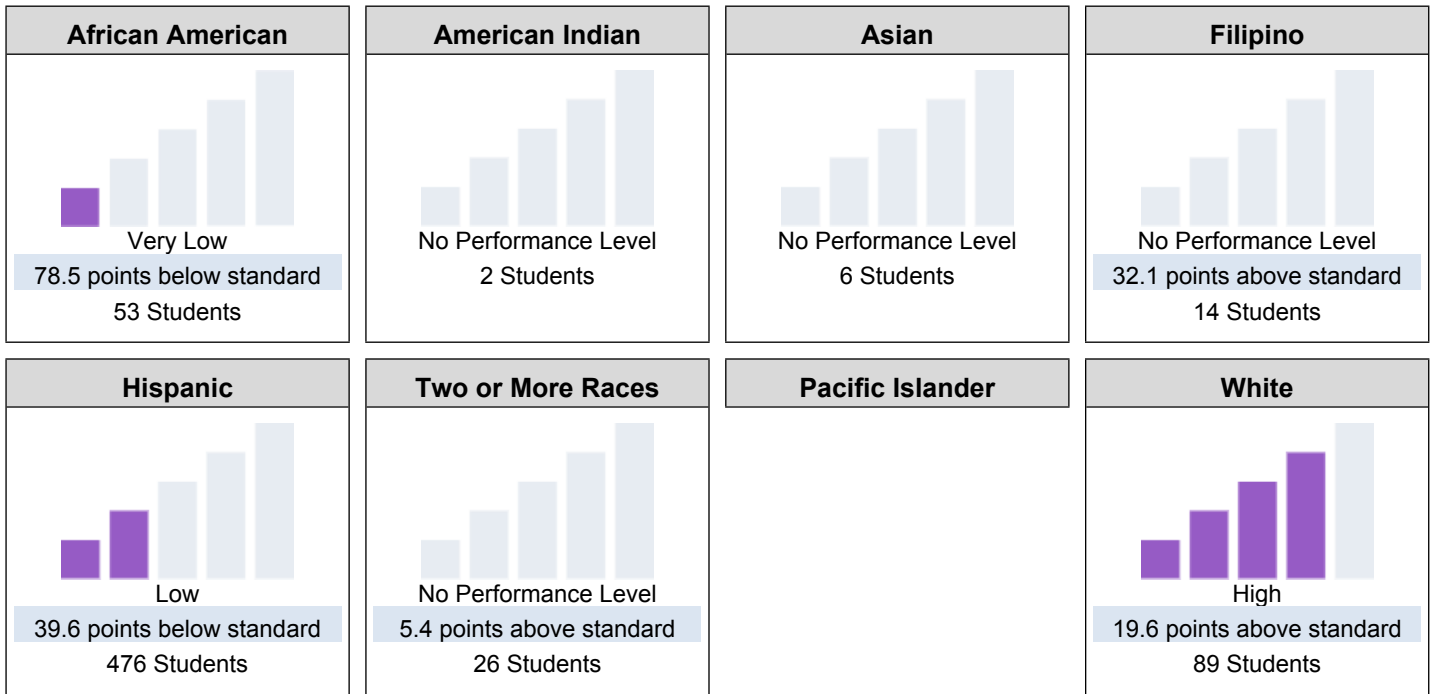
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.5 points below standard 167 Students	1.0 points above standard 69 Students	16.1 points below standard 329 Students

Conclusions based on this data:

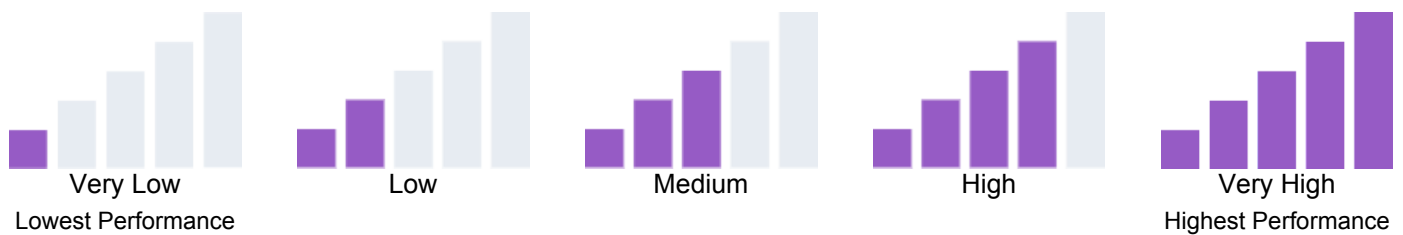
1. ELA Indicator - The Fall 2022 California School Dashboard reported four student groups in the lowest performance level, SWD, English learners, Homeless, AA. These groups presented a performance gap one levels below the overall school result indicating a need for ongoing support.
2. The data shows that RCMS has a need for continued support with our SWD who are 131.5 point below standard. This subgroup will be a main focus for ASTI status.
3. RCMS has an achievement gap with our SWD, AA and EL's. These three subgroups will continue to be an area of focus as we develop and monitor our unit assessments.

School and Student Performance Data

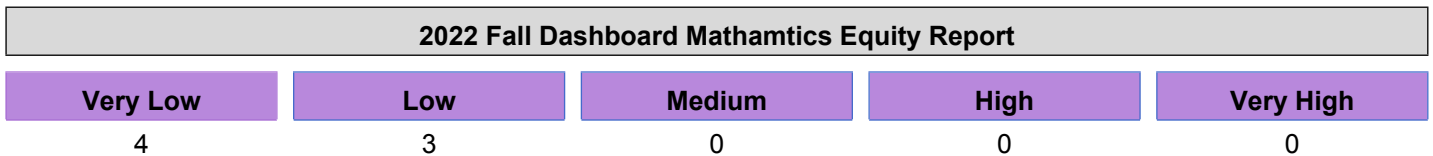
Academic Performance Mathematics

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

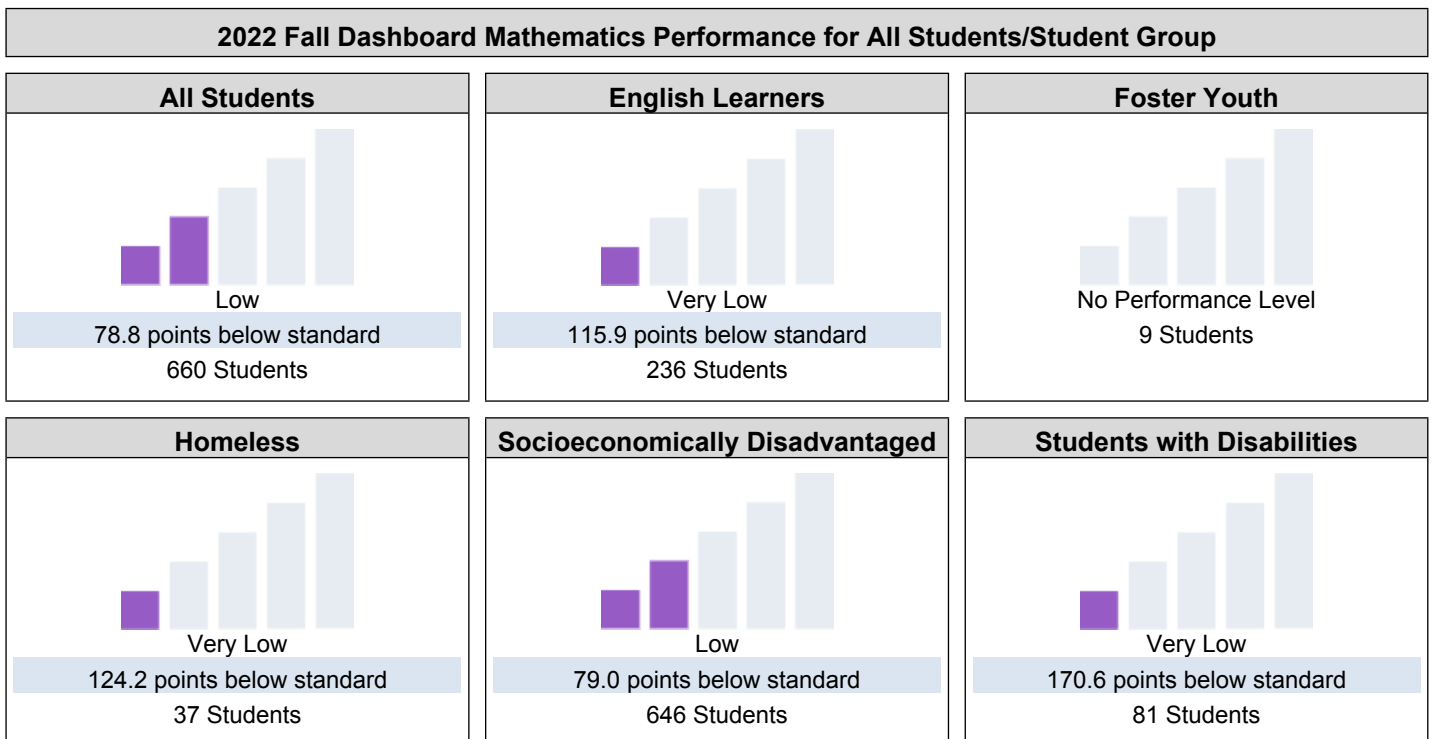
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



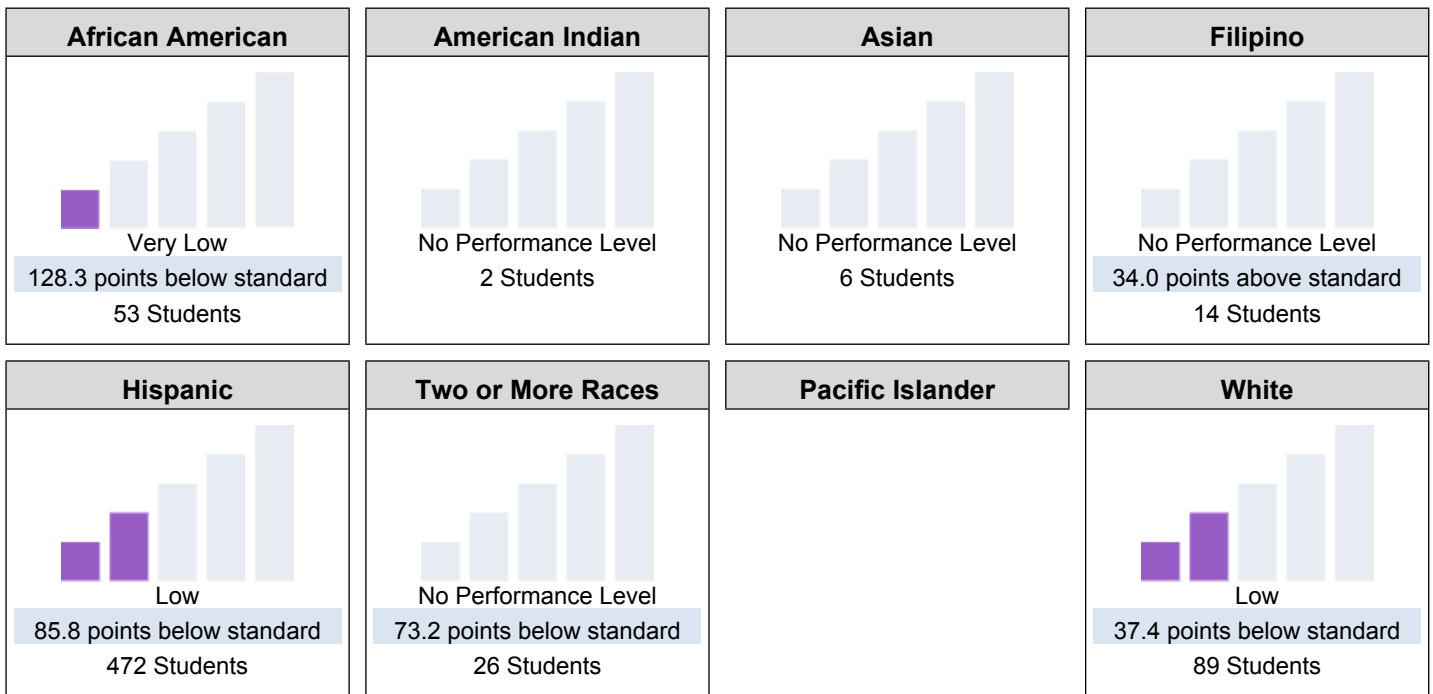
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>142.0 points below standard 167 Students</p>	<p>52.8 points below standard 69 Students</p>	<p>69.5 points below standard 326 Students</p>

Conclusions based on this data:

1. Math Indicator - The Fall 2022 California School Dashboard reported four student groups in the lowest performance level. These groups presented a performance gap one level below the overall school result indicating a need for ongoing support.
2. Math results reported as "low" for "All Students" on the current dashboard. STAR results from fall to spring indicate that 56% are projected to meet or exceed standards.
3. Math outcomes indicate that our Math DRS focus should continue to focus on undeforming subgroups. EL's, SWD, AA's.

