

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	7/1/2025-6/24/2025
Schoolsite Council (SSC) Approval Date	10/8/25
Local Board Approval Date	11/18/2025

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Raymond Cree Middle School is committed to fostering academic excellence and cultivating individual strengths within a supportive, racially equitable environment. Guided by respect for diversity and individual rights, we prioritize a student-first approach to learning for all.

School Profile

Raymond Cree Middle School offers a unique and comprehensive learning experience for students in grades 6-8. Our VAPA (Visual and Performing Arts) program includes Band and Art, available to all students as part of the ENCORE elective program. We also provide exciting electives in Engineering & Robotics, Coding, and STEAM Science. For academically motivated students, we have an Honors pathway in English Language Arts (ELA) and History in grades 7 and 8. Additionally, we offer an Accelerated Math program for high-achieving students in grades 7 and 8. For students needing extra support, Essentials Math is available in grades 6, 7, and 8. This will be our third year offering Language Live which is an essential reading course for at promise students in 6th grade, and we will be adding multiple sections for 7. Academics. Raymond Cree fosters a vibrant school life with 28 clubs and sports teams, a game room, enabling students to connect and build interests outside the classroom.

Our dedicated counseling department champions the academic success, personal growth, and career development of each student. The core counseling curriculum is delivered year-round in all grade levels. The counselors also provide educational and preventative lessons on anti-bullying, Red Ribbon Week awareness, college & career readiness, and school expectations. Students requiring additional support benefit from intentional guidance, ongoing academic monitoring, and Pro-Social skills counseling groups. Raymond Cree also fosters school connectedness through student mentoring programs like PLUS (Peer Leaders Uniting Students), M Power (positive self-image and empowerment for girls), and Matador Way (a boy's leadership group). Year-round counseling events further promote student success and celebrate diversity. We are committed to mental health support, offering on-site clinician services to reach as many students as possible.

Raymond Cree Middle School fosters a collaborative environment where faculty regularly engage in curriculum development. Curricular department teams, cross-curricular teams, and grade-level professional learning communities (PLCs) meet to analyze school-wide data. This data-driven approach allows for continuous evaluation of policies and programs, ensuring effectiveness and improved achievement for all student groups.

Our curriculum is meticulously aligned with state and district standards. We prioritize professional development, equipping teachers with rigorous and relevant instructional strategies to maximize student success. To address all standards comprehensively, we have partnered with the consulting firm Irvine Math. This collaboration focuses on elevating performance levels in math for all student subgroups.

Teachers conduct unit assessments to craft targeted and challenging learning experiences. Unit assessments in ELA and Math, and Science are developed collaboratively with the central office, utilizing the Data Review and Session (DRS) process for in-depth data analysis. Best practices and instructional agreements are established and implemented throughout the instructional day. Ultimately, Raymond Cree Middle School's academic goals align with the district's, directly reflecting the California Department of Education's vision. This ensures a cohesive and effective educational journey for all our students.

Purpose and Description

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

☒ Schoolwide Program

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

The Raymond Cree Middle School (RCMS) School Site Council (SSC) convenes regularly throughout the school year to engage in a comprehensive planning process for the school SPSA. This process focuses on reviewing and updating the school plan, including the proposed allocation of Title I, LCAP. We utilize a Data-Driven Decision Making model. School goals are established based on a thorough needs assessment. This assessment incorporates verifiable state data, including available information on the CA School Dashboard. Common assessments in core subject areas like English Language Arts (ELA), Math, and Science provide further insights. School data across core content areas are continuously analyzed to monitor student achievement throughout the year. RCMS school goals are carefully aligned with the established goals of the Palm Springs Unified School District (PSUSD) Local Control and Accountability Plan (LCAP). This ensures a cohesive approach to student success. The planning process actively solicits input and guidance from various school advisory committees, including the English Learner Advisory Committee (ELAC) and the School Leadership Team. The SSC plays a vital role in this collaborative effort. The RCMS School Plan explicitly details how Local Control Funding Formula (LCFF) and Title I funds will be strategically utilized. The primary objective is to enhance the academic performance of all students and effectively address achievement gaps within student subgroups.

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:

2025

Process followed: Communication to stakeholder groups soliciting nominations through ParentSquare. After nominations were submitted, educational partner groups received ballots in both hard copy and digital format. Site Council nominations were accepted through September 5, 2025. Ballots were distributed on September 8 and were returned by September 11, 2025.

In September 2025.

SSC Meeting Dates and Topics:

SSC - 24/25

September 11, 2024: SSC training online

September 17, 2024: Election of officers, parent compact approved, election of officers

October 1, 2024, SSC/ELAC training (in person), Dr. Feffer

October 21, 2024: Approval of fall SPSA update to reflect update of additional funds, Data walk of STAR

December 9, 2024: Data walk of attendance, chronic abs, suspension

February 11, 2025: Continue data walk / brainstorming, Panorama Data, EL data from ELAC, SPSA budget Title IV, LCAP, SSC and ELAC recommended continuation of EL bootcamp and implementation of first best instructional for access to content to include Kagan structures, CKH, Thinking maps across all content areas.

April 28, 2025: SSC discussed in detail components of current SPSA and action items to approve SPSA 25/26.

May 15, 2025: SSC, action item revised SPSA approval 25/26.

SSC - 25/26

September 11, 2024: SSC Training (online)

September 17, 2024: Election of officers, parent compact approved, election of officers.

October 1, 2024: SSC/ELAC training (in person), Dr. Feffer

October 21, 2024: Approve Fall SPSA update to reflect update of additional funds, Data walk

December 9, 2024: Data walk of attendance, chronic absenteeism, and CAASPP review

February 11, 2025: Continue Data Walk/Brainstorming, Panorama data, EL data from ELAC, SPSA budget for Title I, LCAP. SSC and ELAC recommended continuation of EL Bootcamps and implementation of first best instructional practices for access to include year two of Kagan Structures, CKH, Thinking maps across all classrooms.

April 28, 2025: SSC discussed in detail components of current SPSA, and action item to approve SPSA 25/26.

May 15, 2025: SSC, action item revised SPSA approval 25/26

Process followed for elections: ELAC cabinet elections were held over two meetings, on September 3 and October 3. Parents participated both in person and digitally using paper ballots and a Google Form. During both meetings, parents introduced themselves, discussed their interest in serving, and understood that official voting was required to join the committee. .

24/25

ELAC Meeting Dates and Topics:

October 4: Introduced ELAC to parents, trained them on their duties and responsibilities, formalized ELAC members, and elected DELAC representatives.

November 8: Focused on the significance of regular school attendance, discussing ways to enhance parent awareness and its impact on students' learning and average daily attendance (ADA). February 7: Reviewed data from the Panorama Survey and reclassification numbers, discussed strategies to prepare students for the ELPAC, and invited parents to participate in the "Love is Louder" campaign to promote kindness at school. EL input for SSC was provided regarding ELPAC, in partnership with the EL Coordinator for curriculum.

March 6: Celebrated meeting the reclassification goal, reviewed effective strategies, and planned to conduct a schoolwide needs assessment for English Language Learners and provide input for the School Site Council, and maintain EL Bootcamps on Wednesdays and Saturdays. This will be in partnership with the EL Coordinator for curriculum.

March 21: Held an informal meeting to celebrate the accomplishments of ELAC for the year and began preparations for the next school year.

October 3: Introduced ELAC to parents, trained them on their duties and responsibilities, formalized ELAC members, and elected DELAC representatives.

25/26

ELAC Meeting Dates and Topics:

September 3: 3 ELD classes, uniform complaint procedures, ELAC training and elections, DELAC rep selected, further meetings.

October 3: Approval of previous meeting minutes, additional member selected, and DELAC reps selected and alternative, discuss future agenda items .

November 11, 2025

February 3, 2026

ELAC 24/25

Introduced ELAC to parents, trained them on their duties and responsibilities, formalized ELAC members, and elected DELAC representatives.

November 8: Focused on the significance of regular school attendance, discussing ways to enhance parent awareness and its impact on students' learning and average daily attendance (ADA).

February 7: Reviewed data from the Panorama Survey and reclassification numbers, discussed strategies to prepare students for the ELPAC, and invited parents to participate in the "Love is Louder" campaign to promote kindness at school. EL input for SSC was provided regarding ELPAC, in partnership with the EL Coordinator for curriculum.

March 6: Celebrated meeting the reclassification goal, reviewed effective strategies, and planned to conduct a schoolwide needs assessment for English Language Learners and provide input for the School Site Council, and maintain EL Bootcamps on Wednesdays and Saturdays. This will be in partnership with the EL Coordinator for curriculum.

March 21: Held an informal meeting to celebrate the accomplishments of ELAC for the year and began preparations for the next school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
Analysis of the 2024/2025 Dashboard.

ELA: Overall maintained 1.9 points, 34.3 points below standard, orange. English Learners: maintained -1%, red, , 80.7 point below standard. Long-term English Learners maintained -1.3 points, red 100.4 points below standard. AA student group declined 18.2 points, 89.9 points below standard, red. Hispanic student group maintained 1 points, 43.4 points below standard, orange. SWD increased 12.2, 119.3 points below standard, orange. Homeless student groups increased 8.4 points, 45.5 points below standard, orange. SED student group increased 3 points, 33.5 points below standard, yellow. White student group increased 24.3 points, 34.5 points above standard, blue.

Mathematics: RCMS overall - declined 4.5 points, orange, 86.8 points below standard. SWD - maintained -1.3 points, 168.4 points below standard, red. African American (AA) - declined 12.3 points and 154.4 points below standard, red. EL declined 6.2 points, 133 points below standard, red. Long-term English Learners declined 5.7 points, 161.1 points below standard, red. Hispanic declined 4 points, 93.4 points below standard, orange. Homeless increased 35.1 points, 104.7 points below standard, orange. SED, declined 4.7 points, 86.6 points below standard, orange. White student group increased 4.1 points, 28.5 points below standard, yellow

ELPD indicator declined 6.7 points, 37.1% making progress, orange. Chronic Abs declined 2.4%, orange, 29.5% chronically abs, orange. Suspension rate declined 9.7%, 8% suspended at least one, green.

Science .3 points, 19 points below standard, no color performance.

Explore groups by growth, English learner 10 points below typical growth, LTEL, 6 points below typical growth, AA 13 points below typical growth, Hispanic 6 points below typical growth, SED, 5 points below typical growth, SWD 11 point below typical growth.

ELA all student groups - 6 are below which include EL, LTEL, AA, Hispanic, SEC, SWE. White students typical growth. No growth determination include Foster youth, American Indian, Asian, Filipino.

Growth Data comparison: EL 17 points below typical growth, Reclassified EL, 0 typical growth, English only, 6 points below typical growth

Math Growth score below - All students 17 points below typical growth. Explore groups by growth EL 17 points below typical growth, ELTEL 15 points below typical growth, AA 28 points below typical growth, Hispanic 15 points below typical growth, Two or more races 28 points below typical growth, SEC 16 points below growth, SED 18 points below typical growth.

Student group details (Math) EL, LTEL, AA, Hispanic, Two or more, white, SED, SWD below. Typical growth, Homeless. No growth determination, Foster youth, American Indian, Asian, Filipino.