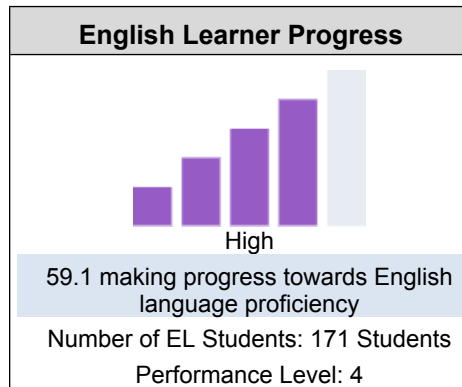
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.0%	26.9%	7.6%	51.5%

Conclusions based on this data:

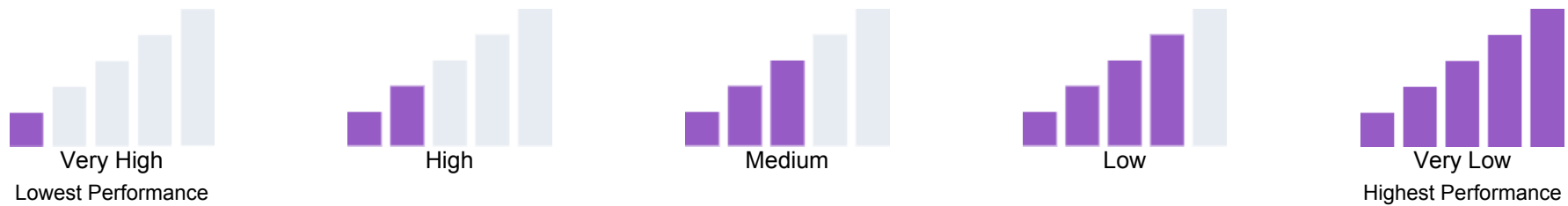
- 59.1 making progress towards English Language proficiency Continue our focus on first best instruction with an emphasis on Thinking Maps, Sentence frames, academic vocabulary, productive partnering routine
- 26.9 of students 26.9 maintained ELPI level 1, 2L, 3L or 3H
- 7.6% maintained level 4, and 14.0% or 12 students decreased on one level ELPI

School and Student Performance Data

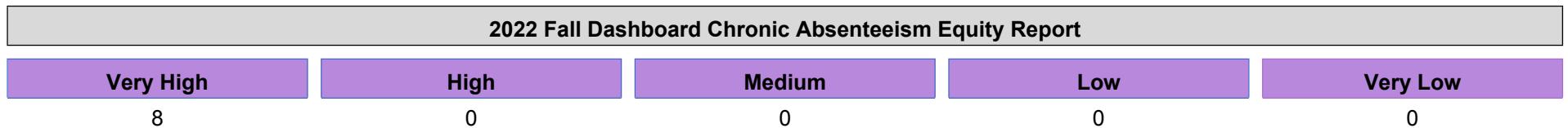
Academic Engagement Chronic Absenteeism

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

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

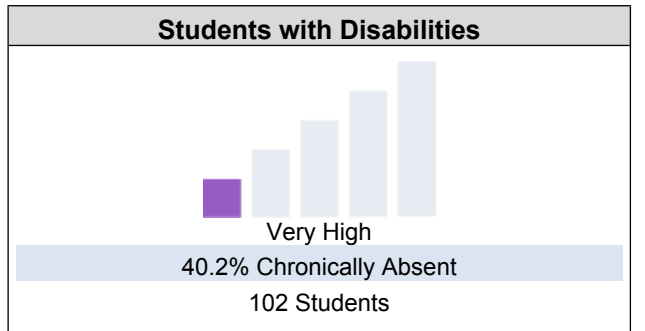
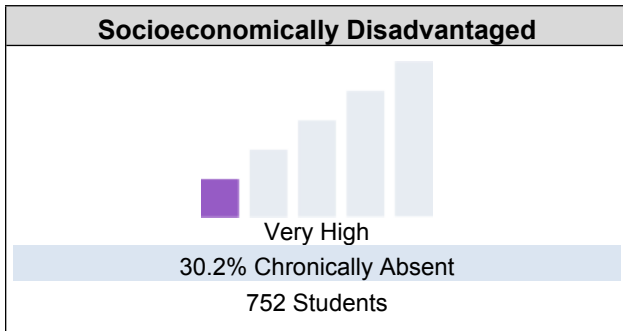
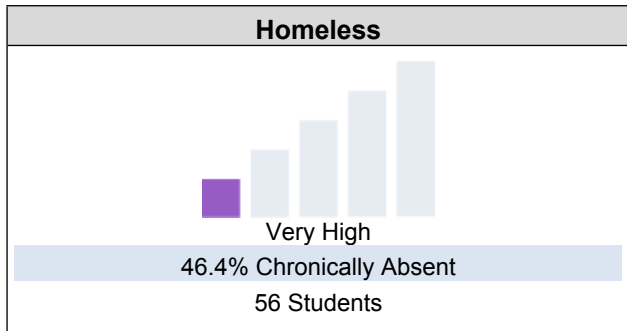
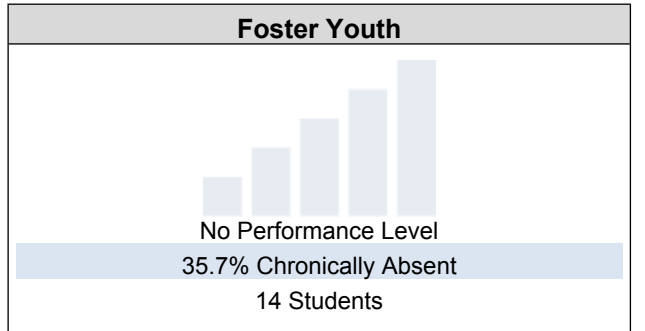
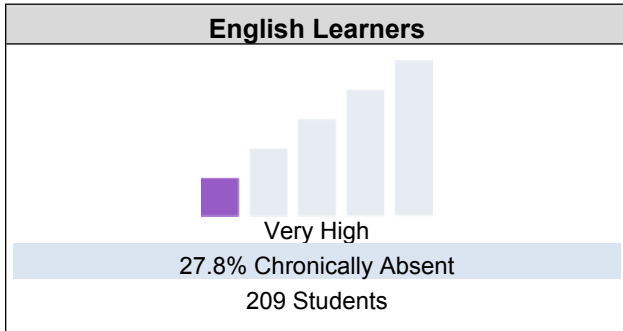
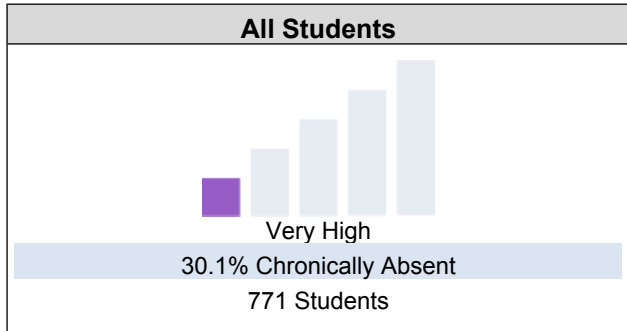


This section provides number of student groups in each level.

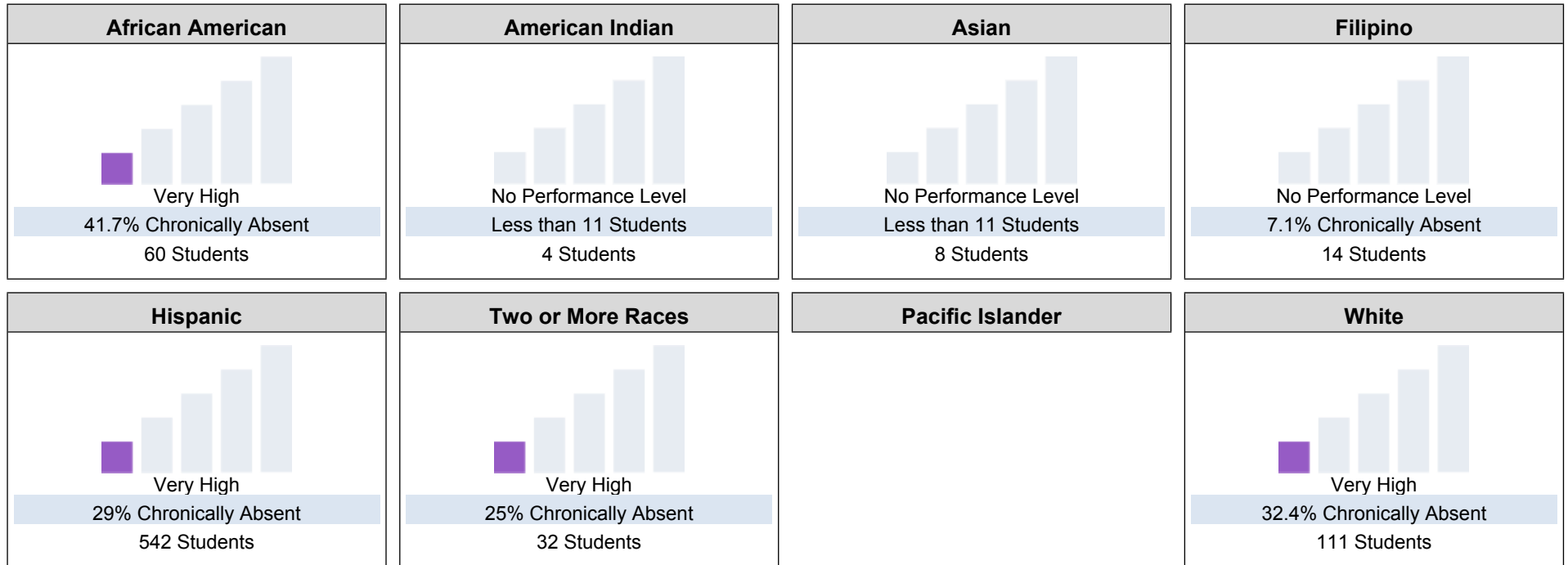


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

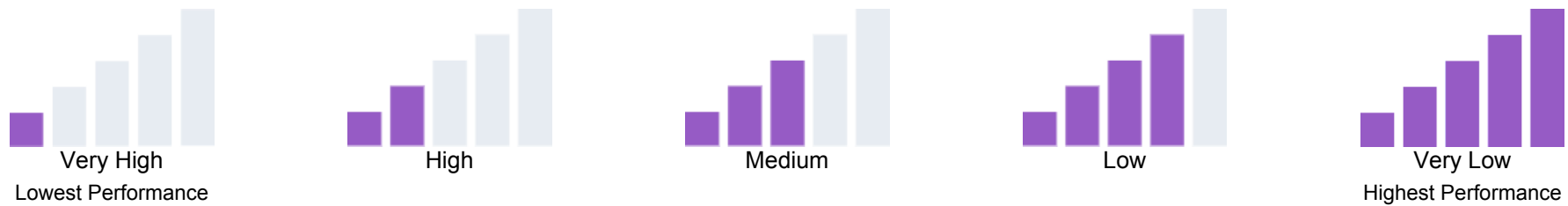
- 8 of 8 students groups scored "VH", all students and socioeconomically disadvantaged. Our approach will be classroom lessons on "The importance of attendance" along with parent workshops, home visits, NBA mentoring for attendance and incentives
- Our efforts should remain focused on four intense groups to include: EL, SWD, AA and homeless with a common thread of 40% or higher
- The sub group of two or more races has the least amount of students that need to moved -.