Growth comparison EL, current EL, 18 points below typical growth, Recently reclassified EL, 15 points below typical growth, EL 18 points below typical growth

These findings from the California Dashboard paint a clear picture: RCMS is facing challenges in terms of resource allocation and student achievement, particularly for certain students groups. The data highlights the need for improving our base program and identifying researched based Tier 1, Tier 2 instructional practices, interventions and a focus on closing the achievement gap.

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.

Reflections: Success

The analysis of the 2024/25 dashboard data informs us of the needs for 25/26.

Data trend for Chronic Abs in 24-25 declined of 2.4%, and a designation from red to orange, with no student groups in red.

Data trend for suspension rate in 23-24 declined 9.7% and 8% suspended at least one day, with an overall school designation from red to green. AA group in orange, long term EL , and SWD in yellow and EL, Hispanic, homeless, SED, white student groups all in green.

Quantitative Conclusion (Suspension Reduction & Connectedness): The significant 9.7% decrease in the suspension rate, moving RCMS from "Red" to "Green" on the dashboard, suggests a positive correlation between the implementation of relationship-building strategies like Capturing Kids' Hearts and collaborative learning through Kagan Structures, and a more supportive school climate. Fewer suspensions indicate improved student behavior and a greater sense of belonging, which are key indicators of a connected school environment, and would likely be reflected positively in a Panorama survey measuring student connectedness.

Quantitative Conclusion (Chronic Absenteeism Improvement & Engagement): The 2.4% reduction in chronic absenteeism, also moving RCMS from "Red" to "Orange," indicates that efforts to improve attendance, potentially through celebrations of success and a more engaging learning environment fostered by Capturing Kids' Hearts and Kagan Structures, are having a positive impact. Increased attendance suggests students feel more connected to and invested in their learning and the school community, a factor that would likely contribute to higher scores on a Panorama survey related to student engagement and connectedness.

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

Reflections: Identified Need

Identified needs in ELA and Math are as follows, the performance of our eight measurable student groups to identify key areas of need for the 2025-2026 school year.

ELA: African American (AA) Students: This group experienced a notable decline of 18.2 points and currently scores 89.9 points below the established standard, placing them in the "Red" category. English Learner (EL) Students: While maintaining their previous performance with a minimal change of -1 point, this group continues to score 80.7 points below the standard, remaining in the "Red" category. Long-Term English Learners (LTEL): This group also maintained their performance with a slight change of -1.9 points but scores significantly below standard at 100.4 points, placing them in the "Red" category. The remaining five student groups are performing within the "Orange," "Yellow," and "Blue" categories, indicating varying degrees of proximity to the established standard.

This analysis of ELA data highlights a critical need to focus resources and implement targeted interventions to support the academic growth of our African American, English Learner, and Long-Term English Learner student populations in the upcoming school year.

Math: All students delined 4.5 points, 86.8 points below standard, orange. AA declined 12.3 points, 154.4 points below standard, Red. EL declined 6.2 points, 133 point below standard, red. LTEL declined 5.7 points, 161.1 points belows standard, Red. SWD maintained -1.3 points, 168.4 points below standard, red. Hispanic declined 4 points, 93.4 points below standard, orange. SED declined 4.7 points, 86.6 points below standard, orange. White increased 4.1 points, 28.5 points below standard, yellow.

To address the suspension rate and chronic absenteeism which are connected to school climate we will be taking a whole-school approach by training the balance of our staff on Capturing Kids' Hearts in August of 2025. Research suggests that Capturing Kids' Hearts (CKH) can significantly improve classrooms. This program equips teachers with tools to cultivate a positive learning environment. CKH prioritizes social-emotional well-being, fostering strong relationships and student connectedness. By promoting "relevance, rigor, and relationships," the program equips students with valuable skills like respect, responsibility, and participation in anti-bullying efforts. Additionally, CKH encourages service learning and contributes to safe school initiatives. This year we plan to train 11 teachers who did not get formally trained on CKH. Additional training SW with CKH with the objective of consistent application of the EXCELL model, Empower and launch across campus daily in each classroom. Utilize our process champions team to model for staff, CKH will be imbedded in staff meetings, strengthening social contract, and continued focus on the 4 questions discipline model.

To further address our chronic absenteeism we will form a Chronic Absenteeism team that will focus on home visits during the day and an emphasis on visitation after the work day. Our team will be made up of both certificated and classified team members and will be centered around building relationships, home visits allow school staff to connect with families on a personal level. This can help to build trust and rapport, which can lead to better communication and collaboration between the school and home. furthermore, we will be analyzing patterns to identify days of the week that problematic, specifically the months of November and December.

Identifying barriers: Home visits can help to identify the root causes of chronic absenteeism. For example, challenges of transportation, health issues, or family problems. We use this information to develop solutions. Once the barriers to attendance are identified, a plan can be developed to address them. This might involve providing transportation assistance, connecting the family with social services, or developing a plan to help the student catch up on missed schoolwork.

To further support our EL's (new comers) we will be investing in technology for translation purposes, in addition to scheduling an increase in Bootcamps to support their efforts with language and prep for ELPAC and additional offerings at Saturday EdCamps and compensating teachers for prep time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.55%	0.42%	0.14%	4	3	1
African American	7.84%	9.46%	8.17%	57	67	58
Asian	1.10%	1.13%	1.41%	8	8	10
Filipino	1.79%	1.84%	1.41%	13	13	10
Hispanic/Latino	69.88%	71.05%	74.08%	508	503	526
Pacific Islander	%	0.14%	0.14%		1	1
White	14.58%	12.43%	10.85%	106	88	77
Multiple/No Response	4.26%	3.53%	3.80%	31	25	27
Total Enrollment				727	708	710

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	247	242	241
Grade 7	222	246	231
Grade 8	258	220	238
Total Enrollment	727	708	710

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	194	181	169	23.90%	26.7%	23.8%
Fluent English Proficient (FEP)	168	152	180	25.50%	23.1%	25.4%
Reclassified Fluent English Proficient (RFEP)				11.3%		

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
710	97.7%	23.8%	1.7%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	23.8%
Foster Youth	12	1.7%
Homeless	41	5.8%
Socioeconomically Disadvantaged	694	97.7%
Students with Disabilities	99	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	8.2%
American Indian	1	0.1%
Asian	10	1.4%
Filipino	10	1.4%
Hispanic	526	74.1%
Two or More Races	27	3.8%
Pacific Islander	1	0.1%
White	77	10.8%

Conclusions based on this data:

1. RCMS has 8 race/ethnicity student groups that we serve on campus.

2. There is evidence that our plan of action must first focus on a school wide approach for all students and within that process closely monitor our student groups for additional support. This would include support in Math, and ELA for EL, AA, SWD.
3. Based on the diverse background we need to and will continue developing our MTSS system to support students academically, behaviorally, attendance and chronic absenteeism. MTSS practices include identifying Tier I, Tier II students within respective classrooms.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. ELA All students are in Orange with a breakdown in the following subgroups: EL -red, AA - Red, Long term English Learners - Red, SWD - Red. Student groups in orange: Hispanic - orange, Homeless - Orange, SED - Orange, White - yellow. While students have made adequate progress we still have three student groups in red - AA, EL, LT-EL.

2. Math All Students is in Orange with a breakdown in the following subgroups: The following subgroups are in "Red:" AA, EL, LT-EL, SWD. The following student groups are in Orange - Hispanic, Homeless, SED. We had one group in yellow - White. In response to the data we must continue our focus on first best instructional practices and refine our work with CKH, Kagan Structures, Tier I, Tier II practices.

3. Suspension data outcomes overall is in "green" with the breakdown of the following subgroups: RCMS has no student groups in "red." Our AA student group is in "orange," and LT-EL, SWD are in yellow. The following students groups are in "green," EL, Hispanic, Homeless, SED, White. We have one student group in "Orange" - AA.

Based on analysis of suspension data, the work we are doing with CKH, MTSS to identify Tier I, Tier II, Tier III. Our focus on relationships, engagement and access combined in order to create a school climate that is supportive of students.

School and Student Performance Data

Academic Performance English Language Arts

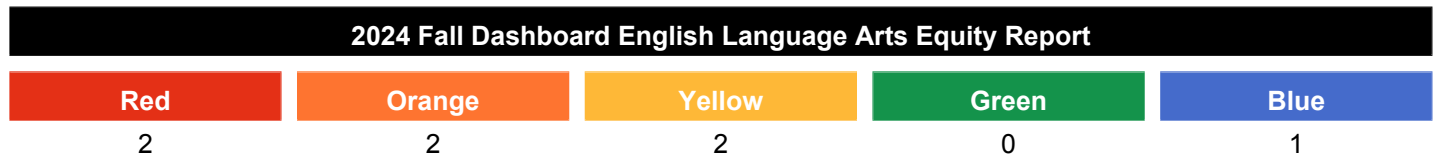
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 34.3 points below standard Maintained 1.9 points 668 Students	English Learners  Red 80.7 points below standard Maintained 1.0 points 204 Students	Long-Term English Learners  Red 100.4 points below standard Maintained 1.9 points 108 Students
Foster Youth  No Performance Color Less than 11 Students 7 Students	Homeless  Yellow 45.5 points below standard Increased 8.4 points 37 Students	Socioeconomically Disadvantaged  Yellow 33.5 points below standard Increased 3.0 points 658 Students

Students with Disabilities  Orange 119.3 points below standard Increased 12.2 points 90 Students	African American  Red 89.9 points below standard Declined 18.2 points 52 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Orange 43.4 points below standard Maintained 1.3 points 503 Students
Two or More Races  No Performance Color 17.6 points above standard Increased 5.6 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 34.5 points above standard Increased 24.3 points 69 Students

Conclusions based on this data:

1. ELA Indicator - The Fall 24 California School Dashboard reported two student groups in the lowest performance level, SWD, English learners. These groups presented a performance gap one level below the overall school result indicating a need for ongoing support to include but not limited to interventions during the day with Language Live.
2. The data shows that RCMS has a need for continued support with our AA student who are 89.9 points below standard, EL students 80.7 points below standard, and SWD who 119.3 points below standard.
3. RCMS, school wide maintained our "orange" status in ELA, we did see one group go from "orange" to "red" which was our AA student group. In 24/25 we have three student groups in "Orange" which were AA, Hispanic, and SED, compared to 24 school year when we had two student groups in "Orange" which were Hispanic and SWD. In 24/25 we had one student group, homeless, move from "Orange" to "yellow.". In 24/25 we had one student group in "green", which was are white population and that same group went into "blue." Data shows that our scheduled "lesson plan studies" would benefit all students as it provided our teachers with a deeper look when planning lessons.

School and Student Performance Data

Academic Performance Mathematics

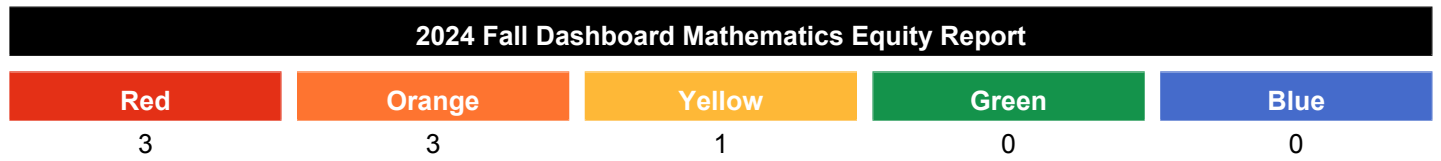
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 86.8 points below standard Declined 4.5 points 671 Students	English Learners  Red 133.0 points below standard Declined 6.2 points 208 Students	Long-Term English Learners  Red 161.1 points below standard Declined 5.7 points 108 Students
Foster Youth  No Performance Color Less than 11 Students 7 Students	Homeless  Orange 104.7 points below standard Increased 35.1 points 39 Students	Socioeconomically Disadvantaged  Orange 86.6 points below standard Declined 4.7 points 660 Students

Students with Disabilities  Red 168.4 points below standard Maintained 1.3 points 90 Students	African American  Red 154.4 points below standard Declined 12.3 points 53 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 10 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Orange 93.4 points below standard Declined 4.0 points 505 Students
Two or More Races  No Performance Color 45.6 points below standard Increased 14.2 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 28.5 points below standard Increased 4.1 points 69 Students

Conclusions based on this data:

1. Math Indicator - The Fall 24/25 California School Dashboard reported four student in "red" which are AA, EL, LTEL, SWD. These groups presented a performance gap one level below the overall school result indicating a need for ongoing support.
2. Math results reported four student groups performed in "orange" which are Hispanic, Homeless, SED. One student group performed in "yellow" which is our white population.
3. Math outcomes Indicate that our Math would benefit from professional development, engagement strategies to include Kagan, Thinking maps, and climate through capturing kids heartts, lesson plan studies, manipulatives, and a focus on identifying barriers to access for all students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 37.1% making progress. Number Students: 151 Students	 Orange 35% making progress. Number Students: 100 Students

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

2024 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
29.8%	29.8%	2%	34.4%

Conclusions based on this data:

1. For the 24/25 Ca Dashboard we had 37.1% making progress towards English Language proficiency. We are pleased to share that we had to EL, or LTEL in "red" as both groups are in "orange." we will continue our focus on first best instruction with an emphasis on Thinking Maps, Kagan strategies and capturing kids hearts.

2. Students would benefit from opportunities to engage in the use of language in the classroom setting to close the achievement gap. To include designated ELD the first 15 minutes in ELA classes, four days a week.
3. Indicators and show a need to increase student engagement and access to CORE content.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

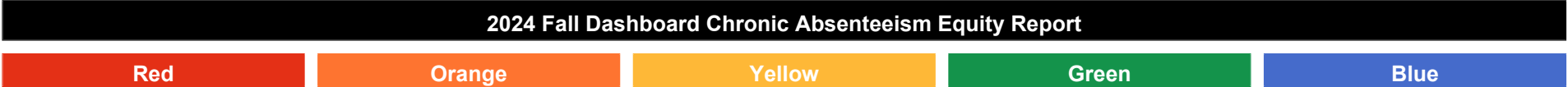
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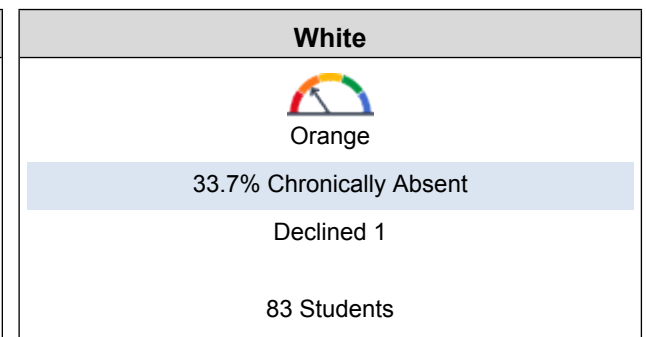
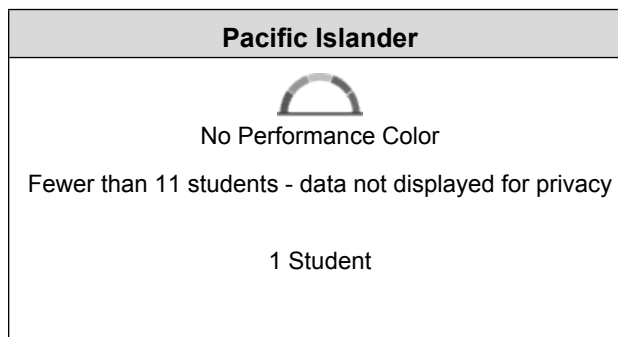
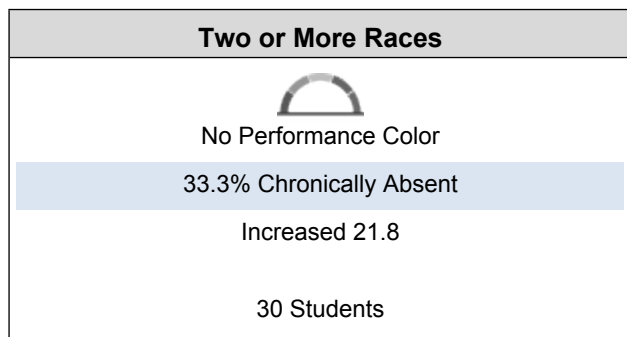
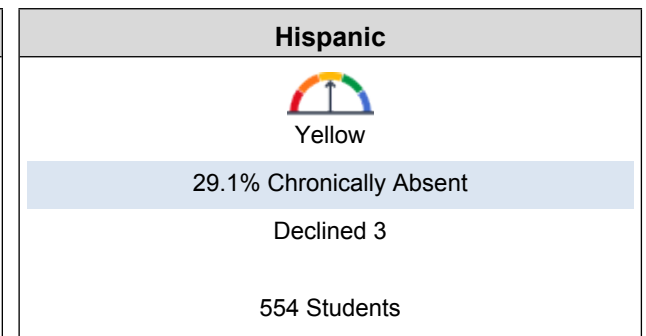
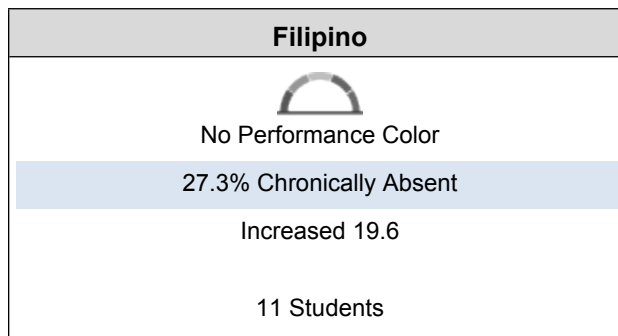
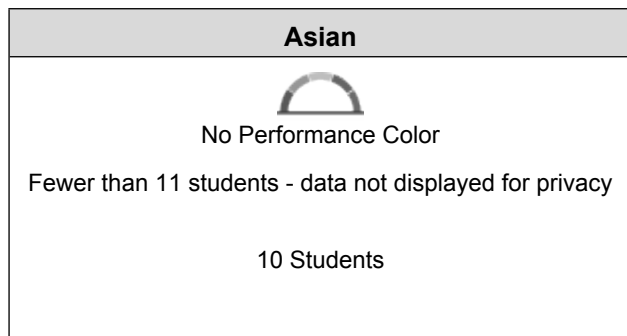
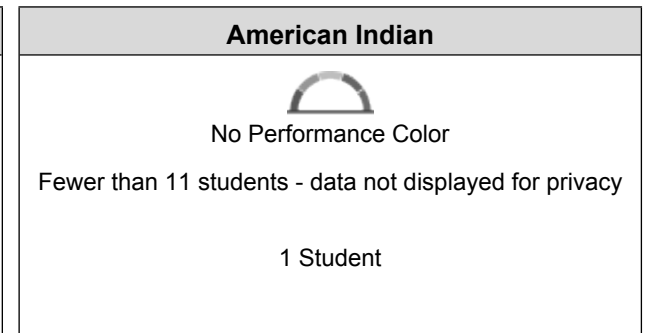
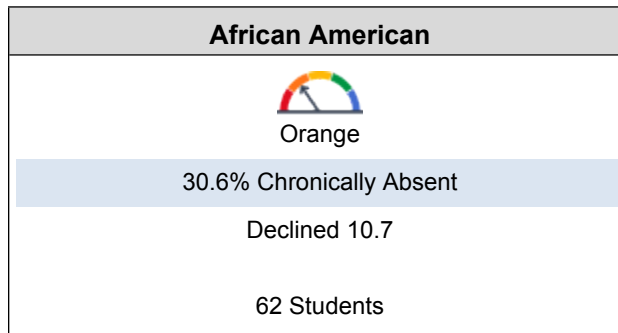
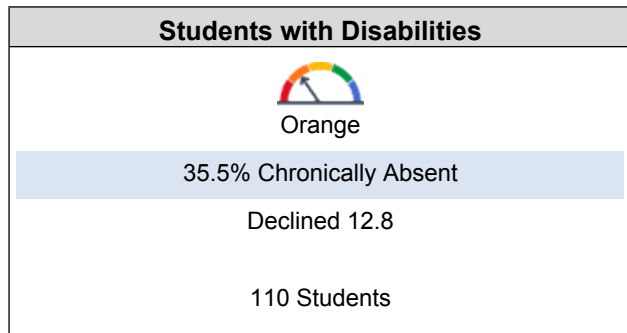
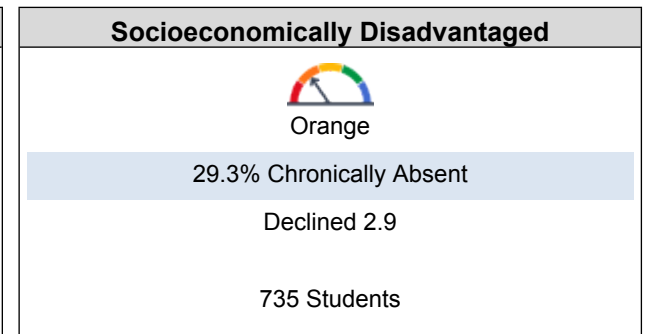
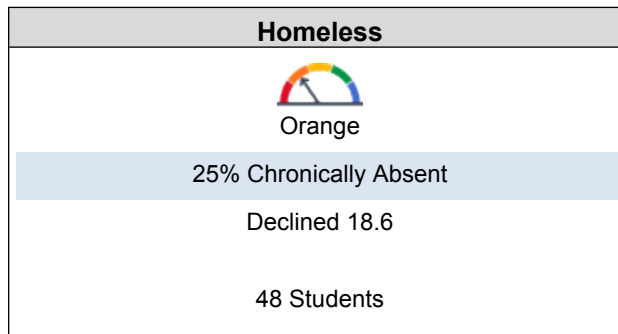
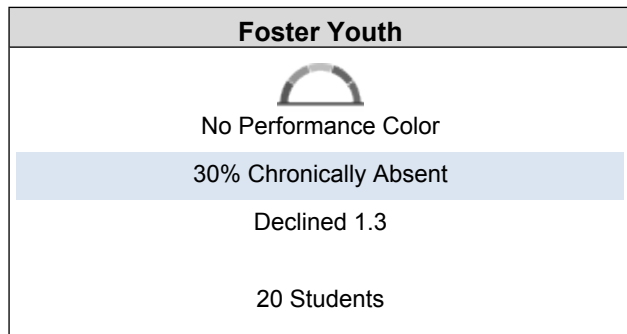


This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
29.5% Chronically Absent	25.9% Chronically Absent	28.1% Chronically Absent
Declined 2.4	Declined 0.8	Declined 3.3
752 Students	189 Students	121 Students



Conclusions based on this data:

1. RCMS has no student groups in "red" which is a significant improvement from 5 students groups in "red" during the 23/24 year. Chronic abs declined 2.4% from the previous year.
RCMS had 7 student groups in "orange" compared to only two groups the previous year. RCMS had one student group in "yellow" compared to previous year where we had no student groups in "yellow."
2. We are seeing a shift in student approach to academic engagement as our attendance improves, our Chronic Abs declines. We will continue our efforts will remain focused on creating a positive school culture and celebrating attendance and school wide recognition for attendance and improved attendance.
3. Overall RCMS made adequate progress with academic engagement as our Chronic Abs, and with this positive shift will allow us to leverage this success in increase student outcomes.