School and Student Performance Data

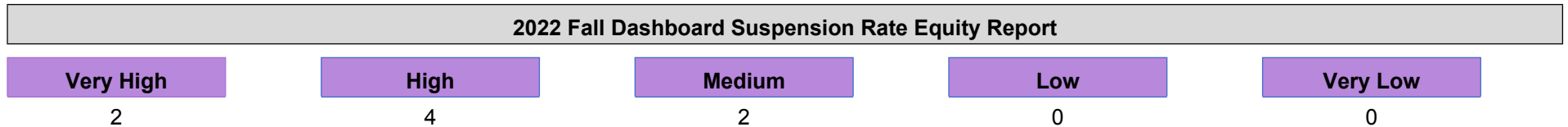
Conditions & Climate Suspension Rate

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

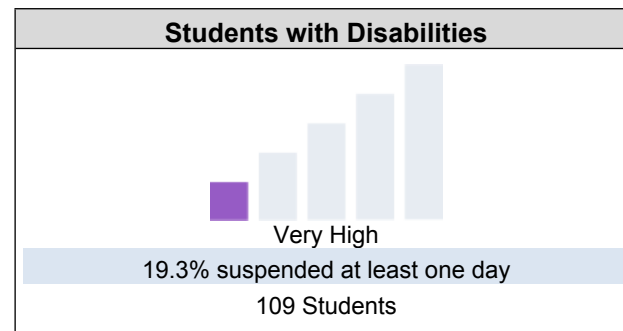
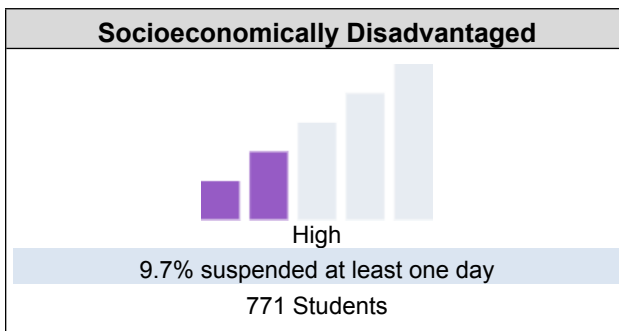
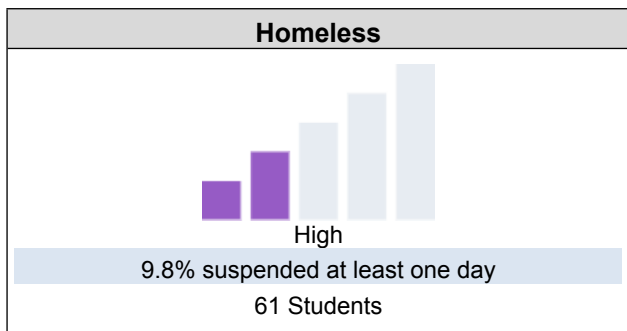
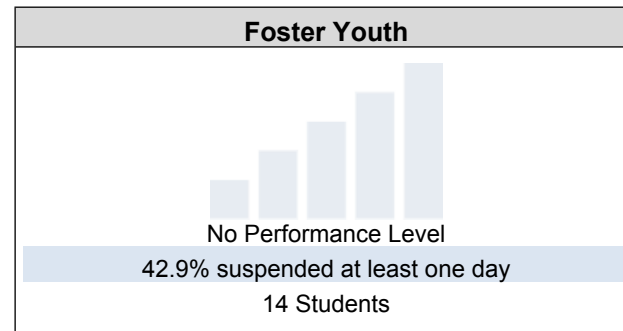
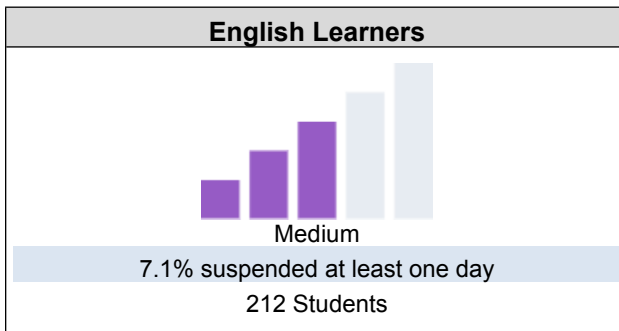
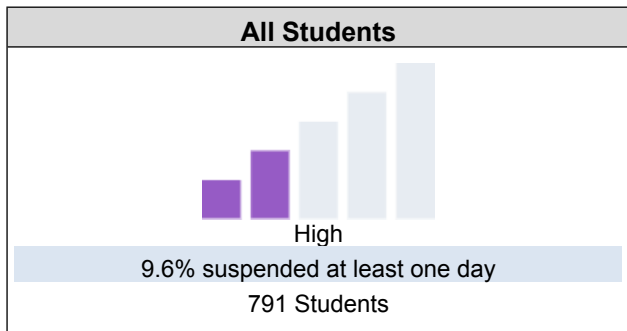


This section provides number of student groups in each level.

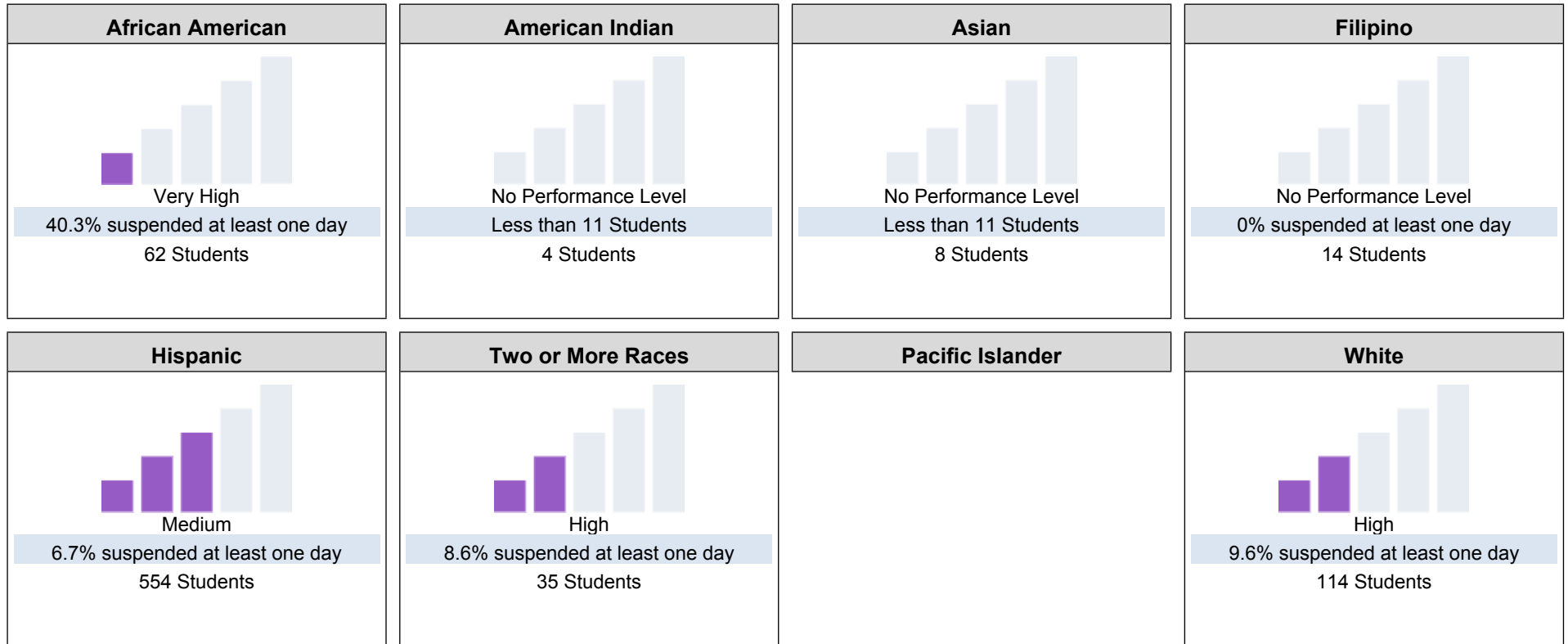


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Two of at promise groups, SWD, AA, homeless, 2 or more ethnicities, student are VH; therefore, we will continue to have these two groups as high priority. Furthermore, we will continue to shape our MTSS system, and we will continue to provide site funded mental health support, academic support during the school day.
- Four subgroups are in "high" which indicates we have more work to do with our MTSS system and making connection with students and using data from attendance and panorama survey in order to use data to drive the modifications that are implemented.
- We have shown movement that has an upward trajectory - In 21 22 RCMS had all 8 subgroups "very high" and in 22 23 we have 2 groups VH, 2 groups in "High" and two groups in "medium"

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Palm Springs Unified School District Long Term Academic Achievement Goal:
 All students attending Raymond Cree Middle School will strive to meet grade-level proficiency in common core content standards in the core academic subjects: English language arts, math, and science, as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 22/23 school year, the LCAP aligned school goal is to increase student achievement between 3.0% and 6% in the number of students meeting/exceeding proficiency standards in both mathematics and language arts.

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 Homeless African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) > Low > 30.7 below standard English Learners (EL) > very low > 75.8 points below standard African American (AA) > very low > 78.5 below standard Hispanic > Low > 39.6 below standard Homeless > very low > 71.5 points below standard Socioeconomically Disadvantaged (SED) > Low > 79 points below standard Students with Disabilities (SWD) > very low > 131.5
	All	Yellow	-10	increased + 11.2	
	EL	Yellow	-27	Increase +12	
	Hisp	Yellow	-13	Increase + 12.8	
	AA	Yellow	-61.5	Increase + 7	
	SED	Yellow	-24.1	Increase +7	
	SWD	Orange	-123.5	Increase +7	
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	California School Dashboard - Academic Indicator for Math All Students (ALL) > Low > 78.8 below standard English Learners (EL) > very low > 115.9 below standard African American (AA) > very low > 128.3 below standard Hispanic > Low > 85.8 points below standard Homeless > very low > 124.2 points below standard Socioeconomically Disadvantaged (SED) > low > 79 points below standard Students with Disabilities (SWD) > very low > 170 points below standard
	All	Yellow	-58.6	Increase +12	
	EL	Yellow	-79.2	Increase +10	
	Hisp	Yellow	-69.2	Increase +10	
	AA	Orange	-110.7	Increase +10	
	SED	Yellow	72.7	Increase +10	
	SWD	Orange	166.1	Increase +7	

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 -	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - Met or Exceeded 11.05%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - > 16.67% met or exceeded
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 38.1% making progress towards English language proficiency	ELPAC > 59.1% are making progress toward English Language Proficiency
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.3	RFEP > SW - 20.4%, 6th grade - 18.6, 7th grade - 17.1%, 8th grade - 24.8%
CAASPP Math results	CAASPP Math Expected Outcome SW - 28% EL - 1.6% SWD - 0 AA - 12.7 Hispanic - 20.8	CAASPP Math actual Outcome SW - 28% EL - 1.6% SWD - 0 AA - 12.7 Hispanic - 20.8
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>COLLABORATION - PLANNING</p> <p>Teaching staff will be allotted collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, coach and align the curriculum. Support for teachers will include</p>	<p>collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, coaching and align the curriculum. Support for teachers will include but not limited to the following actions, pullout days for guided planning, aligning curriculum,</p>	<p>Monthly collaboration calendar that will drive collaborative meetings/. Calendar and arrange release days and or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning</p>	<p>Monthly collaboration calendar that will drive collaborative meetings/. Calendar and arrange release days and or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>but is not be limited to the following actions, pullout days for guided planning, aligning curriculum, visiting classrooms. Focus on the ATSI plan which includes Math intervention boot camps for RSP, SDC, and students below the line based on unit assessments standards mastery. Intervention during the instructional day in a Boot camp model to include post-assessment on the identified standards. RSP and SDC certificated staff will be allotted collaboration pullout days for differentiated planning.</p>	<p>visiting classrooms. Focus on ATSI plan which includes Math intervention boot camps for RSP, SDC, and students below the line based on common on unit assessments standards mastery.</p>	<p>days to include support for all subgroups. 1000-1999: Certificated Personnel Salaries Title I 7000</p> <p>Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning. 1000-1999: Certificated Personnel Salaries Title I 2000</p>	<p>days to include support for all subgroups. 1000-1999: Certificated Personnel Salaries Title I 6000</p> <p>Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning. 1000-1999: Certificated Personnel Salaries Title I 2000</p>
<p>Two Math interventions during the school day using certificated staff for 8th, 7th grades, RSP, SWD, to support our ATSI plan. .</p>	<p>Math intervention during the day in the form of bootcamp model and Math support within the classroom setting.</p>	<p>Intervention certificated Teacher/ sub teacher - certificated Math intervention teachers, intervention program - Intensive support program in target content. Strategic Math Support during school days to include targeted subgroups, EL / Newcomer, Special Education, and students performing at levels below proficiency on standards based assements.</p> <p>1000-1999: Certificated Personnel Salaries Title I 12000</p>	<p>Intervention certificated Teacher/ sub teacher - certificated Math intervention teachers, intervention program - Intensive support program in target content. Strategic Math Support during school days to include targeted subgroups, EL / Newcomer, Special Education, and students performing at levels below proficiency on standards based assements.</p> <p>1000-1999: Certificated Personnel Salaries Title I 10000</p>
<p>TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:</p>	<p>Extended / intervention, Learning-Teacher, resources for interventions in Math.</p>	<p>Math intervention during the day with a focus on SWD, AA, EL, using a boot-camp model base of</p>	<p>Math intervention during the day with a focus on SWD, AA, EL, using a boot-camp model base of</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Extended / intervention, Learning-Teacher, resources for interventions in Math.</p> <p>Extended Learning Intervention-to supports EL, SWD, AA, and at-promise students. This will consist of a Math Bootcamp class during the day. There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring which is a targeted intervention using iReady, ReadingPlus, support. We will establish a data analysis protocol to analyze software program outcomes and use them to progress monitor targeted students for program effectiveness and modifications as needed. ATSI plans to include ahead of game targeted intervention to support students below benchmark in Unit assessments. Admin and certificated staff members will coordinate managing data analysis for SWD (ATSI) to monitor the effectiveness and impact of the program.</p> <p>Certificated district hourly rate, stipend, to support CORE program and interventions and support in ELA and Math.</p>	<p>Extended Learning Intervention-to support EL, SWD, AA, and at-promise students. This will consist of a Math Bootcamp class during the day. There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring which is a targeted intervention using Mathia, ReadingPlus, and iready support. We will establish a data analysis protocol to analyze software program outcomes and use them to progress monitor targeted students for program effectiveness and modifications as needed. ATSI plan to include ahead of game targeted intervention to support students below benchmark in SBAC and Unit assessments. Admin and certificated staff members will coordinate managing data analysis for SWD (ATSI) to monitor the effectiveness and impact of the program.</p> <p>ReadingPlus and assessment tools will be used as a progress monitoring tool to determined the effectiveness of the program on post-assessments and unit outcomes.iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.</p>	<p>unit assessment outcomes. Pre and post test will be embedded into program. Certificated teacher / sub 1000-1999: Certificated Personnel Salaries Title I 4000</p> <p>Extended day "ahead of the game" support for at-promise, SWD, EL, and AA 1000-1999: Certificated Personnel Salaries Title I 5653</p>	<p>unit assessment outcomes. Pre and post test will be embedded into program. Certificated teacher / sub 1000-1999: Certificated Personnel Salaries Title I 3000</p> <p>Extended day "ahead of the game" support for at-promise, SWD, EL, and AA 1000-1999: Certificated Personnel Salaries Title I 5000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ReadingPlus and assessment tools will be used as a progress monitoring tool to determine the effectiveness of the program on post-assessments and unit outcomes.iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.</p>			
<p>TARGETED EL STUDENT SUPPORT: 2 Additional Hours of classified support time for 120 days to provide supplemental student support. This may include, but not limited to, instructional intervention and STEAM Ed-camps.</p>	<p>2 Additional Hours of classified support time for 120 days to provide supplemental student support. This may include, but not limited to, instructional intervention and STEAM Ed-camps</p>	<p>Provide instructional supplemental support, instructional intervention, STEAM Edcamp activities. 2000-2999: Classified Personnel Salaries LCFF 1923</p>	<p>Provide instructional supplemental support, instructional intervention, STEAM Edcamp activities. 2000-2999: Classified Personnel Salaries LCFF</p>
<p>SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM</p>	<p>The following actions will take place Academic intervention instructional materials, supplies, resources to included, but not limited to, the following: technology, supplemental literacy support materials, supplemental CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&I, and school connected activities. Interventions for target students</p>	<p>3000-3999: Employee Benefits LCFF 600</p>	<p>3000-3999: Employee Benefits LCFF</p>
		<p>Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, supplies, licenses, resources to support targeted subgroups and ATSI plan. All technical items related to instruction. 4000-4999: Books And Supplies Title I 14000</p>	<p>Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, supplies, licenses, resources to support targeted subgroups and ATSI plan. All technical items related to instruction. 4000-4999: Books And Supplies Title I 14000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p> <p>Tier I, II, III supplemental support programs and materials, technology, and software to support CORE/ENCORE.</p>	<p>will take place throughout first best instruction in the CORE, interventions during the day, and after school. Additional support for VAPA initiatives and programs</p>		
<p>Professional Development - Focus areas to support work with identified consultants, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI.</p> <p>Teachers, administration, counselors will attend PD to support the differentiation of instructional practices and instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, Technology.</p> <p>Areas of focus which include but not limited STEAM initiatives for under-performing subgroups, ATSI, and all student groups. .</p>	<p>Professional Development - Focus areas to support the work our instructional program to include productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI.</p> <p>Teachers, administration, counselors will attend PD to support differentiation of instructional practices and instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, Technology.</p>	<p>Administration and professional agencies/ PD to support the CORE 5000-5999: Services And Other Operating Expenditures Title I 38000</p> <p>Areas of focus which include but not limited to STEAM initiatives and supporting under performing subgroups to include ATSI initiatives. 4000-4999: Books And Supplies Title I 15000</p>	<p>Administration and Orenda Education and professional agencies/ PD to support the CORE 5000-5999: Services And Other Operating Expenditures Title I 35000</p> <p>Areas of focus which include but not limited to STEAM initiatives and supporting under performing subgroups to include ATSI initiatives. 4000-4999: Books And Supplies Title I 15000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to assist in improving student grades. Ed Camps will provide students with STEAM exposure and opportunities.</p>	<p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to assist in improving student grades. Ed Camps will provide students with STEAM exposure and opportunities.</p>	<p>Saturday Ed Camp utilizing STEAM activities to support CORE programs in Science, Engineering, Math and Art. Program is designed for hands on experience; thus, funding will be used to purchase various supplies to support STEAM. Target group will include EL, SWD and AA students. 4000-4999: Books And Supplies LCFF 14344.82</p>	<p>Saturday Ed Camp utilizing STEAM activities to support CORE programs in Science, Engineering, Math and Art. Program is designed for hands on experience; thus, funding will be used to purchase various supplies to support STEAM. Target group will include EL, SWD and AA students. 4000-4999: Books And Supplies LCFF 13000</p>
<p>ENRICHMENT OPPORTUNITIES</p> <p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support / supplemental materials for all ENCORE programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA,</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college and career-ready initiative.</p> <p>Enrichment will be provided to students in exploring of STEAM areas. To include but not limited to Coding, E&R, Library Media Center. Support will include</p>	<p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support / supplemental materials for all ENCORE programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA,</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college and career-ready initiative.</p> <p>Enrichment will be provided to students in exploring of STEAM areas. To include but not limited to Coding, E&R, Library Media Center. Support will include transportation.</p>	<p>including but not limited to support for VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R 4000-4999: Books And Supplies LCFF 10748.77</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1000</p>	<p>including but not limited to support for VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R 4000-4999: Books And Supplies LCFF 10748.77</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher/ staff stipend and transportation.			
<p>COLLEGE AND CAREER READY -</p> <p>Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p> <p>College and career ready awareness and foundation information for students and parents. To include college visits. Supplies materials for planned activities</p> <p>Subs, transportation support materials as needed.</p>	<p>Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. RCMS has a College and Career committee that sends out one lesson / activity a month through History so students build capacity and interest with college and career readiness.</p> <p>College and career awareness and foundation information for students and parents to include college visits. Supplies materials for planned activities. School wide college shirts for all students and college them day is every Wednesday.</p> <p>Subs, transportation support materials as needed.</p>	<p>Counseling department will host workshops on college, career academies and programs. Extended opportunities for career exploration and college visits, wellness center 1000-1999: Certificated Personnel Salaries LCFF 6000</p> <p>Extended opportunities for career exploration in STEAM, Provide JUMP (Junior Medical Upcoming Professionals) activities and field trips, stipends, resources 4000-4999: Books And Supplies LCFF 15000</p> <p>Student - parent workshops to provide information on University of California/California State University A-G entrance requirements</p>	<p>Counseling department will host workshops on college, career academies and programs. Extended opportunities for career exploration and college visits, wellness center 1000-1999: Certificated Personnel Salaries LCFF 6000</p> <p>Extended opportunities for career exploration in STEAM, Provide JUMP (Junior Medical Upcoming Professionals) activities and field trips, stipends, resources 4000-4999: Books And Supplies LCFF 15000</p> <p>Student - parent workshops to provide information on University of California/California State University A-G entrance requirements</p>
<p>EDUCATIONAL TECHNOLOGY</p> <p>Technology will be maintained, refreshed and purchased to be utilized by certificated staff and</p>	<p>Technology will be maintained, refreshed and purchased to be utilized by certificated staff and support staff to support student learning in the classroom. This past year sites transitioned to</p>	<p>Laptops / digital resources to support subject matter collaboration, technology supplies, toner, printing supplies. 4000-4999: Books And Supplies</p>	<p>Laptops / digital resources to support subject matter collaboration, technology supplies, toner, printing supplies. 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support staff to support student learning in the classroom.</p> <p>Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students two grade levels below baseline and for newcomer support. Support for underperforming students through STEAM initiatives to include literacy support.</p> <p>1:1 Computer deployment support and resources including but not limited to technology hardware and software to support literacy and math intervention and support for EL's and underperforming subgroups, including ATSI support.</p>	<p>purchasing our own loaners. At the beginning of each year we purchase 100 loaner computers.</p> <p>Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students all three grade levels to include software, iReady, ReadingPlus, and iReady ELA for RSP students. We will invest in STEAM initiatives in Science, Ed Camps, Engineering and Robotics, 3D printers for Library learning center to include digital high interest reading books.</p>	<p>LCFF 10000</p> <p>Instructional Technology and Supplies, technology, licenses, certificated staff and administration to attend technology conferences or other technology leadership conferences. Subs provided as needed. 5000-5999: Services And Other Operating Expenditures LCFF 5000</p> <p>Supplemental technology to support instruction and student learning, STEAM, CORE subject areas 4000-4999: Books And Supplies Title I 19135</p> <p>Purchase differentiation software for CORE subject and software support as part of intervention support systems. Hardware to support literacy and math intervention and best first instruction practices. 5000-5999: Services And Other Operating Expenditures Title I 25000</p>	<p>LCFF 10000</p> <p>Instructional Technology and Supplies, technology, licenses, certificated staff and administration to attend technology conferences or other technology leadership conferences. Subs provided as needed. 5000-5999: Services And Other Operating Expenditures LCFF 5000</p> <p>Supplemental technology to support instruction and student learning, STEAM, CORE subject areas 4000-4999: Books And Supplies Title I 1800</p> <p>Purchase differentiation software for CORE subject and software support as part of intervention support systems. Hardware to support literacy and math intervention and best first instruction practices. 5000-5999: Services And Other Operating Expenditures Title I 25000</p>

Analysis

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

RCMS was able to maximize funding resources for established goals in our instructional program, which include a focus on first-best instructional practices, PLC practices, interventions during the day, and extended day opportunities. The school's focus on instruction and Tier II intervention support have helped close the achievement gap as indicated by our unit assessments and STAR data. The Tier II intervention program continued with interventions during the day using a Bootcamp model. Teachers continued to analyze of unit assessments using the DRS process. This is combined with the release of responsibility mode used across all content areas for continuity. Follow-up coaching and additional paid collaboration time for hotspots in CORE classes to help close the achievement gap. In order to increase support in math intervention classes we will be funding a paraprofessional to work with them.

The leadership team recommended increasing collaboration funding as departments are gaining momentum in scheduling collaboration time outside of the hours. Follow-up coaching on first best instruction, and implementation of Kagan strategies.

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

Attendance continues to be a concern as we have not gained full momentum since the pandemic. A major difference in our intended plan and implementation is our Math Intervention teacher and paraprofessional to support the intervention is that we were unable to secure an intervention teacher and paraprofessional .

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.

ELA - our Tier 2 actions will continue for the 222-23 school year; however, some with slight modifications. The Tier II Intervention Support will continue with Reading Plus for all students; however, we will be adding ELA interventions during the day. An additional emphasis will be made to support our SWD as we are an ATSI school. The focus will be on unit assessments and existing gaps for identified students, which include SWD, AA, and EL's. In partnership with the district English Learning program, EL's will meet every Wednesday for extended day opportunities which include an hour of academic support and one hour of STEAM exploration. We will also be providing an ELA intervention in our 7th-grade elective wheel where students will have ELA standards-based intervention. 6th Grade Reading intervention will be implemented during the day using a minimum of 3 sections.