School and Student Performance Data

Conditions & Climate Suspension Rate

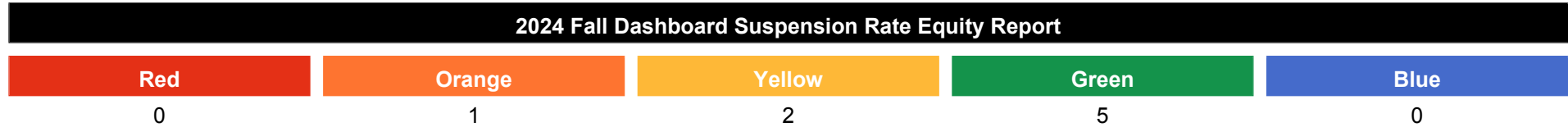
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Green	 Yellow
8% suspended at least one day	6.8% suspended at least one day	10.7% suspended at least one day
Declined 9.7%	Declined 11.3%	Declined 13%
772 Students	192 Students	121 Students

Foster Youth
 No Performance Color
40% suspended at least one day
Declined 1.2%
20 Students

Homeless
 Green
5.5% suspended at least one day
Declined 16.8%
55 Students

Socioeconomically Disadvantaged
 Green
8% suspended at least one day
Declined 9.4%
754 Students

Students with Disabilities
 Yellow
10.7% suspended at least one day
Declined 10%
112 Students

African American
 Orange
17.2% suspended at least one day
Declined 22.3%
64 Students

American Indian
 No Performance Color
Fewer than 11 students - data not displayed for privacy
1 Student

Asian
 No Performance Color
Fewer than 11 students - data not displayed for privacy
10 Students

Filipino
 No Performance Color
9.1% suspended at least one day
Increased 9.1%
11 Students

Hispanic
 Green
7.2% suspended at least one day
Declined 9%
569 Students

Two or More Races
 No Performance Color
9.7% suspended at least one day
Declined 1.4%
31 Students

Pacific Islander
 No Performance Color
Fewer than 11 students - data not displayed for privacy
1 Student

White
 Green
7.1% suspended at least one day
Declined 7.4%
85 Students

Conclusions based on this data:

1. RCMS suspension outcomes show a significant change in reporting status from "red" in 23/24 school to "Green" in 24/25. The culture we are building is clearly having a positive impact. In the 24/25 reporting year as we have no student groups in "red." This is followed by one student group in "orange" - AA, two student groups in "yellow" - LTEL, and SWD. RCMS had 6 student groups in "green" which include EL, Hispanic, Homeless, SED, and white.
2. While we have made good progress with a suspension decline of 9.7% we will continue with our next phase in our existing program of further developing of our MTSS system, including further development of our Plus Program, which is a student-led group to intervene with student conflicts with the approach of students by students.
3. The positive outcome RCMS has realized in our suspension numbers is a result of our systemic school wide approach which includes instructional focus, student engagements both in and out of the classroom so feel connected to school. Our work with Kagan Structures and CKH has shown promising outcomes which we will continue to build upon.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

RCMS is dedicated to ensuring all students reach grade-level proficiency in core academic subjects by implementing best instructional practices and providing targeted interventions both within the classroom and through external support opportunities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	yellow	30.7	increase +5.5	All	 Orange	34.3 points below standard	Maintained 1.9 points
	EL	Orange	75.9	increase +4	EL	 Red	80.7 points below standard	Maintained 1.0 points
	Hisp	yellow	39.6	increase 5.1	Hisp	 Orange	43.4 points below standard	Maintained 1.3 points
	AA	yellow	33.7	Increase +5	AA	 Red	89.9 points below standard	Declined 18.2 points
	SED	yellow	64.9	increase 6.8	SED	 Yellow	33.5 points below standard	Increased 3.0 points
	SWD	Orange	131.5	increase +4	SWD	 Orange	119.3 points below standard	Increased 12.2 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	82.3	Increase 0	All	 Orange	86.8 points below standard	Declined 4.5 points
	EL	orange	123.8	Increase 3	EL	 Red	133.0 points below standard	Declined 6.2 points
	Hisp	yellow	85.7	Increase +3.7	Hisp	 Orange	93.4 points below standard	Declined 4.0 points
	AA	Orange	139.1	Increase +3	AA	 Red	154.4 points below standard	Declined 12.3 points
	SED	Orange	78.9	Increase +3				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SWD	yellow	163.6	Increase +3.5	SED	 Orange	86.6 points below standard	Declined 4.7 points
					SWD	 Red	168.4 points below standard	Maintained 1.3 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 -	California Science Test - Meet or exceed standard Expected Outcomes All - 17.53 Change - Increase +3% EL - 0 Change - Increase +3% Hisp - 14.28 Change - Increase +3% AA - 14.28 Change - Increase +3% SED - 14.28 Change - Increase +3% SWD - 5.56 Change - Increase +3%				California Science Test - Meet or exceed standard All - 17.53 EL - 0 Hisp - 14.28 AA - 14.28 SED - 14.28 SWD - 5.56			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Orange	40.8	Increase +3	English Learner Progress Indicator	 Orange	37.1%	2 6.7
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 2025 - 10.4%				English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 2025 - 12%			
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD) SED	8th Grade Smarter Balanced Assessment Consortium All Students (ALL) 16.11% English Learners (EL) 2.38% Hispanic (Hisp) 13.11% African American (AA) 10% Students with Disabilities (SWD) 2% SED 16.25%				SBAC 23-24 8th grade All Students (ALL) 19.23% English Learners (EL) 4.65% Hispanic (Hisp) 18.51% African American (AA) 9.52% Students with Disabilities (SWD) - 0% SED 19.11%			
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
As a CSI school teachers will be provided with opportunities for professional development (PD) focused on research-based strategies. These strategies aim to equip teachers with the tools to address identified needs in ELA and Math. Teachers will participate in a summer institute focused on Kagan Structures, which are research-based instructional strategies designed to increase student engagement and cater to diverse learning styles. Teachers and classified staff will also be trained on Capturing Kids' Hearts (CKH), a framework for building positive classroom environments that promote student success. Dedicated time will be provided for teachers to collaborate and plan lessons using the newly acquired Kagan and CKH strategies, both during and outside the school day. Teachers will receive further support throughout the school year from Kagan and CKH consultants. These consultants will be available on-site to provide support and ensure the successful implementation of the strategies. These strategies will increase student engagement and allow access for students at all learning levels, enhance learning	As part of our implementation process of planned actions and services, a PLC calendar was created that details collaborative planning opportunities during the day and after school and weekends sessions. RCMS implements and followed the planned actions outlined as professional development for teachers which includes CKH, Kagan Structures, Thinking maps. CKH consultants hosted a power up session for early adapters, Monthly PD's on Kagan structures, and CKH strategies to include materials for reference in classroom so that across campus when walking into classrooms there is evidence of our focus areas. Staff is provided dedicated blocks in our PLC calendar.	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. To include 1000-1999: Certificated Personnel Salaries Title I 5000 (CSI) RCMS will host a Summer Institute (for the entire certificated team & para's) on training on strategies (Kagan), Capturing Kids Hearts, capacity building to increase staff ability to further support students with engagement, and content access through an equity approach through our summer institute before the school year starts on the following PDs Provide a forum for shared best practices and peer support. This will be ongoing throughout the year. Funding will be utilized to pay staff for	Collaboration and planning 1000-1999: Certificated Personnel Salaries Title I 5000 Summer institute 1000-1999: Certificated Personnel Salaries CSI Funding 50000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
experiences for students with diverse learning needs, and foster a more positive and productive classroom environment. Resources, materials, and supplies will be provided to support the implementation of these strategies. The following methods will be used to monitor progress throughout the year, common assessments, STAR testing, and CAASPP (California Assessment of Student Performance and Progress) data. Data will be used to monitor student progress and the effectiveness of the implemented strategies.	Phase II training was arranged and implimented for 20 staff members PLC calendar, and planning time outside the work day, weekend planning sessions	attending our summer institute since it will take place the week before school starts. Provide additional collaboration and planning time for the implementation of strategies as teams work together and powerup follow-up sessions (2) 1000-1999: Certificated Personnel Salaries CSI Funding 60000	
		None Specified None Specified	None Specified None Specified
		Funds to cover cost of subs for phase 22 of training in August of 2025 Para professionals compensation for CKH and additional CKH Recharge sessions by consultant mid year, and spring session. 1000-1999: Certificated Personnel Salaries LCFF 25000	PD para professionals, recharge session 1000-1999: Certificated Personnel Salaries LCFF 25000
		Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning, PD stipends	Collaboration and planning 1000-1999: Certificated Personnel Salaries Title I 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 2000	
		None Specified None Specified	None Specified None Specified
	Kagan consultant provided "champions training" to further support the implementation of CKH.	Kagan consultant to support with initial training and two recharge sessions during the school year to ensure fidelity 5000-5999: Services And Other Operating Expenditures CSI Funding 10000	Champions training 1000-1999: Certificated Personnel Salaries CSI Funding 10000
Enhancing student achievement through strategic paraprofessional integration and equitable resource allocation. This approach outlines a framework for funding and deploying paraprofessionals within the classroom setting to optimize academic success for all students, with a particular emphasis on promoting equitable support for students. Progress monitoring to include common assessments and STAR outcomes.	two paraprofessionals were hired and place in strategic classroom settings to support RSP, EL's in non ELA, Math classes	Paraprofessional to support for Non-ELA/Math classes to support all student groups 2000-2999: Classified Personnel Salaries Title I 60408	Paraprofessionals - two 2000-2999: Classified Personnel Salaries Title I 60408
		paraprofessional benefits 3000-3999: Employee Benefits Title I 31728.14	Paraprofessionlas - two benefits Title I 31728.14
TARGETED STUDENT ACADEMIC INTERVENTIONS We will continue with the "Ahead of the Game" extended-day tutoring program to address identified learning needs and promote academic success. This program	Ahead of the game tutoring before and after school, inlcuding Saturday EdCamps for EL's.	CORE content Extended day "ahead of the game" support for CORE content areas, and EdCamps for ELD support twice a month and every Wednesday.	Tutoring programs - after and before school and weekend bootcamps. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will provide targeted support to students in core content areas (English Language Arts, Mathematics, Science, and Social Studies) three days a week. Student selection will be data-driven, utilizing CAASPP scores, teacher recommendations, and progress monitoring data including common assessments, grade distribution analysis reports, and STAR results, and common assessment outcomes. Qualified teachers, one from each core area, will lead the program, ensuring focused and comprehensive support. This will include EdCamps to support EL students twice a month and every Wednesday.		1000-1999: Certificated Personnel Salaries Title I 7000	7000
Targeted EL support will be provided by adding an allocation of two additional hours of classified support staff time will be granted for 120 days to bolster student learning outcomes by having additional staff in the classroom setting and after extended learning time on Wednesdays. Common assessments and STAR testing will be used as a progress monitoring tool.	The two additional hours of EL support was utilized to assist both EL's and newcomers with additional support in non CORE classes.	This comprehensive support will encompass a variety of interventions, including direct instructional assistance and educational enrichment programs (Ed-camps) and boot camps. 2000-2999: Classified Personnel Salaries LCFF 3900	Target EL Support for EL's and newcomers. 3900
		3000-3999: Employee Benefits LCFF 900	Benefits 3000-3999: Employee Benefits 900

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To effectively support our functional life skills program, we require a diverse range of resources. This includes instructional materials, supplies, and specifically, iPads to facilitate the development of essential life skills for our students. In addition, to enhance Science learning and promote a hands-on approach, we require additional instructional resources and materials to support and expand our Science labs. Funding will also be allocated towards instructional software that empowers both teachers and students in their educational endeavors. To monitor program effectiveness, we will utilize common assessments in core content areas and analyze mark distribution reports.	Support for FLS students was provided and utilized for use as a hands on approach to CORE subjects and software to support the purchase of ipads	Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, E&R, supplies, licenses, resources to support all students. 4000-4999: Books And Supplies Title I 14000	Supplimental instructinal materials, technology, and licenses 14000
Our professional development program empowers educators and administrators working with diverse learners to enhance academic achievement and create a more inclusive learning environment. Emphasis will be on engagement strategies, and trainings that allow for greater access to CORE content for all students. Progress monitoring will be monitored through common assessments and STAR tests.	Our planned PD for educators and admin was fully planned and implemented each training each month during PLC time on Kagan structures, CKH, and thinking maps. This was planned in two phases.	Administration and certificated staff professional agencies/ PD to support the CORE / ENCORE 5000-5999: Services And Other Operating Expenditures Title I 16367	Monthly PD program during 2-1-2 days to support CORE/ENCORE 16367

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervene in CORE content areas. EdCamps will provide students with STEAM exposure and opportunities. Our Saturdays EdCamps are designed to also support and address the attendance and chronic absence goals. Weekly attendance and chronic absenteeism reports will be used at the progress monitoring vehicles along with STAR testing.	Saturday EdCamps have been planned and fully implimented for three Saturday's each month and included STEAM opportunities and address attendance recovery and chronic abs Certificated to support Saturday EdCamps have been planned and fully implimented for three Saturday's each month and included STEAM opportunities and address attendance recovery and chronic abs	Saturday Ed Camp utilizing STEAM activities to support CORE programs. Resources are intended to increase hands on experiences for students. 4000-4999: Books And Supplies LCFF 2000	Saturday Ed Camps 4000-4999: Books And Supplies 2000
		Saturday Ed camp staff funding, certificated staff to supervises implement Saturday Edu Camp 1000-1999: Certificated Personnel Salaries LCFF 5000	Saturday EdCamps, staffing 1000-1999: Certificated Personnel Salaries LCFF 5000
		In support of Saturday Ed Camps 3000-3999: Employee Benefits LCFF 3200	Saturday EdCamps employee benefitis LCFF 3200

Raymond Cree Middle School

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 5000	
Technology will be maintained, refreshed, and purchased technology to be utilized by certificated staff and students learning in the classroom through our 1:1 computer deployment support and resources including but not limited to technology hardware and software to support learning. Common assessments, teacher feedback, and student surveys will be used to progress monitor.	Technolofy resources to support 1:1 deployment to inlcude hardware, software and to support 1:1	Laptops / digital resources, licenses to support subject matter collaboration, technology resources 4000-4999: Books And Supplies LCFF 12000	Laptops / digital resources, licenses to support subject matter collaboration, technology resources 4000-4999: Books And Supplies 12000
		Instructional Technology and Supplies, technology licenses 5000-5999: Services And Other Operating Expenditures LCFF 5000	Instructional Technology and Supplies, technology licenses 5000-5999: Services And Other Operating Expenditures LCFF 5000
	Technology support in the form of replacement computers and resources to suport Robotics, esports, translation devices to support a school wide 1:1 computer program.	Supplemental technology to support instruction and student learning utilizing Robotics, Esports team, and drones. To include support for students in all groups, technology to support ELD students with translation devices (ipads) and headphones. 4000-4999: Books And Supplies Title I 20347.86	Supplemental technology to support instruction and student learning utilizing Robotics, Esports team, and drones. To include support for students in all groups, technology to support ELD students with translation devices (ipads) and headphones. 4000-4999: Books And Supplies Title I 20347.86
		Purchase differentiation software for CORE subject and software support as part of intervention support systems. To include but not limited to ReadingPlus, iReady, and instruction support software, replacement computers for loaner program.	Tier I, Teir II software programs school wide to include but not limited to replacement computers, ReadingPlus, iReady Title I 35000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title I 35000	

Analysis

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

The analysis identified successful strategies that boosted both attendance and chronic absenteeism declined and a greater focus on engagement and access for all students. These included increased teacher collaboration leading to better lesson plans and more engaging classes. Targeted support like after-school tutoring and science camps to strengthen core subjects and scientific curiosity. Extended activities like "EL Wednesdays" and hands-on science projects expose students to new experiences and spark interest in STEM fields. College and career exploration opportunities to help students plan for their future. Funding is allocated for technology like laptops and iPads to enhance learning and support in functional life skills classes. Funding supported a certified Kagan coach, science supplies (piggies, rocket building), and Saturday Ed Camps (2-3x/monthly) with art, cooking, science, and EL support. Math intervention included boot camps and "Mission Possible." Additionally, after-school tutoring "Ahead of the Game" was offered three days a week across three grades, and grade-level teams collaborated outside of school to analyze assessments and adjust lessons for intervention. As a result of our efforts to increase students engagement and access to content across CORE and ENCORE subjects. Overall effectiveness as measured state outcomes, as a result of a commitment to connect with students, CKH, students connecting to staff, school, across campus developing a supportive climate and culture, evidence includes that RCMS has the highest attendance and lowest chronic abs lower suspension rate across all middle school in secondary education.

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

We made significant progress following our designed plan for implementation. Our team completed two phases of CKH training for staff, which is centered around the student/teacher, student/staff relationships has resulted in decline in suspension, with no student groups in "red," with one student group in orange, two in yellow, and five in green. Our plan is designed to maximize support for positive student outcomes. This can be attributed to spending all funds in allocated initiative, practices, that a spending our sources in targeted areas we were able to spend our LCAP budget down to 1/2 percent carryover, Title I resources were spend down to 3%. The goal for each category is to spend funds down to 10%.

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.

Moving forward we will be providing a second round of training on CKH in August of 2025, we had 20 staff members trained as part of our phase II plan. We will be going into year two of Kagan Structures, CKH, and thinking maps implementation, year two practices will include, Advanced Relationship Building: Exploring nuances of communication, empathy, and building trust with students who may be more challenging. Conflict Resolution: Practicing advanced techniques for resolving conflicts effectively with students and colleagues. Data Analysis: Examining the impact of CKH on student behavior, engagement, and potentially even academic outcomes.

Kagan action year two: Increased Familiarity: In the first year, the focus is often on introducing a few key, versatile Kagan Structures (like Mix-Pair-Share, Timed Pair Share, Rally Robin, Round Robin, Numbered Heads Together). By year two, teachers should have a foundational understanding as these practices are utilized in classrooms. The changes will center arounds deeper teacher understanding and increase teacher comfort, and we will still be providing monthly PD's on our Kagan, CKH, Thinking Maps. These changes can be found in Goal #1

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Raymond Cree Middle School is dedicated to increasing opportunities, services 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. Metric for this goal will be panorama survey for families.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 100 surveys	103 families took the survey
Family School Connectedness via Panorama Family Climate Survey Climate of support: Sense of belonging Knowledge of fairness Safety	Family School Connectedness via Panorama Family Climate Survey Climate of support: 98% Sense of belonging - 98% Knowledge of fairness - 85% Safety - 95%	Family School Connectedness via Panorama Family Climate Survey Climate of support -97% Sense of belonging - 97% Knowledge of fairness - 93% Safety - 93%
Climate of Support for Academic Learning via Panorama Family The school treats me with respect School takes concerns seriously	Climate of Support for Academic Learning via Panorama Family Climate Survey Family The school treats me with respect - 99% The school takes concerns seriously - 97%	Climate of Support for Academic Learning via Panorama Family Climate Survey Family The school treats me with respect - 99% The school takes concerns seriously - 97%
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 - 475	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 505

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Our school is dedicated to cultivating robust family engagement through a multi-faceted approach. This includes diverse engagement opportunities through a variety of avenues for families to connect with the school, including governance bodies like the SSC and ELAC. Building parent capacity through Tailored interactive sessions equips parents with the technological skills needed to support student learning platforms. We will foster connections using themed events (Science Night, Maker Space Night, etc.) and recognition programs to promote family participation and celebrate student achievements, building a vibrant school community. We will develop parent leadership by sponsoring a cohort to attend the CAFE Delegation, fostering leadership skills within the parent population. Panorama surveys will be utilized to monitor progress and tailor future initiatives.	RCMS effectively engages parents through various communication channels and events. As both a School Site Council (SSC) and English Learner Advisory Committee (ELAC), RCMS holds regular meetings as required. ParentSquare is extensively utilized to communicate all school-sponsored events and opportunities for parent participation. We host two Parent-Teacher Conferences (PTC) annually, as well as a Back-to-School Night (BTSN) early in the academic year. To foster direct communication, we conduct "Coffee with the Principals" and "Coffee with the Counselors" three times per year each. Our commitment to celebrating diversity is evident in our annual Hispanic Heritage Month evening celebration. This year marks our third such event, with participation increasing by 100 individuals compared to the previous year. During Black History Month, we hosted a "Black History Month Fitness Night," which was attended by approximately 30 families. To further strengthen parent connections, we organize after-school Family BBQs at local parks within our school boundaries. These events typically attract 12-	Family Engagement Events to connect to school and help build capacity through the series of workshops to support their students at their home environment. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1767 None Specified None Specified None Specified Funds will be utilized to provide two computers for our parent center. 5000-5999: Services And Other Operating Expenditures Title I 2000	Family Engagement Events to connect to school and help build capacity through the series of workshops to support their students at their home environment. Title I 0 Funds will be utilized to provide two computers for our parent center.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	15 families, and we have four BBQs scheduled throughout the current school year. Educational Workshops and Training: Offer workshops on a variety of topics, such as: Dangers of drugs Suicide Awareness Parent Resource Center: Create a dedicated space at the school or a nearby community center that provides parents with resources, such as: Information about community services, after-school programs, and family support organizations. Funds will be utilized to provide two computers for our parent center. Technology Training: How to use technology tools to include ParentSquare, Synergy ParentVue communication platforms.		
Student Recognition Events and Ceremonies - Supplemental supplies, materials and resources will be purchased to support student recognition events as a vehicle to connect parents, and communities partners to school. Panorama surveys will be used to progress monitor.	Student recognition events include student of the month, Attendance, CAASPP Achievement, Student of the Month, where families are invited,	Recognition Events and Ceremonies, supplies, materials and resources to support recognition programs and events to connect students and families to school 4000-4999: Books And Supplies LCFF 500	Students / community supplies, materials and resources to support recognition programs and events to connect families to school 4000-4999: Books And Supplies 500
ELAC engagement,	Student support for English Learners by increasing hours for	English Learners-support , software, hardware	EL support, software, hardware

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	our bilingual office specialist. Actions to include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, technology software, and hardware.	4000-4999: Books And Supplies LCFF 5000	5000
		None Specified None Specified	None Specified

Analysis

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

RCMS effectively engages parents through various communication channels and events. As both a School Site Council (SSC) and English Learner Advisory Committee (ELAC), RCMS holds regular meetings as required. ParentSquare is extensively utilized to communicate all school-sponsored events and opportunities for parent participation.