Planned actions/strategies: Professional Development for teachers in CCSS, NGSS, and ELD, on the use of Kagan Strategies. ELA TOSA teacher support pull-out days, two per grade level, for planning and strategies to support target students and meeting the needs of all learners (especially ELL and SPED, AA population). PD will be offered to support our academic focus to include UDL, Thinking Maps, Word Walls, productive partnering routines to focus on language

Math - we will continue intentional extended day opportunities for our AA, SWD, and EL subgroups, homeless 2 or more ethnicities is have extended day opportunities utilizing a boot-camp model that utilized unit assessments to identify gaps in unit standards. An added component will use progress monitoring prior and post-assessment for mastery combined with Spec Lead providing progress monitor results to the special ed team, and mainstream teams. Additional support will be provided for 7th and 8th-grade teachers in the form of planning pull-out days with support from Math TOSA's. Each grade level will have a pullout day to start each trimester for planning with a focus on differentiation and rigor for all students, including SWD, AA, and EL's. homeless, 2 or more ethnicities 23- 24 we will have a full-time math intervention teacher along with a paraprofessional to support small group instruction within the classroom setting.

Due to the lack of progress of our English Learners, SWD, and AA and the achievement gap increasing between the "All" targeted student groups. We will maintain our additional PLC collaboration time of two-hour blocks three times a month, but the focus of this collaboration will be to discuss strategies and

materials to increase engagement and further develop all phases of the release of responsibility model, which includes a robust "we do" components and a ticket out the for as an informative assessment on daily work.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about the function of the school while celebrating a diverse community effectively.

There is a definite link between attendance and academic achievement. RCMS attendance goals: The current attendance rate is 89.80%, with a goal of achieving attendance goals in 3-4 reporting periods.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 300 surveys	Parent Participation in Stakeholder Input Processes - 21 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) EL	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 95% African American (AA) - 78%	Family School Connectedness via Panorama Family Climate Survey Family > 88% All Students (ALL) - 50% Hispanic (Hisp) - 51% African American (AA) - 43%
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) - 92% Hispanic (Hisp) - 95% African American (AA) - 85%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 95% African American (AA) - 85%
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 - 200	65

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PARENT PARTICIPATION and Connection Activities:</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs, technology training, supplies, materials, and support for parent participation and partnership. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st century, Cybersafety on the internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Parent partnership activities, programs, and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of the school community. Snacks for parent training and parent/school connection evening programs.</p>	<p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs, technology training, supplies, materials, and support for parent participation and partnership.</p> <p>The parent workshops and training will include classes Including but not limited to: Parenting in the 21st century, Cyber safety on the internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent actions and services to include support for SSC, and ELAC for partnership and connecting.</p> <p>Parent partnership activities, programs, and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of the school community. Snacks for parent training and parent/school connection evening programs.</p> <p>Support for 5th-grade transition meetings for parents and students.</p>	<p>Provide parent training in CCSS and SBAC</p> <p>Provide parent training in school website use</p> <p>Provide parent training in the use of Student Information System (SIS)</p> <p>Parent training to support students, school efforts to increase student achievement.</p> <p>Provide parent training in 5th to 6th-grade transition meetings</p> <p>Send parents to training and conferences</p> <p>Purchase instructional materials to provide parent training</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 3309</p> <p>Classified Support staff - child care for training activities 2000-2999: Classified Personnel Salaries Title I 800</p> <p>Purchase instructional and support materials to provide parent training and theme nights. Provide social and academic activities at Back to School Night. 4000-4999: Books And Supplies LCFF 300</p>	<p>Provide parent training in CCSS and SBAC</p> <p>Provide parent training in school website use</p> <p>Provide parent training in the use of Student Information System (SIS)</p> <p>Parent training to support students, school efforts to increase student achievement.</p> <p>Provide parent training in 5th to 6th-grade transition meetings</p> <p>Send parents to training and conferences</p> <p>Purchase instructional materials to provide parent training</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 3000</p> <p>Classified Support staff - child care for training activities 2000-2999: Classified Personnel Salaries Title I 800</p> <p>Purchase instructional and support materials to provide parent training and theme nights. Provide social and academic activities at Back to School Night. 4000-4999: Books And Supplies LCFF 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support for 5th-grade transition meetings for parents and students.	<p>Parents partners with our DI community and host specialized training for this cohort of students.</p> <p>While the pacing of implementation has been moderate, we are looking to increase opportunities to engage parents, via in-person events, zoom, and ParentSquare</p>	<p>Parent participation plan will be created and implemented Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings will be held at Raymond Cree.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 1000</p>	<p>Parent participation plan will be created and implemented Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings will be held at Raymond Cree.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 1000</p>
Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.	<p>Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.</p> <p>Too include supplies for school wide token economy that are education related</p>	<p>parent / community 4000-4999: Books And Supplies LCFF 500</p>	<p>parent / community 4000-4999: Books And Supplies LCFF 500</p>
Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and the coordination of parent center events.	Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and coordination of parent center events.	<p>Learners-Supplement district LCAP support for a .37 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services 2000-2999: Classified Personnel Salaries LCFF</p>	<p>Learners-Supplement district LCAP support for a .37 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services 2000-2999: Classified Personnel Salaries LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
.37 FTE Bilingual office specialist-Salary/Fringes	.37 FTE Bilingual office specialist-Salary/Fringes. Bilingual office specialists support our parent community through local outreach to improve attendance.	16141 3000-3999: Employee Benefits LCFF 13415	16414 benefits 3000-3999: Employee Benefits LCFF 13415

Analysis

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

Since the pandemic, we have had to reboot our parent connection program to increase face-to-face time. Therefore; we will be hosting a series of parent workshops, and theme evenings, Literacy, STEAM, 5th to 6th transition meeting, DI parent night. ELAC, SSC. We increased the hours of a 5.75 office specialist to 6 hours to support our Spanish-speaking parent community, which consists of 78% Hispanic, EL 26%.. We will continue with our PTG to support school efforts by recognizing students.

We are making adequate progress as evidenced by 88% of favorable responses from parents

One of our goals is to build a partnership with our parents so our focus is on good customer service. When asked "do I feel welcomed at this school?" 95% responded favorably.

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

No major difference in expenditures as this time but rather amplify our current program, This past year we did not have a Math intervention teacher or a one mainstream math teacher. Both positions have been filled for the 23-24 school year.

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.

In support of Goal 2 description of parent engagement and activities. We are going to continue to offer a variety of parent workshops, theme nights, and band performances, and we will be adding coffee with the principal every other month, along with a Monthly RCMS Team letter to parents. Each month we will be sending focus areas that families can support at home. We want parents to feel a part of our community.

Panorama baseline parent survey parents responded 86% favorably when ask "School takes my concerns seriously"

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others. Additional supervision support will be provided during peak hours of the school day. As part of our MTSS system RCMS will be creating and providing additional SEL for students through our Wellness Center.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 91.44 > actual outcome to date Data from SchoolZilla	22-23 Student Attendance Rates All Students (ALL) - 89.9 > actual outcome to date Data from SchoolZilla																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>very high</td> <td>30.1</td> <td></td> </tr> <tr> <td>EL</td> <td>very high</td> <td>27.8</td> <td></td> </tr> <tr> <td>Hisp</td> <td>very high</td> <td>29.0</td> <td></td> </tr> <tr> <td>AA</td> <td>very high</td> <td>47.9</td> <td></td> </tr> <tr> <td>SED</td> <td>very high</td> <td>30.2</td> <td></td> </tr> <tr> <td>SWD</td> <td>very high</td> <td>40.2</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	very high	30.1		EL	very high	27.8		Hisp	very high	29.0		AA	very high	47.9		SED	very high	30.2		SWD	very high	40.2		Chronic Absenteeism Rates All Students (ALL) 31.6 English Learner (EL) 27.8 Hispanic (Hisp) 29.0 African American (AA) 47.9 Students with Disabilities (SWD) 40.2
St. Group	Color	DFS/Percentage	Change																											
All	very high	30.1																												
EL	very high	27.8																												
Hisp	very high	29.0																												
AA	very high	47.9																												
SED	very high	30.2																												
SWD	very high	40.2																												
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>High</td> <td>9.6</td> <td></td> </tr> <tr> <td>EL</td> <td>medium</td> <td>7.1</td> <td></td> </tr> <tr> <td>Hisp</td> <td>medium</td> <td>6.7</td> <td></td> </tr> <tr> <td>AA</td> <td>Very high</td> <td>40.2</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	High	9.6		EL	medium	7.1		Hisp	medium	6.7		AA	Very high	40.2		Suspension Rates: All Students (ALL) 14.5 English Learner (EL) 14.8 Hispanic (Hisp) 12.9 African American 40.2 Students with Disabilities (SWD) 16.7								
St. Group	Color	DFS/Percentage	Change																											
All	High	9.6																												
EL	medium	7.1																												
Hisp	medium	6.7																												
AA	Very high	40.2																												

Metric/Indicator	Expected Outcomes	Actual Outcomes								
	<table border="1"> <tr> <td>SED</td> <td>high</td> <td>9.7</td> <td></td> </tr> <tr> <td>SWD</td> <td>very high</td> <td>19.3</td> <td></td> </tr> </table>	SED	high	9.7		SWD	very high	19.3		
SED	high	9.7								
SWD	very high	19.3								
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - .002% African American (AA) - 0%	Expulsion Rates All Students (ALL) .1 English Learner (EL) 0 Hispanic (Hisp) .1 African American (AA) 0								
Panorama Survey – SEL Survey Growth mindset Self-management Self-awareness Grit Self-efficacy	Panorama SEL Growth mindset - 63% - 3% increase over last test Self-management - 62% - 5% increase over last test Self-awareness - 56% - 1% increase over last test Grit - 52% - 5% increase over last test Self Efficacy - 45% - Increase of 5% over last test	Panorama Survey – SEL Survey Growth mindset > 60% Self-management > 57% Self-awareness > 56% Grit > 50% Self-efficacy > 43%								
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met rating	Williams Facilities Inspection Results - Met rating								

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Connecting students to school through recognitions programs and support programs in a safe environment with SEL, attendance and academics, which include but are not limited sports programs, clubs, VAPA performance groups, enrichment activities, EMPOWER, Matador Way, and E&R for Newcomers, school / district organizations.	Connecting students to school through recognitions programs and support programs in a safe environment with SEL, attendance and academics, which include but are not limited sports programs, clubs, VAPA performance groups, enrichment activities, M-POWER, Matador Way, and E&R for Newcomers, school / district organizations. Ed field trips that are academically focused, Grade	Connecting students to school through SEL initiatives, attendance, and academic which would include but not limited to recognition and support, SEL programs, school economy system and costs related to student body support 4000-4999: Books And Supplies LCFF 4000	Connecting students to school through SEL initiatives, attendance, and academic which would include but not limited to recognition and support, SEL programs, school economy system and costs related to student body support 4000-4999: Books And Supplies LCFF 4000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	level coordination of celebration field trips.		
<p>Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school.</p> <p>Safety initiatives such as school-wide ID's, to provide global security measures for school stakeholders, student communities. This will include raptor technology, school blackboard, and social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software</p>	<p>Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school.</p> <p>Safety initiatives such as school-wide ID's, to provide global security measures for school stakeholders, student communities. This will include raptor technology, school blackboard, and social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software</p>	<p>Including but not limited to reward activities and supplies, materials for the super student program, attending all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options, sports SEL and academic, college and career, and recognition program. Develop and communicate new criteria for participation in end-of-year activities Hold end-of-trimester awards assemblies and recognition system. This will include raptor technology, school blackboard, social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software</p> <p>4000-4999: Books And Supplies LCFF 14159.41</p> <p>staff stipends to support student connections to school. 2000-2999: Classified Personnel Salaries LCFF 4000</p> <p>Safety initiatives supplemental resources.</p>	<p>Including but not limited to reward activities and supplies, materials for the super student program, attending all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options, sports SEL and academic, college and career, and recognition program. Develop and communicate new criteria for participation in end-of-year activities Hold end-of-trimester awards assemblies and recognition system. This will include raptor technology, school blackboard, social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software</p> <p>4000-4999: Books And Supplies LCFF 13000</p> <p>staff stipends to support student connections to school. 2000-2999: Classified Personnel Salaries None Specified 3500</p> <p>Safety initiatives supplemental resources.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF 500	5000-5999: Services And Other Operating Expenditures LCFF 500
Implement PLUS intervention program which focuses on peer mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.	Implement PLUS intervention program which focuses on peer mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.	Refine MTSS Systems Provide parent education and outreach programs, mentoring, Implement student-led school culture programs including PLUS and Peer Leadership, SEL	Refine MTSS Systems Provide parent education and outreach programs, mentoring, Implement student-led school culture programs including PLUS and Peer Leadership, SEL
Material, supplies, and program support will be purchased to assist in connecting targeted students to school.	Material, supplies, and program support will be purchased to assist in connecting targeted students to school.	4000-4999: Books And Supplies LCFF 3500	4000-4999: Books And Supplies LCFF 3000
Provide Mental Health Services - Clinician to work with students groups focused on communication, cooperation, & confidence building. Currently providing services two days a week.	Provide Mental Health Services - Clinician to work with students groups focused on communication, cooperation, & confidence building. Currently providing services two days a week.	Attendance recognition and support programs to increase students attendance 4000-4999: Books And Supplies LCFF 2300	Attendance recognition and support programs to increase students attendance 4000-4999: Books And Supplies LCFF 2000
<ul style="list-style-type: none"> In support of our safe school initiative, we will be providing additional supervision hours during peak times in the morning and middle of the day, not to exceed a certain limit. 	<ul style="list-style-type: none"> In support of our safe school initiative, we will be providing additional supervision hours during peak times in the morning and middle of the day, not to exceed a certain limit. 	Mental Health Clinician, counselors, prevention specialist. 5000-5999: Services And Other Operating Expenditures Title I 34000	Mental Health Clinician, counselors, prevention specialist. 5000-5999: Services And Other Operating Expenditures Title I 34000
		Safety initiative - Supervision aides additional hours not to exceed 120 hours in an academic year 2000-2999: Classified Personnel Salaries LCFF 2040	Safety initiative - Supervision aides additional hours not to exceed 120 hours in an academic year 2000-2999: Classified Personnel Salaries LCFF 2000
		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 321	321

Analysis

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

Overall the implementation was successful but we were identify gaps that exist with supporting our different demographic groups in the areas of students connecting with students. Our mental health services continue to provide our students with SEL support.

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

Due to a number of new staff we fell short of full implementation of PLUS which is designed to medicated conflict for students, by students.

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

Continued refinement of our MTSS system which will include PLUS and peer counseling. In additional we will be opening a Wellness center where we will be hosting workshop during lunch in the areas of Following Rules, SEL and impact on grades, strategies to improve attendance and and chronic absenteeism

Goals, Strategies, & Proposed Expenditures

Goal 1

Establish school priorities that reflect a school wide academic focus and support systems to meet students where they are with their academic progress.

Goal Statement

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Raymond Cree Middle School will strive to meet grade-level proficiency in common core content standards in the core academic subjects: English language arts, math, and science, as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 22/23 school year, the LCAP aligned school goal is to increase student achievement between 3.0% and 6% in the number of students meeting/exceeding proficiency standards in both mathematics and language arts.

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

Identified needs include additional support during the day for subgroups > EL, AA, Hispanic, SED, SWD, homeless, 2 or ethnicities, which will be provided through first best instructional practices, interventions during the day (Math), and after, Saturday school. boot camps for subgroups which will include EL's, AA, and SWD (ATSI) We will utilize a combination of data-driven identification of students and standards, with additional support utilizing technology software; specifically, Reading Plus, and iReady. Current performance levels for measurable indicators are as follows which triggered the identified need. We will also be utilizing a Reading Intervention for 3 sections in 6th grade.

Alignment of standards in Math and ELA will support all students, subgroups, EL, and Sped to realize the established goals of a 3.0 increase in the number of students that met or exceeded standards. Progress will be monitored using a common unit assessment and California Dashboard and intervention software, iReady.

ATSi plan will utilize a co-teaching delivery for RSP teachers to access grades, attendance, and class rosters for progress monitoring, and for use with SchoolCity as a progress monitoring tool. The plan will also utilize intervention during the day using Math boot camps in grades 6, and 8. Common assessments will be used to identify standards that students are struggling with. Pre and post-test will be utilized as a progress monitoring tool. The goal will be for RSP students to increase CAASPP outcomes for RSP students by 3.0% in Math and ELA.

Identified staff, certificated within the Special Education department will analyze intervention data to monitor students' progress and the effectiveness of the program.


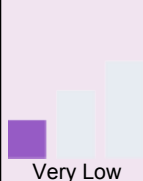




Note: Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state-related expected outcomes have been maintained from the 20-21 plans.

Measuring and Reporting Results

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Low	30.7 points below standard	
EL	 Very Low	75.8 points below standard	
Hisp	 Low	39.6 points below standard	
AA	 Very Low	78.5 points below standard	
SED	 Low	31.8 points below standard	
SWD	 Very Low	131.5 points below standard	

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	low	27.7	+3
EL	v low	72.8	+3
Hisp	v low	36.6	+3
AA	v low	75.5	+3
SED	low	28.8	+3
SWD	v low	128.8	+3

California School Dashboard -
Academic Indicator for
Mathematics

St. Group	Color	DFS/Percentage	Change
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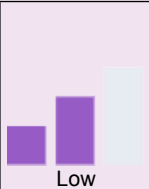


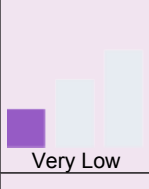


St. Group	Color	DFS/Percentage	Change
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Metric/Indicator

Baseline

Expected Outcome

All Students (ALL)
 English Learners (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

All		78.8 points below standard
EL		115.9 points below standard
Hisp		85.8 points below standard
AA		128.3 points below standard
SED		79.0 points below standard
SWD		170.6 points below standard

All	low	75.5	+3
EL	v low	112.9	+3
Hisp	low	82.5	+3
AA	v low	125.3+3	
SED	low	76.0	+3
SWD	v low	167.6	+3

California Science Test - Percent of Students Who Meet or Exceed Standard
 Grade 8 -

California Science Test - Percent of Students Who Meet or Exceed Standard
 Grade 8 - 16.67% Met or Exceeded

California Science Test - Percent of Students Who Meet or Exceed Standard
 Grade 8 - Met or Exceeded 19.05%

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 59.1% making progress towards English language proficiency	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 62.1% making progress toward English language proficiency
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th >18.6 7th > 17.1 8th > 24.8	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th >21.6 7th > 20.1 8th > 27.8
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 21.13	Star Math 8 grade proficiency rate: Spring 20-21 > 26.9% Star Math 8 grade proficiency rate: Fall 20-21 > 12.7%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

COLLABORATION - PLANNING

Teaching staff will be allotted collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, and coach and align the curriculum. Support for teachers will include but is not be limited to the following actions, pullout days for guided planning, aligning curriculum, and visiting classrooms. Focus on the ATSI plan which includes Math intervention during the day for RSP, SDC, and students below the line based on unit assessments standards mastery. Intervention during the instructional day interventions in Math and Reading to include post-assessment on the identified standards. RSP and SDC-certificated staff will be allotted collaboration pullout days for differentiated planning.

Students to be Served by this Strategy/Activity

- Students with Disabilities
 - All
- Specific Student Groups:
- ATSI plan with a focus on interventions during the day with a focus on SWD, AA, homeless, 2 or more ethnicities using data, unit assessment to progress monitor along with first best instructional practices.

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, teachers, the secretary will process all the necessary paperwork for the additional time for teacher collaboration.

The administration will calendar all planned activities and coordinate with each departments' lead teachers. A centralized PLC calendar will be established and be made readily available to all staff members.

Proposed Expenditures for this Strategy/Activity

Amount	6400
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Monthly collaboration calendar that will drive collaborative meetings/. Calendar and arrange release days and or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning days to include support for all subgroups. Each month teachers are provided "collaboration extra" where teachers collaborate on a Saturdays or after school hours.
Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning, PD stipends

Strategy/Activity 2

Two Math interventions during the school day using certificated staff for 8th, 6th grades, RSP, SWD, to support our ATSI plan. .

Students to be Served by this Strategy/Activity

- Students with Disabilities
- Specific Student Groups:
Specific subgroups - African American, SWD, and EL, ASTI plan

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, staff, and intervention-certificated staff will participate with other members of the Math team to identify students using common unit assessment results. Data-driven identification of students benefiting from Reading intervention during the day.

The intervention process will be coordinated by Assistant Principals, guidance counselors, Intervention Specialist, Content teams, and secretaries. In support of our Math intervention during the day we will be providing a paraprofessional

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention-certificated Teacher/sub-teacher certificated - 7th grade Math intervention teachers, Reading intervention program - Intensive support program in target content. Strategic Math Support during school days to include targeted subgroups, EL / Newcomer, Special Education, and students performing at levels below proficiency on standards-based assessments. High interest reading books and resources to support Reading during the day.
Amount	61383
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional to support our Math intervention teacher and one for 6th grade cohort to support all students. . This will allow us to improve the adult to student ratio. Total of two paras at 7.0 hours
Amount	9087

Source

Title I

Budget Reference

3000-3999: Employee Benefits

Strategy/Activity 3

TARGETED STUDENT ACADEMIC INTERVENTIONS during the day AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:

Extended / intervention, Learning-Teacher, resources for interventions in Math.

Intervention- to support EL, SWD, AA, , homeless, 2 or more ethnicities and at-promise students. This will consist of Math Intervention classes during the day including Math Bootcamp class during the day. There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring, a targeted intervention using iReady, ReadingPlus, and support. We will establish a data analysis protocol to analyze software program outcomes and use them to monitor targeted students for program effectiveness and modifications as needed. ATSI plans to include ahead-of-game targeted intervention to support students below benchmark in Unit assessments. Admin and certificated staff members will coordinate managing data analysis for SWD (ATSI) to monitor the effectiveness and impact of the program. RCMS will have two full-time certificated teachers offering during-the-day intervention in Math 8th, and 6th

Certificated district hourly rate, and stipend, to support CORE program and interventions and support in ELA and Math.

iReady, STAR, CAASPP data, and assessment tools will be used as a progress monitoring tool to determine the effectiveness of the program on post-assessments and unit outcomes.iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
African American, ATSI plan for SWD.

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Office Specialist, secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Math intervention during the day with a focus on SWD, AA, EL, using a boot-camp model base of unit assessment outcomes. Pre and post test will be embedded into program. Certificated teacher / sub teacher. Reading intervention will be offered to students identified through data and teacher recommendation.
Amount	5653
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended day "ahead of the game" support for at-promise, SWD, EL, and AA, Foster youth, homeless and 2 or more ethnicities

Strategy/Activity 4

TARGETED EL STUDENT SUPPORT:
2 Additional Hours of classified support time for 120 days to provide supplemental student support. This may include, but not limited to, instructional intervention and STEAM Ed-camps.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, librarian, secretary

Proposed Expenditures for this Strategy/Activity

Amount	1923
Source	LCFF

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide instructional supplemental support, library tech to support library research, and technical support, STEAM Edcamp activities.
Amount	600
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES

Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.

Tier I, II, III supplemental support programs and materials, technology, and software to support CORE/ENCORE.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, secretary, counseling team, CORE teachers.

Proposed Expenditures for this Strategy/Activity

Amount	13242
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, E&R, supplies, licenses, resources to support targeted subgroups and ATSI plan. All technical items related to instruction.

Strategy/Activity 6

Professional Development - Focus areas to support work with identified consultants, Kagan, and PD to support academic achievement, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI, african American, EL, SWD, 2 or more ethnicities

Teachers, administration, and counselors will attend PD to support the differentiation of instructional practices and instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, and Technology.

Areas of focus which includes but not limited STEAM initiatives for under-performing subgroups, ATSI, and all student groups. Tier two interventions in ELA, Math using software support to include ReadingPlus, iReady

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Team to include: AP, counselors, Prevention Specialist, and CORE Teachers, secretary., Sped teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Administration and certificated staff professional agencies/ PD to support the CORE
Amount	10000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Areas of focus which include but not limited to STEAM initiatives and supporting under performing subgroups to include ATSI initiatives, African American, SWE, EL, 2 or more ethnicities.

Strategy/Activity 7

Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervention in CORE subjects, Ed Camps will provide students with STEAM exposure and opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, support staff, certificated staff.
 Counselors, Administration,
 Prevention Specialist and
 Saturday School Staff will be responsible for promotion and participation in Saturday School/Ed Camp

Proposed Expenditures for this Strategy/Activity

Amount 14344

Source LCFF

Budget Reference 4000-4999: Books And Supplies

Description Saturday Ed Camp utilizing STEAM activities to support CORE programs in Science, Engineering, Math and Art. Program is designed for hands on experience; thus, funding will be used to purchase various supplies to support STEAM. Target group will include EL, SWD and AA students. Targeted students to include students in need of attendance recovery

Amount 5000

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Saturday Ed camp staff funding, certificated staff to supervises implement Saturday Edu Camp

Amount 1200

Source LCFF

Budget Reference

3000-3999: Employee Benefits

Description

In support of Saturday Ed Camps

Strategy/Activity 8**ENRICHMENT OPPORTUNITIES**

Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, and Support / supplemental materials for all ENCORE programs, including transportation.