We host two Parent-Teacher Conferences (PTC) annually, as well as a Back-to-School Night (BTSN) early in the academic year. To foster direct communication, we conduct "Coffee with the Principals" and "Coffee with the Counselors" three times per year each.

Our commitment to celebrating diversity is evident in our annual Hispanic Heritage Month evening celebration. This year marked our second such event, with participation increasing by 100 individuals compared to the previous year. During Black History Month, we hosted a "Black History Month Fitness Night," which was attended by approximately 30 families.

To further strengthen parent connections, we organize after-school Family BBQs at local parks within our school boundaries. These events typically attract 12-15 families, and we have four BBQs scheduled throughout the current school year.

Effectiveness:

RCMS employs a multi-faceted approach to parent engagement, utilizing various communication methods and hosting a wide array of events that cater to different needs and interests.

The extensive use of ParentSquare ensures that parents are well-informed about school happenings and opportunities for involvement. The school actively celebrates cultural heritage through dedicated events, demonstrating a commitment to engaging diverse parent populations. The growth of the Hispanic Heritage Month event highlights the success of these efforts. Initiatives like "Coffee with" events and Family BBQs provide valuable opportunities for informal interaction and relationship building between parents, staff, and leadership. The documented increase in participation for the Hispanic Heritage Month event provides tangible evidence of the growing effectiveness of specific engagement strategies. The consistent scheduling of various events throughout the year demonstrates a sustained effort to foster parent involvement.

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

The difference between established goals and implimentation are that we were not able to send a parent delegation to CABE fostering leadership skills within the parent population.

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.

Changes made to this goal moving forward inlcude no longer paying for .37 FTE as the postion being supported has been eliminated due to budget constraints. This expenditure was previoudy in Goal 1. We made good progress with opportunites for parent engagement and we will build on our successful initiatives.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.5 > actual outcome to date Data from SchoolZilla	92.7																																																								
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><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>29%</td><td>-3</td></tr><tr><td>EL</td><td>Orange</td><td>23.7</td><td>-3</td></tr><tr><td>Hisp</td><td>Orange</td><td>29.1</td><td>-3</td></tr><tr><td>AA</td><td>yellow</td><td>31.3</td><td>-10</td></tr><tr><td>SED</td><td>yellow</td><td>29.2</td><td>-3</td></tr><tr><td>SWD</td><td>yellow</td><td>39.2</td><td>-9</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	29%	-3	EL	Orange	23.7	-3	Hisp	Orange	29.1	-3	AA	yellow	31.3	-10	SED	yellow	29.2	-3	SWD	yellow	39.2	-9	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>29.5% Chronically Absent</td><td>Declined 2.4</td></tr><tr><td>EL</td><td> Orange</td><td>25.9% Chronically Absent</td><td>Declined 0.8</td></tr><tr><td>Hisp</td><td> Yellow</td><td>29.1% Chronically Absent</td><td>Declined 3</td></tr><tr><td>AA</td><td> Orange</td><td>30.6% Chronically Absent</td><td>Declined 10.7</td></tr><tr><td>SED</td><td> Orange</td><td>29.3% Chronically Absent</td><td>Declined 2.9</td></tr><tr><td>SWD</td><td> Orange</td><td>35.5% Chronically Absent</td><td>Declined 12.8</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	29.5% Chronically Absent	Declined 2.4	EL	 Orange	25.9% Chronically Absent	Declined 0.8	Hisp	 Yellow	29.1% Chronically Absent	Declined 3	AA	 Orange	30.6% Chronically Absent	Declined 10.7	SED	 Orange	29.3% Chronically Absent	Declined 2.9	SWD	 Orange	35.5% Chronically Absent	Declined 12.8
St. Group	Color	DFS/Percentage	Change																																																							
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SED	 Orange	29.3% Chronically Absent	Declined 2.9																																																							
SWD	 Orange	35.5% Chronically Absent	Declined 12.8																																																							
Suspension Rates: All Students (ALL) 14.6% English Learner (EL) 15.0% Hispanic (Hisp) 12.9%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>yellow</td><td>6.7</td><td>-11</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	yellow	6.7	-11	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>8% suspended at least one day</td><td>Declined 9.7%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	8% suspended at least one day	Declined 9.7%																																								
St. Group	Color	DFS/Percentage	Change																																																							
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St. Group	Color	DFS/Percentage	Change																																																							
All	 Orange	8% suspended at least one day	Declined 9.7%																																																							

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Students with Disabilities (SWD) 17.5%	EL	yellow	7.0	-11		Green		
	Hisp	yellow	6.2	-10.	EL	 Green	6.8% suspended at least one day	Declined 11.3%
	AA	yellow	9.5	-30	Hisp	 Green	7.2% suspended at least one day	Declined 9%
	SED	yellow	13.8	-3.5	AA	 Orange	17.2% suspended at least one day	Declined 22.3%
	SWD	yellow	7.8	-7.8	SED	 Green	8% suspended at least one day	Declined 9.4%
					SWD	 Yellow	10.7% suspended at least one day	Declined 10%
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) - .3% African American (AA) - 0%				All students rate - .3% EL - 0% Hispanic - 0.2% White - 1.2% AA - 0			
Panorama Survey – SEL Survey sense of belonging Self-management Self-awareness Grit Self-efficacy	Panorama SEL Sense of belonging - 60% Safety 60% Know and fairness of rules 70% Climate and support- 70%				Panorma survey Sense of belonging - 51% safety - 56% Know and fairness of rules - 66% Climante of support - 65%			
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**

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Connecting students to school through Tier 1 recognition events to include monthly student recognition for behavior which includes no suspensions, or OTL each month. Students will also be recognized for the monthly attendance rate for students attending school 94% of the time each month. Additional opportunities will include awards assemblies for attendance, GPA criteria of 2.0 or better, and no suspensions for the semesters. We will continue with our school-wide token economy system that recognizes students daily in class. Progress monitoring will be done using monthly attendance rates, suspension reports, and Synergy for no OTL. Panorama surveys will be used a our progress monitoring tool.	The past year, significant emphasis was placed on fostering student connection to the school community through a comprehensive Tier 1 recognition system. This included the implementation of monthly student recognition initiatives that celebrated positive behavior, specifically the absence of suspensions or Office-to-Class (OTL) referrals each month. Furthermore, students achieving a monthly attendance rate of 94% or higher were also acknowledged. To provide additional opportunities for recognition, awards assemblies were conducted each semester to honor students who demonstrated strong attendance, maintained a GPA of 2.0 or better, and had no suspensions. Reinforcing these efforts, the school-wide token economy system continued to operate effectively, providing daily in-class recognition for students. Progress in these areas was monitored through monthly data analysis.	Connecting students to school through our token economy system where students receive “super students” for attendance, behavior in classroom and being caught “doing the right thing.” Awards will include preferred activities, school supplies, and theme days, and school wide celebrations 4000-4999: Books And Supplies LCFF 4000 None Specified None Specified	Connecting students to school through our token economy system where students receive “super students” for attendance, behavior in classroom and being caught “doing the right thing.” Awards will include preferred activities, school supplies, and theme days, and school wide celebrations LCFF 4000
RCMS is committed to fostering a welcoming and inclusive environment where students feel a strong sense of belonging. We will achieve this through a variety of engaging activities throughout the school day, after-school programs, and our clubs. Expanded Athletic Opportunities will be provided to ensure more students can	RCMS is committed to fostering a welcoming and inclusive environment where students feel a strong sense of belonging. We will achieve this through a variety of engaging activities throughout the school day, after-school programs, and our clubs. Expanded Athletic Opportunities will be provided to ensure more students can	Supplies and materials for daily lunch time activities to include daily sports, weekly art supplies, themes weeks throughout the year. 4000-4999: Books And Supplies LCFF 1000	Supplies and materials for daily lunch time activities to include daily sports, weekly art supplies, themes weeks throughout the year. LCFF 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
participate in athletics, we are expanding our sports coaching staff. This will provide greater access to team sports and promote teamwork, sportsmanship, and physical activity. RCMS is dedicated to providing a safe and secure learning environment for all students. Our student ID program, with its easy replacement options, is one way we achieve this. We also proactively monitor potential through panorama surveys.	participate in athletics, we are expanding our sports coaching staff. This will provide greater access to team sports and promote teamwork, sportsmanship, and physical activity. RCMS is dedicated to providing a safe and secure learning environment for all students. Our student ID program, with its easy replacement options, is one way we achieve this. We also proactively monitor potential through panorama surveys.	staff stipends to support student connections through sports by increasing the number of coaches available in order to accommodate an increase in students participation 2000-2999: Classified Personnel Salaries LCFF 3000	staff stipends to support student connections through sports by increasing the number of coaches available in order to accommodate an increase in students participation LCFF 2400
		Safety initiatives through ID and replace ID program 5000-5999: Services And Other Operating Expenditures LCFF 1000	Safety initiatives through ID and replace ID program 5000-5999: Services And Other Operating Expenditures 700
To create a strong sense of belonging for all students, RCMS will implement a two-pronged approach. First, Peer Leaders Uniting Students (PLUS) program will be utilized to train student leaders to foster a welcoming and inclusive environment for all students. PLUS leaders will provide social-emotional support and help their peers feel seen, valued, and connected. The fund this strategy we will buy the prep of our Plus Adviser to teach the class. Secondly, we recognize that attending school regularly is crucial for students to feel connected to the school community; therefore, we will create a chronic absenteeism support system. This program will provide targeted support to at-promise students and	RCMS cultivated a strong sense of belonging for all students. To achieve this goal, two strategies were implemented, with progress monitored through attendance reports, chronic absenteeism reports, and Panorama surveys. First, the Peer Leaders Uniting Students (PLUS) program were utilized to train student leaders in fostering a welcoming and inclusive environment, providing social-emotional support, and ensuring all students feel seen, valued, and connected. Appropriate funding PLUS Advisor preparation to effectively teach the program. Second, a chronic absenteeism support system tier 2 to established and provide targeted support to at-promise students and families facing	Implement student-led school culture programs including PLUS and Peer Leadership supplies and text to support in class lessons and activities. extra duty 4000-4999: Books And Supplies LCFF 2000	Implement student-led school culture programs including PLUS and Peer Leadership supplies and text to support in class lessons and activities. extra duty 4000-4999: Books And Supplies LCFF 1500
		Plus program, teacher prep buyout as Plus Adviser 1000-1999: Certificated Personnel Salaries LCFF 21846.6	Plus program, teacher prep buyout as Plus Adviser LCFF 21846.6
		Benefits of prep buy out of PLUS adviser 3000-3999: Employee Benefits LCFF	Benefits of prep buy out of PLUS adviser LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
families facing barriers to attendance. Through home visits and other services, we aim to help chronically absent students feel more connected to RCMS. This is also a component of our CSI plan. Attendance reports, chronic absenteeism reports, and panorama surveys will be used as our progress monitoring tools.	barriers to regular attendance. This system employed home visits and other services to enhance chronically absent students' connection to the RCMS community..	5465.8 Chronic absenteeism team for early identification, home visits after school hours for certificated team members 1000-1999: Certificated Personnel Salaries None Specified	5465.8 Chronic absenteeism team for early identification, home visits after school hours for certificated team members 0
		None Specified None Specified	None Specified 0

Analysis

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

Our implementation efforts to improve student attendance and support have yielded positive results. We've successfully launched our new wellness center, which is integrated with our mental health services to provide social-emotional learning (SEL) support to our students. Additionally, the implementation of our monthly recognition program for attendance and behavior shows promise in its initial phase. However, we have also identified areas where we can strengthen our support for different student demographic groups regarding attendance and chronic absenteeism. . Our plans were successfully launched and evidenced by our attendance rate of 93.5 which was the highest of secondary ed.