Supplies - Band, drama, technology, coding, E&R, Art, VAPA,

Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college and career-ready initiative.

Enrichment will be provided to students in exploring of STEAM areas. To include but not limited to Coding, E&R, and Library Media Center. Support will include Teacher/ staff stipend and transportation.

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

7/1/23-6/30/24

Person(s) Responsible

Administration, teachers, librarian, secretary, office specialist.

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

15748.77

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

including but not limited to support which includes but not limited to VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R

Amount

1000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

COLLEGE AND CAREER READY -

Extended, exploration, and enrichment learning opportunities for students. Resources support for certificated staff. College visitations

College and career-ready awareness and foundational information for students and parents. Including college visits. Supplies materials for planned activities.

Subs, transportation support materials as needed.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/23-6/30/24

Person(s) Responsible

Counselors, Teachers
Secretary, administration, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counseling department will host workshops on college, career academies and programs, school visits, extended opportunities for career exploration and college visits, wellness center
Amount	10000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Extended opportunities for career exploration in STEAM, Provide JUMP (Junior Medical Upcoming Professionals) activities and field trips, stipends, resources

Description

Student - parent workshops to provide information on University of California/California State University A-G entrance requirements

Strategy/Activity 10

EDUCATIONAL TECHNOLOGY

Technology will be maintained, refreshed and purchased to be utilized by certificated staff and support staff to support student learning in the classroom.

Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students two grade levels below baseline and for newcomer support. Support for underperforming students through STEAM initiatives to include literacy support.

1:1 Computer deployment support and resources including but not limited to technology hardware and software to support literacy and math intervention and support for EL's and underperforming subgroups, including ATSI support.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, teachers, Secretary, librarian, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount

19344

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Laptops / digital resources, licenses to support subject matter collaboration, technology supplies, printing supplies.

Amount

5000

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Instructional Technology and Supplies, technology, licenses, certificated staff and administration to attend technology conferences or other technology leadership conferences. Subs provided as needed.
Amount	19135
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental technology to support instruction and student learning, STEAM, CORE subject areas
Amount	35000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase differentiation software for CORE subject and software support as part of intervention support systems. To include but not limited to ReadingPlus, iReady, instruction support software Hardware to support literacy and math intervention and best first instruction practices.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about the function of the school while celebrating a diverse community effectively.

There is a definite link between attendance and academic achievement. RCMS attendance goals: The current attendance rate is 89.80%, with a goal of achieving attendance goals in 3-4 reporting periods.

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

Identified needs for goal #2 included a continued focus on increasing attendance (current goal of 94.36), chronic absenteeism, and family connections to the school as recorded on the panorama survey. We will continue to build school to home and community partnerships to increase support and services to meet the academic and SEL needs of all students. .

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 267 surveys	Parent Participation in Stakeholder Input Processes - 300 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) EL	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 50% English Learner (EL) 59% Hispanic (Hisp) 51% SWD - 53% African American (AA) 44%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 53% Hispanic (Hisp) - 55%% African American (AA) - 48%

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey Family > 88% Families feel welcome - 95% The staff treat families with respect - 100% School takes my concerns seriously	Climate of Support for Academic Learning via Panorama Family Climate Survey Family - 91% Families feel welcome - 95% School treats families with respect -100%
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 - 400	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 500

Planned Strategies/Activities

Strategy/Activity 1

PARENT PARTICIPATION and Connection Activities:

Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.

Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.

Parent partnership activities, programs, and opportunities to increase parent opportunities for participation and engagement opportunities. Increase school/home communication with all subgroups of the school community. Snacks for parent training and parent/school connection evening programs.

Support for 5th-grade transition meetings for parents and students.

Students to be Served by this Strategy/Activity

All

Timeline

Person(s) Responsible

Counselors, Office specialist, Administration, secretary. Bi-lingual specialist will work as a team to facilitate all involvement options for parents.

Proposed Expenditures for this Strategy/Activity

Amount	3337
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Family literacy night, STEAM Night, Science Night, Maker Space Night Provide parent training in school website use Provide parent training in the use of ParentVue Parent training to support students in the area of SEL. Provide parent training in 5th to 6th-grade transition meetings Purchase instructional materials to provide parent training

Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Communication expenses, printing, handout, pamphlets, reading and reference materials

Amount	1300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase instructional and support materials to provide parent training and theme nights. Provide social and academic activities at Back to School Night., postage for parent reference guides

Amount	1000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Parent participation plan will be created and implemented
Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings will be held at Raymond Cree.

Strategy/Activity 2

Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Counselors and teachers will coordinate materials needed and plan student recognition and support programs.

Proposed Expenditures for this Strategy/Activity

Amount

500

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

parent / community

Strategy/Activity 3

Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and the coordination of parent center events.

.37 FTE Bilingual office specialist-Salary/Fringes

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Bi-lingual office specialist, AP, counselors, prevention specialist, EL instructional support. ELAC, Parent Center.

Proposed Expenditures for this Strategy/Activity

Amount	15141
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Learners-Supplement district LCAP support for a .37 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services
Amount	13415
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others. Additional supervision support will be provided during peak hours of the school day. As part of our MTSS system RCMS will be creating and providing additional SEL for students through our Wellness Center.

LCAP Goal

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

Identified Need

Identified needs include using suspension and expulsion rates, Panorama survey as a progress monitoring tool as tool to measure the levels of student connections to the school. This will also be used to measure progress with our climate and culture initiatives, and the success of our MTSS and restorative practices. We will also use the panorama survey as a measuring tool to monitor students' connection to the school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.8	Student Attendance Rates All Students (ALL) - 89.8 > actual outcome to date Data from SchoolZilla																																
Chronic Absenteeism Rates All Students (ALL) 35.2% English Learner (EL) 37.2% Hispanic (Hisp) 33.9% African American (AA) 45.3% Students with Disabilities (SWD) 53.6%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>16.8</td> <td>Declined -1</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>14.1</td> <td>Increased +0.7</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>14.5</td> <td>Declined -1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	16.8	Declined -1	EL	Orange	14.1	Increased +0.7	Hisp	Yellow	14.5	Declined -1	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>yellow</td> <td>15.8</td> <td>declined -1</td> </tr> <tr> <td>EL</td> <td>yellow</td> <td>13.1</td> <td>declined -1</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>13.5</td> <td>declined -1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	yellow	15.8	declined -1	EL	yellow	13.1	declined -1	Hisp	Yellow	13.5	declined -1
St. Group	Color	DFS/Percentage	Change																															
All	Yellow	16.8	Declined -1																															
EL	Orange	14.1	Increased +0.7																															
Hisp	Yellow	14.5	Declined -1																															
St. Group	Color	DFS/Percentage	Change																															
All	yellow	15.8	declined -1																															
EL	yellow	13.1	declined -1																															
Hisp	Yellow	13.5	declined -1																															

Metric/Indicator	Baseline				Expected Outcome			
	AA	Orange	24.7	Declined - 3.1	AA	orange	22.7	declined -2
	SED	Yellow	17.7	Declined - 1.2	SED	yellow	15.7	declined -2
	SWD	Orange	25.9	Declined - 0.8	SWD	orange	23.9	declined -2
Suspension Rates: All Students (ALL) 14.6% English Learner (EL) 15.0% Hispanic (Hisp) 12.9% Students with Disabilities (SWD) 17.5%	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	11.9	Declined - 1.8	All	yellow	9.9	declined -2
	EL	Yellow	11	Declined - 2.3	EL	yellow	8.0	declined -3
	Hisp	Yellow	11	Declined - 1.9	Hisp	yellow	9.0	declined -2
	AA	Red	29.9	Increased +3.9	AA	orange	26.9	declined -3
	SED	Orange	13.4	Declined - 1.2	SED	yellow	11.4	declined -2
	SWD	Orange	16.4	Declined - 10.1	SWD	Orange	13.4	declined -3
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - .1% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%				Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - .0% African American (AA) - 0%			
Panorama Survey – SEL Survey sense of belonging Self-management Self-awareness Grit Self-efficacy	Panorama Survey – Sense of belonging - 54% Safety 55% Know and fairness of rules 66% Climate and support- 65%				Panorama SEL Sense of belonging - 60% Safety 60% Know and fairness of rules 70% Climate and support- 70%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met				Williams Facilities Inspection Results - Met rating			

Planned Strategies/Activities

Strategy/Activity 1

Connecting students to school through recognitions programs and support programs in a safe environment with SEL, attendance and academics, which include but are not limited sports programs, clubs, VAPA performance groups, enrichment activities, EMPOWER, Matador Way, and E&R for Newcomers, school / district organizations.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
African American

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, school secretary, and other classified staff members will be in charge of ordering and supplying the bus passes to students and school through SEL initiatives, attendance, and academic which would include but not limited to recognition and support, SEL programs, school economy system.

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Connecting students to school through SEL initiatives, attendance, and academic support which would include but not limited to recognition and support, school token economy system and costs related to student body support

Strategy/Activity 2

Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school. Support will include the opening of our wellness center, along with the refinement of our MTSS system.

Safety initiatives, to provide global security measures for school stakeholders, and student communities. This will include Tier I practices such as lessons on empathy, dangers of cyberbullying, and making smart choices,

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, counseling team, staff,
Secretary to order buses and supplies, resources, materials, events, activities and safety practices
Global leaders to plan, facilitate, organize, activities

Proposed Expenditures for this Strategy/Activity

Amount	14056.23
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Including but not limited to reward activities and supplies, materials for the super student program, attending all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options, sports SEL and academic, college and career, and recognition program, Develop and communicate new criteria for participation in end-of-year activities Hold end-of-trimester awards assemblies and recognition system. This will include school blackboard, social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software
Amount	4000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	staff stipends to support student connections through sports
Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Safety initiatives to include but not limited to ID cards, lanyards,

Strategy/Activity 3

Implement PLUS intervention program which focuses on peer mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.

Material, supplies, and program support will be purchased to assist in connecting targeted students to school.

- In support of our safe school initiative, we will be opening our wellness center where one component offered are group lessons on empathy, making smart choices, cyberbullying, dangers of drugs and alcohol

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Counselors, secretary, office specialist, administration will coordinate the development and support for the programs
Administration and counseling staff will coordinate the mental health referral process through student services.

Proposed Expenditures for this Strategy/Activity

Amount	3500
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Source	LCFF
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Budget Reference	4000-4999: Books And Supplies
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Description	Refine MTSS Systems Provide parent education and outreach programs, mentoring, Implement student-led school culture programs including PLUS and Peer Leadership, SEL
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Amount	2300
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Source	LCFF
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Budget Reference	4000-4999: Books And Supplies
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Description	Attendance recognition and support programs to student attendance and chronic absenteeism
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Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified

Centralized Services for Planned Improvements in Student Performance

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, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

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)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	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
Middle School Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8	164,452	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	July 1, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

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)
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials.	2,962	Title IV

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.

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	\$190,737
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$329,109.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	187,400	0.00
Title I Part A: Parent Involvement	3,337	0.00
LCFF	138,372	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	\$187,400.00
Title I Part A: Parent Involvement	\$3,337.00

Subtotal of additional federal funds included for this school: \$190,737.00

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	\$138,372.00

Subtotal of state or local funds included for this school: \$138,372.00

Total of federal, state, and/or local funds for this school: \$329,109.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	138,372.00
Title I	187,400.00
Title I Part A: Parent Involvement	3,337.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,053.00
2000-2999: Classified Personnel Salaries	82,447.00
3000-3999: Employee Benefits	24,302.00
4000-4999: Books And Supplies	131,307.00
5000-5999: Services And Other Operating Expenditures	52,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	11,000.00
2000-2999: Classified Personnel Salaries	LCFF	21,064.00
3000-3999: Employee Benefits	LCFF	15,215.00
4000-4999: Books And Supplies	LCFF	85,093.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	28,053.00
2000-2999: Classified Personnel Salaries	Title I	61,383.00
3000-3999: Employee Benefits	Title I	9,087.00
4000-4999: Books And Supplies	Title I	42,877.00
5000-5999: Services And Other Operating Expenditures	Title I	46,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,337.00

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
Juana Sanchez				X	
Patty Marion				X	
Darla Garcia				X	
Eileen Mape					X
Makala Perez					X
Daniel Contreras					X
John Habstritt		X			
Robert Starkey		X			
Jennifer Sugarman		X			
Carol Gafney		X			
Zire Lowe			X		
Bernie Marez	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 October 12, 2023.