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

The differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated are in the area of chronic absenteeism. we earmarked for home visits outside of the school day for chronic abs students. We were unable to establish a team that wanted to work after regular hours.

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

The changes that will be made to this goal in goal #3, the annual outcomes in chronic abas. We will be utilizing both prevention specialist and F.A.C.E.S. to team together and make home visit on Wednesday's for 3 hours every week.

Goals, Strategies, & Proposed Expenditures

Goal 1

At RCMS, we commit to ensuring all students, including African American, English Learner, Special Education, Hispanic, and Socioeconomically Disadvantaged students, achieve grade-level proficiency in CORE subjects (ELA, Math, Science, and History). This will be accomplished through research-based instruction, targeted interventions like EL academic Bootcamps, dedicated support for EL and RSP students, the integration of technology, and the continuous analysis of student progress using STAR and common assessments to inform instructional adjustments. Our data-driven approach will guarantee that every student reaches their full academic potential.

Goal Statement

At RCMS, our goal is to serve students so that every student attains grade-level proficiency in our CORE academic subjects, encompassing English Language Arts, Mathematics, Science. We will achieve this through a multifaceted approach that includes research-backed instructional methods, to include CKH, Thinking maps, Kagan structures, the strategic deployment of targeted interventions such as EL academic Bootcamps grounded in ELPI and REFP principles, dedicated designated EL time for the first 15 minutes of each ELA class on campus and the provision of dedicated paraprofessional support and services for our English Learner and Resource Specialist Program students in Science/History. Furthermore, we are committed to the purposeful integration of technology and educational software to enhance learning experiences, coupled with the continuous analysis of monthly data derived from STAR assessments and ELA, Math, Science, and History common assessments. This data-driven approach will empower us to consistently monitor student progress and make timely instructional adjustments to ensure all students reach their full academic potential.

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

Student outcomes as outlined in the Ca Dashboard indicate a performance gap in both ELA and Math. ELA overall performance level in Orange with 3 student groups in red, and two student groups in Orange, two groups in yellow, one group in blue. Dashboard results for Math overall are Orange with 4 student groups in red.

ELA Dashboard overall in Orange is 34.3 points below, maintained 1.9 points. The category of students groups in red include AA 89.9 points below standard, declined 18.2 points.

English learners 80.7 points below standard, maintained 1 points, LTEL 100.4 points below standard, maintained 1.9 points. Groups in Orange include Hispanic with 43.4 points below standard, maintained 1.3 points. SWD increased 12.2 points, 119.3 points below standard. Student groups in yellow, Homeless increased 8.4 points, 45.5 points below standard. SED increased 3 point, 33.5 points below standard. Student group in Blue, White at 34.5 points above standard, increased 24.3 points.

In summary: The ELA data clearly indicates a substantial and widespread performance gap, demanding a two-pronged approach. Firstly, there's an urgent need to implement high-quality, first best instructional practices across the board to improve the foundational understanding and skills of all students. Secondly, intensive and targeted Tier 2 interventions are crucial, particularly for the African American, English Learner, and LTEL student groups, given their significant deficits and lack of substantial progress. While some positive growth is seen in SWD, Homeless, and SED subgroups, the overall gaps necessitate continued and

potentially intensified support. The stark contrast with the performance of White students further emphasizes the critical need to address systemic inequities in ELA instruction.

Math Ca Dashboard overall in Orange 86.8 below with a 4.5 decline. Subcategories ELs in Red 133 pts below, with a decline of 6.2. AA declined 12.3 points 154.4 points below standard, LTEL declined 5.7 ponts, 161.1 points below standard, SWD maintained -1.3, 168.4 points below standard. Student groups in Orange include Hispanic declined 4 points, 91.4 points below standard, Homeless increaed 34.1 points, 104.7 points below standard, SED declined 4.7 points, 86.6 points below standard. Student group in Yellow, White increased 4.1 points, 28.5 points below standard.

Based on the California Dashboard data, the overall math outcomes are a significant concern, indicated by the "Orange" rating and a substantial 86.8 points below standard with a 4.5-point decline. This indicates need for improvement across the student population. Notably, several student subgroups are facing even greater challenges. English Learners (ELs) are in the "Red" category, a concerning 133 points below standard with a 6.2-point decline, highlighting a critical need for targeted support. Similarly, African American (AA) students and Long-Term English Learners (LTEL) are also significantly below standard and experiencing substantial declines. Students with Disabilities (SWD) are maintaining at a concerning level far below standard.

Moving forward, our focus on "first best instruction" aimed at increasing access and engagement, incorporating hands-on manipulatives, and providing robust scaffolds for all students is a crucial and research-backed approach. This strategy directly addresses the need for more engaging and accessible instruction that can cater to diverse learning needs. The use of manipulatives can provide concrete understanding for struggling learners, while effective scaffolding can ensure that all students, regardless of their current level, can access and master grade-level content. In addition to this, our Math department will impliment quizez on prescribe content every 1-2 week with 3-5 questions on the weekly standards and the use of Anchor charts as they support diverse learners and make coplex information more accessible. This inclusive approach is essential to begin reversing the negative trends observed in the data, particularly for the most vulnerable subgroups.

While some student groups like Hispanic, Socioeconomically Disadvantaged (SED), and Homeless students are also in the "Orange" category indicating a need for improvement, the positive growth observed in the Homeless and White student groups suggests that targeted interventions can yield positive results. By consistently implementing high-quality, differentiated instruction with embedded supports, we aim to not only mitigate the declines but also foster significant growth across all student groups, ultimately moving the overall math outcomes and the performance of our most at-risk students towards increase Math outcomes to the next band on the California Dashboard.

Science - All student dropped .3 points, 19 points below standard, no color designation. Outcomes by student groups AA 3.4 points below standard, no performance color. EL 2.3 points decline, 27.7 points below standard, no color designation. Hispanic dropped 1 point, 20.1 points below standard, no color designation. Homeless 7.4 point drop, 22.8 points below standard, no color designation. LTEL .8 points drop 30.9 points below standard. By consistently implementing high-quality, differentiated instruction to support standards based instruction, to include hands on learning, labs, projects, first best instruction to include Kagan structures, Thinking Maps, ckh, release of responsibility model, physical, written, verbal techniquest to check for understading, ticket out the door.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	34.3 points below standard	Maintained 1.9 points	All	yellow	31.3	increase 3.0
	EL	 Orange	80.7 points below standard	Maintained 1.0 points	EL	Orange	77.7	increase 3.0

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

African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

	Red		
Hisp	 Orange	43.4 points below standard	Maintained 1.3 points
AA	 Red	89.9 points below standard	Declined 18.2 points
SED	 Yellow	33.5 points below standard	Increased 3.0 points
SWD	 Orange	119.3 points below standard	Increased 12.2 points

Hisp	Yellow	40.4	increase 3.0
AA	Orange	86.9	increase 3.0
SED	yellow	34.5	increase 1.0
SWD	Yellow	116.3	increase 3.0

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	86.8 points below standard	Declined 4.5 points
EL	 Red	133.0 points below standard	Declined 6.2 points
Hisp	 Orange	93.4 points below standard	Declined 4.0 points
AA	 Red	154.4 points below standard	Declined 12.3 points
SED	 Orange	86.6 points below standard	Declined 4.7 points
SWD	 Red	168.4 points below standard	Maintained 1.3 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	83.8	Increase 3.01
EL	yellow	130	Increase 3.0
Hisp	yellow	90.4	Increase 3.0
AA	Orange	151.4	increase 3.0
SED	Yellow	83.6	Increase 3.0
SWD	Orange	165.4	Increase 3.0

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

California Science Test -
All students - 17.53% met or exceeded
AA - 14.28% met or exceeded
Hispanic - 14.68% met or exceeded
White - 33.33% met or exceeded
SED - 17.33% met or exceeded
EL - 0%
SWD - 5.56%
Homeless - 9.09%

California Science Test Expected outcomes- Percent of
Students Who Meet or Exceed Standard
Grade 8 -
AA - 17.23
Hispanic - 17.68% met or exceeded
White - 36.33% met or exceeded
SED - 20.33% met or exceeded
EL - 3%
SWD - 8.56%
Homeless - 12.09%

Metric/Indicator	Baseline	Expected Outcome																
California School Dashboard - English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Orange</td><td>37.1%</td><td>2 6.7</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Orange	37.1%	2 6.7	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Yellow</td><td>40.1</td><td>increase 3.0</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Yellow	40.1	increase 3.0
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Orange	37.1%	2 6.7															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Yellow	40.1	increase 3.0															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th >16.6 7th > 21.2 8th > 26.1	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th >19.1 7th > 24.2 8th > 28.1																
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. All Students (ALL) Orange, Declined 4.5 Point, 86.8 points below standard English Learners (EL) Red, declined 6.2 points, 133 points below stnd ELTEL, red, declined 5.7 points, 133 below standard Hispanic (Hisp) Orange, declined 4 pionts, 93.4 points below standard. African American (AA) red, declined 12.3 points, 154.4 points below standard Socioeconomically Disadvantaged (SED) Orange, declined 4.7 points, 86.6 points below standard, Students with Disabilities (SWD) red, maintained - 1.3, 168.4 points below standard	All Students (ALL) increase 4 points 82.8 points below standard English Learners (EL) increase 3 points, 130 points below standard ELTEL, Increase 3 points, 130 points below standard Hispanic, increase 3 points, 90.4 points below standard, African American (AA), increase 3 points, 151.4 points below standard Social economically Disadvantaged (SED), increase 3 points, 83.6 points below standard Students with Disabilities (SWD), increase 3 points, 165.4 points below standard																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%																

Planned Strategies/Activities

Strategy/Activity 1

RCMS will continue to provide professional development opportunities focused on research-based instructional strategies to address identified needs in ELA and Math. Teachers will receive training in CKH, Thinking Maps, and Kagan Structures, all of which are research-supported methods designed to increase student engagement and accommodate diverse learning styles. Dedicated time, both during and outside of the school day, will be provided for teachers to collaborate and plan lessons utilizing Kagan and CKH strategies. Peer classroom visits will also be facilitated to observe targeted strategies in practice. Ongoing support will be provided throughout the school year by our on-site Kagan Coach and our MTSS Coach for CKH. Evidence collection will take place Monthly, inline with our professional development timeline, teachers will submit PLC guideline when departments meet for collaboration.