Attested:



Principal, Bernie Marez on October 12, 2023



SSC Chairperson, Carol Gafney on October 12, 2023

Title I and LCFF Funded Program Evaluation

Goal #1:

Palm Springs Unified School District Long Term Academic Achievement Goal:
 All students attending Raymond Cree Middle School will strive to meet grade-level proficiency in common core content standards in the core academic subjects: English language arts, math, and science, as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 22/23 school year, the LCAP aligned school goal is to increase student achievement between 3.0% and 6% in the number of students meeting/exceeding proficiency standards in both mathematics and language arts.

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>
<p>COLLABORATION - PLANNING</p> <p>Teaching staff will be allotted collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, and coach and align the curriculum. Support for teachers will include but is not be limited to the following actions, pullout days for guided planning, aligning curriculum, and visiting classrooms. Focus on the ATSI plan which includes Math intervention during the day for RSP, SDC, and students below the line based on unit assessments standards mastery. Intervention during the instructional day interventions in Math and Reading to include post-assessment on the identified standards. RSP and SDC-certificated staff will be allotted collaboration pullout days for differentiated planning.</p>	<p>Teaching staff will be allotted collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, and coach and align the curriculum. Support for teachers will include but is not limited to the following actions, pullout days for guided planning, aligning curriculum, and visiting classrooms. These actions allowed staff to increase collaboration and lesson planning time together as part of our PLC process.</p> <p>Intervention during the instructional day interventions in Math and Reading to include post-assessment on the identified standards. RSP and SDC-certificated staff will be allotted collaboration pullout days for differentiated planning.</p>	<p>22-23 We were unable to fully implement this goal because we were not able to hire a Math intervention teacher; therefore we were able to offer Math intervention during the day for RSP, SDC, and students below the line based on unit assessments standards mastery.</p>	<p>We have successfully hired a Math Intervention teacher for the 23-24 school year; therefore, we will be able to offer Math intervention during the day.</p>
<p>Two Math interventions during the school day using certificated staff for 8th, 6th grades, RSP, SWD, to support our ATSI plan. .</p>	<p>We were unable to roll this out because we were unable to secure a Math intervention teacher.</p>	<p>We were unable to roll this out because we were unable to secure a Math intervention teacher.</p>	<p>With a hired staff of Math Intervention we will be implementing the original goal. Two Math interventions during the school day using certificated staff for 8th,</p>

			6th grades, RSP, SWD, to support our ATSI plan. .
<p>TARGETED STUDENT ACADEMIC INTERVENTIONS during the day AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:</p> <p>Extended / intervention, Learning-Teacher, resources for interventions in Math.</p> <p>Intervention- to support EL, SWD, AA, , homeless, 2 or more ethnicities and at-promise students. This will consist of Math Intervention classes during the day including Math Bootcamp class during the day. There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring, a targeted intervention using iReady, ReadingPlus, and support. We will establish a data analysis protocol to analyze software program outcomes and use them to monitor targeted students for program effectiveness and modifications as needed. ATSI plans to include ahead-of-game targeted intervention to support students below benchmark in Unit assessments. Admin and certificated staff members will coordinate managing data analysis for SWD (ATSI) to monitor the effectiveness and impact of the program. RCMS will have two full-time certificated teachers offering during-the-day intervention in Math 8th, and 6th</p> <p>Certificated district hourly rate, and stipend, to support CORE program and interventions and support in ELA and Math.</p> <p>iReady, STAR, CAASPP data, and assessment tools will be used as a progress monitoring tool to determine the effectiveness of the program on post-assessments and unit outcomes.iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.</p>	<p>This part of the plan we were able to implement provided opportunities to support our at-promise population.</p> <p>There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring which is a targeted intervention using iReady, ReadingPlus, and support. We will establish a data analysis protocol to analyze software program outcomes and use them to progress monitor targeted students for program effectiveness and modifications as needed.</p> <p>Collaboartion of Certificated staff was effective in that teachers were able to collaborate and plan common lessons. district hourly rate, and stipend, to support CORE program and interventions and support in ELA and Math.</p> <p>Ready, STAR, CAASPP data, and assessment tools will be used as a progress monitoring tool to determine the effectiveness of the program on post-assessments and unit outcomes.iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.</p>	<p>Due to limited staff we were unable to implement Math intervention during the day except for 6th grade.</p>	<p>We have hired both a new math teacher and intervention teacher</p>
<p>TARGETED EL STUDENT SUPPORT:</p> <p>2 Additional Hours of classified support time for 120 days to provide</p>	<p>WE were not able to implement this goal because the staff member</p>	<p>This was not utilized because the staff member for the identified hours left the school and we were unable to</p>	<p>2 Additional Hours of classified support time for 120 days to provide supplemental student</p>

<p>supplemental student support. This may include, but not limited to, instructional intervention and STEAM Ed-camps.</p>	<p>that is was intended for separated from the district.</p>	<p>hire a replacement until May of 2023.</p>	<p>support. This may include, but not limited to, instructional intervention and STEAM Ed-camps.</p>
<p>SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES</p> <p>Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p> <p>Tier I, II, III supplemental support programs and materials, technology, and software to support CORE/ENCORE.</p>	<p>Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p> <p>Tier I, II, III supplemental support programs and materials, technology, and software to support CORE/ENCORE.</p>	<p>This practice is effective in that we focused our efforts on</p> <p>Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p>	<p>Plan will stay entact</p>
<p>Professional Development - Focus areas to support work with identified consultants, Kagan, and PD to support academic achievement, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI, afridicna American, EL, SWD, 2 or more ethnicities</p> <p>Teachers, administration, and counselors will attend PD to support the differentiation of instructional practices and instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, and Technology.</p> <p>Areas of focus which includes but not limited STEAM initiatives for</p>	<p>This imitative was fully implement and part of our success. Partially as it related to instruction</p> <p>Professional Development - Focus areas to support work with identified consultants, Kagan, and PD to support academic achievement, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI.</p> <p>Teachers, administration, and counselors will attend PD to support the differentiation of instructional practices and</p>	<p>This practices was a succellful part of our instructional program.</p>	<p>Maintain baseline actions</p>

<p>under-performing subgroups, ATSI, and all student groups. Tier two interventions in ELA, Math using software support to include ReadingPlus, iReady</p>	<p>instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, and Technology.</p> <p>Areas of focus which includes but not limited STEAM initiatives for under-performing subgroups, ATSI, and all student groups. Tier two interventions in ELA, Math using software support to include ReadingPlus, iReady</p>		
<p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervention in CORE subjects, Ed Camps will provide students with STEAM exposure and opportunities.</p>	<p>RCMS was able host one Saturday School per month.</p> <p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervention in CORE subjects, Ed Camps will provide students with STEAM exposure and opportunities.</p>	<p>Problem worked as intended.</p>	<p>We will be doubling the number of opportunities students will have for support.</p>
<p>ENRICHMENT OPPORTUNITIES</p> <p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, and Support / supplemental materials for all ENCORE programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA,</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college and career-ready initiative.</p> <p>Enrichment will be provided to students in exploring of STEAM areas. To include but not limited to Coding, E&R, and Library Media Center. Support will include Teacher/ staff stipend and transportation.</p>	<p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, and Support / supplemental materials for all ENCORE programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA,</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college, and career-ready initiative.</p> <p>Enrichment will be provided to students in exploring STEAM areas. To include but not limited to Coding, E&R, and Library Media</p>	<p>Initiative worked a planned</p>	<p>We will be maintain same practices.</p>

	Center. Support will include a Teacher/ staff stipend and transportation.		
<p>COLLEGE AND CAREER READY -</p> <p>Extended, exploration, and enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p> <p>College and career-ready awareness and foundational information for students and parents. Including college visits. Supplies materials for planned activities.</p> <p>Subs, transportation support materials as needed.</p>	<p>Goal was implemented with success</p> <p>Extended, exploration, and enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p> <p>College and career-ready awareness and foundational information for students and parents. Including college visits. Supplies materials for planned activities.</p> <p>Subs, transportation support materials as needed.</p>	Initiative worked a planned	We will be maintain same practices.
<p>EDUCATIONAL TECHNOLOGY</p> <p>Technology will be maintained, refreshed and purchased to be utilized by certificated staff and support staff to support student learning in the classroom.</p> <p>Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students two grade levels below baseline and for newcomer support. Support for underperforming students through STEAM initiatives to include literacy support.</p> <p>1:1 Computer deployment support and resources including but not limited to technology hardware and software to support literacy and math intervention and support for EL's and underperforming subgroups, including ATSI support.</p>	<p>Technology will be maintained, refreshed and purchased to be utilized by certificated staff and support staff to support student learning in the classroom.</p> <p>Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students two grade levels below baseline and for newcomer support. Support for underperforming students through STEAM initiatives to include literacy support.</p> <p>1:1 Computer deployment support and resources including but not limited to technology hardware and software to support literacy and math intervention and support for EL's and underperforming subgroups, including ATSI support</p>	Initiative worked a planned	We will be maintain same practices.

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Goal #2:

Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about the function of the school while celebrating a diverse community effectively.

There is a definite link between attendance and academic achievement. RCMS attendance goals: The current attendance rate is 89.80%, with a goal of achieving attendance goals in 3-4 reporting periods.

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>
<p>PARENT PARTICIPATION and Connection Activities:</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Parent partnership activities, programs, and opportunities to increase parent opportunities for participation and engagement opportunities. Increase school/home communication with all subgroups of the school community. Snacks for parent training and parent/school connection evening programs.</p>	<p>PARENT PARTICIPATION and Connection Activities:</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Parent partnership activities, programs, and opportunities to increase parent opportunities for participation and engagement opportunities.</p>	<p>Due to COVID restrictions we implemented these practices but on a much small scale on the following items.</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Support for 5th-grade transition meetings for parents and students.</p>	<p>Full implement of entire</p>

Support for 5th-grade transition meetings for parents and students.	Increase school/home communication with all subgroups of the school community. Snacks for parent training and parent/school connection evening programs. Support for 5th-grade transition meetings for parents and students.		
Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.	Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.	Initiative worked a planned	maintain full implementation
Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and the coordination of parent center events. .37 FTE Bilingual office specialist-Salary/Fringes	Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and the coordination of parent center events. .37 FTE Bilingual office specialist-Salary/Fringes	Initiative worked a planned	maintain full implementation

Goal #3:

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others. Additional supervision support will be provided during peak hours of the school day. As part of our MTSS system RCMS will be creating and providing additional SEL for students through our Wellness Center.

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>
Connecting students to school through recognitions programs and	Connecting students to school through	Initiative worked a planned	maintain full implementation

<p>support programs in a safe environment with SEL, attendance and academics, which include but are not limited sports programs, clubs, VAPA performance groups, enrichment activities, EMPOWER, Matador Way, and E&R for Newcomers, school / district organizations.</p>	<p>recognitions programs and support programs in a safe environment with SEL, attendance and academics, which include but are not limited sports programs, clubs, VAPA performance groups, enrichment activities, EMPOWER, Matador Way, and E&R for Newcomers, school / district organizations.</p>		
<p>Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school. Support will include the opening of our wellness center, along with the refinement of our MTSS system.</p> <p>Safety initiatives, to provide global security measures for school stakeholders, and student communities. This will include Tier I practices such as lessons on empathy, dangers of cyberbullying, and making smart choices,</p>	<p>Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school. Support will include the opening of our wellness center, along with the refinement of our MTSS system.</p> <p>Safety initiatives, to provide global security measures for school stakeholders, and student communities. This will include Tier I practices such as lessons on empathy, dangers of cyberbullying, and making smart choices,</p>	<p>Initiative worked a planned</p>	<p>maintain implementation full</p>
<p>Implement PLUS intervention program which focuses on peer mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.</p> <p>Material, supplies, and program support will be purchased to assist in connecting targeted students to school.</p> <ul style="list-style-type: none"> In support of our safe school initiative, we will be opening our wellness center where one component offered are group lessons on empathy, making smart choices, cyberbullying, dangers of drugs and alcohol 	<p>We were not able to implement our PLUS intervention program due to limited staff. Implement PLUS intervention program which focuses on peer mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.</p>	<p>Plus did not gain traction due to staff shortage</p>	<p>maintain implementation full</p>