These instructional strategies will enhance learning experiences for all students, including those with diverse needs, and to foster a positive and productive classroom environment. Resources, materials, supplies, and collaboration time will be allocated to support the effective implementation of these strategies. Student progress will be monitored throughout the year using a variety of measures, including common assessments, STAR testing, CAASPP data, and Panorama surveys.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

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 outside providers. A centralized PLC calendar will be established and be made readily available to all staff members.

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
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 "Extra Collaboartion time" where teachers

	collaborate on a Saturdays or after school hours. Including but not limited to team collaboration, planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps.
Source	None Specified
Budget Reference	None Specified
Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher support, collaboration, summer one day PD.
Amount	1500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Resource Alignment: Ensure all instructional materials, including textbooks, technology, and supplemental resources, manipulatives, Anchor charts, support the prescribed scope and sequence.
Amount	2383
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	6th intervtenion - 3 week intervention during ENCORE class. Teacher created assessment to progress monitor. Hands on, manipulatives.
Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	8th, 7th Intervention built into the school day. 4 sections, supplimental materials support / sercies for Math intervention
Amount	1500
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Anchor charts provide a visual representation of key concepts, strategies, or processes. Constant reference point for students and reinforcement for students, Anchor charts can be tailored to meet the specific needs of different learners.
Amount	1500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kagan Coach: Will host Kagan days once a month to coach and demo lessons using Kagan structures. Kagan PD once a month during staff meetings. funding to pay for Kagan Days once a month.
Amount	500
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	funding to pay for Kagan Days once a month, benefits.
Amount	4500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	6th-grade ELA, Math Lead, supported by a stipend funded through LCAP, to support our 6th-grade Math/ELA program.

Strategy/Activity 2

Enhancing student achievement through strategic paraprofessional integration and equitable resource allocation. This approach outlines a framework for funding two and deploying paraprofessionals within the classroom setting to optimize academic success, services for all students, and includes EL's and RSP students with a particular emphasis on promoting equitable support for students. Para's will have specific students groups to support and student will be clearly identified for progress monitoring to include common assessments and STAR outcomes, common assessmentsin in Science and History.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, school secretary

Proposed Expenditures for this Strategy/Activity

Amount

67692

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Paraprofessional to support for Science / History classes to support all student groups

Amount

36636

Source

Title I

Budget Reference

3000-3999: Employee Benefits

Description

paraprofessional benefits

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 3

TARGETED STUDENT ACADEMIC INTERVENTIONS

We will continue with the "Ahead of the Game" extended-day tutoring services program to address identified learning needs and promote academic success. This program will provide targeted support to students in core content areas (English Language Arts, Mathematics, Science, and Social Studies) three days a week. Student selection will be data-driven, utilizing CAASPP scores, teacher recommendations, and progress monitoring data including common assessments, grade distribution analysis reports, and STAR results, and common assessment outcomes. Qualified teachers, one from each core area, will lead the program, ensuring focused and comprehensive support. This will include EdCamps to support EL students twice a month and every Wednesday. Progress monitoring will include common assessments and STAR results, Panorama surveys.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Office Specialist, secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CORE content Extended day "ahead of the game" support services for CORE content areas, and EdCamps for EL support twice a month and every Wednesday.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Target EL support and service through Language bootcamps Wednesdays and Saturday's and the use of first best instructional practices, to include Kagan Structures, Thinking maps, CKH among practices.. These instructional strategies are intended to enhance learning experiences our EL population, and newcomer students to foster a positive and productive classroom environment. Resources, materials, supplies, and collaboration time will be allocated to support the effective implementation of these strategies. Student progress will be monitored throughout the year using a variety of measures, including common assessments, STAR testing, CAASPP data, and Panorama surveys.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, librarian, secretary

Proposed Expenditures for this Strategy/Activity

Amount	3900
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Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funding support for staff who will be working Wednesdays, Saturdays School Language Bootcampus monthly
Amount	900
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

To effectively support our mainstream and sped population, we require a diverse range of resources. This includes instructional materials, supplies, and iPads to facilitate the development of essential life skills for our students. In addition, to enhance Science learning and promote a hands-on approach, we require additional instructional resources and materials to support and expand our Science labs. Funding will also be allocated towards instructional software that empowers both teachers and students in their educational endeavors. To monitor program effectiveness, we will utilize common assessments in core content areas and analyze mark distribution reports.

Students to be Served by this Strategy/Activity

☒	Students with Disabilities
☒	All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, secretary, counseling team, CORE teachers.
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Proposed Expenditures for this Strategy/Activity

Amount	17282
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Including but not limited to supplemental Instructional materials, technology, STEAM initiatives, technology, E&R, supplies, licenses, resources to support all students, labs.

Strategy/Activity 6

Our professional development program empowers teachers working with diverse learners to enhance academic achievement and create a more inclusive learning environment. Emphasis will be on engagement strategies, and trainings that allow for greater access to CORE content for all students. Progress monitoring will be monitored through common assessments and STAR tests.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Certificated staff professional agencies/ PD to support the CORE / ENCORE
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 7

Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervene in CORE content areas. EdCamps will provide students with STEAM exposure and opportunities. Our Saturdays EdCamps are designed to also support and address the attendance and chronic absence Weekly attendance and chronic absenteeism reports will be used at the progress monitoring vehicles along with STAR testing.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/26

Person(s) Responsible

Administration, support staff, certificated staff.

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Saturday Ed Camp utilizing STEAM activities to support CORE programs. Resources are intended to increase hands on experiences for students.
Amount	10000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Saturday Ed camp staff funding, certificated staff to supervises implement Saturday Ed Camps, to include targeted camps for EL students.
Amount	1400
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	In support of Saturday Ed Camps

Strategy/Activity 8

Enrichment opportunities will be provided through first-best instruction to connect students to the school through opportunities both during and outside of the CORE subject areas, enriching their overall educational experience through sports, the Arts, and VAPA activities. These experiences will be facilitated by teachers and administration during and outside the normal day. We will use the Panorama survey as our progress monitoring for students connecting to school.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/24-6/30/25

Person(s) Responsible

Administration, teachers, librarian, secretary, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for enrichment opportunities outside CORE content areas in order to increase students connection to school.
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	VAPA, Band, Elective supplies and materials

Strategy/Activity 9

Extended, exploration, and enrichment learning opportunities for students with College and Career opportunities services. Resources will be utilized by certificated staff to build College and Career-Ready awareness and foundational information for pathways. Experiences will include career and college visits. Supplies materials for planned activities to include research, campus visits, weekend college games, and other experiences. Subs, transportation support materials as needed. The panorama survey will be used to process monitor.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Counselors, Teachers
Secretary, administration, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counseling department will host workshops on college, career day events, career academies and programs, school visits, extended opportunities for career exploration and college visits, wellness center with activities taking place outside of the school day and weekends.
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies materials for planned activities to include research, campus visit, weekend college games and other experiences. Subs, transportation support materials as needed.

Strategy/Activity 10

Technology will be maintained, refreshed, and purchased technology to be utilized by student learning in the classroom through our 1:1 computer deployment support and resources including but not limited to technology hardware and software to support learning of all student groups. Library monitoring, Commone assessmetns, panorama survey.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, teachers, Secretary, librarian, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Laptops / digital resources, licenses to support subject matter collaboration, technology resources
Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	The \$5000 amount is carry over from 24/25 school year. Laptops / digital resources, licenses to support subject matter collaboration, technology resources
Amount	4000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Instructional Technology and Supplies, technology licenses
Amount	5,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental technology to support instruction to support school wide reading program, which is part of our Tier II instructional practices specially designed to support EL's, newcomers, and struggling readers. to include supplement software, iPads, headphones,
Amount	22000
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, Tier II. To include but not limited to ReadingPlus, iReady, and instruction support software, replacement computers for loaner program.

Goals, Strategies, & Proposed Expenditures

Goal 2

To cultivate a collaborative environment where parents, educators, and the community work together to enhance student success by offering capacity-building workshops.

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.

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

In analyzing recent Panorama survey revealed an increase in parent responding favorable in climate of support for academic learning by 19 points. While we are pleased with the progress we still have work to do with our parents. Our objective is to keep our outcomes on an upward trajectory. This past year we had 103 survey taken which was an increase from the previous year of 53. We will continue with a service approach to increase parents connecting to school but we want to increase the number of survey taken by 25%. We will use both of our yearly panorama survey to progress monitor.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in community partner Input Processes -103 surveys	Parent Participation in Stakeholder Input Processes - 130 surveys
Family School Connectedness via Panorama Family Climate Survey Climate of support: Sense of belonging Knowledge of fairness Safety	Family School Connectedness via Panorama Family Climate Survey LCAP - 97% Climate of support: 97% Sense of belonging - 97% Knowledge of fairness - 93% Safety - 93%	Family School Connectedness via Panorama Family Climate Survey Climate of support: 99% Sense of belonging - 99% Knowledge of fairness - 96% Safety - 96%
Climate of Support for Academic Learning via Panorama Family	Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey

Metric/Indicator	Baseline	Expected Outcome
The school treats me with respect School takes concerns seriously	At this school discipline is fair 90% My child is safe on school grounds 92% I feel welcome to participate at this school 95%	At this school discipline is fair 90% My child is safe on school grounds 92% I feel welcome to participate at this school 95%
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 - 475	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 525

Planned Strategies/Activities

Strategy/Activity 1

RCMS is dedicated to cultivating robust family engagement through a multi-faceted approach. This includes diverse engagement opportunities through a variety of avenues for families to connect with the school, including governance bodies like the SSC and ELAC. Building parent capacity through Tailored interactive sessions equips parents with the technological skills needed to support student learning platforms.

We will foster connections using themed events (Hispanic Heritage month, Black History month, Native American celebration, community BBQ's and recognition programs to promote family participation and celebrate student achievements, building a vibrant school community. We will develop parent leadership by sponsoring a cohort to attend the CAFE Delegation, fostering leadership skills within the parent population. Panorama surveys will be utilized to monitor progress and tailor future initiatives.

Students to be Served by this Strategy/Activity

X Specific Student Groups:
Parent and community partners

Timeline

7/1/2025-6/30/2026

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	3448
Source	Title I Part A: Parent Involvement

Budget Reference

4000-4999: Books And Supplies

Description

Family Engagement Events to connect to school and help build capacity through the series of workshops, and providing a parent center to support their students at their home environment, to include Suicide prevention, dangers of vaping etc. Technology for parent center.

Strategy/Activity 2

Student Recognition Events and Ceremonies - Supplemental supplies, materials and resources will be purchased to support student recognition events as a vehicle to connect parents, and communities partners to school. Panorama surveys will be used to progress monitor and monitoring number of parents that attend school sponsored events.

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

7/1/2025-6/30/2026

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**

1000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

parent / community supplies, materials and resources to support recognition programs and events to connect families to school for themed events, Hispanic Heritage celebration, Black History Month celebration, Native American celebration

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment, that support school climate where students connects to staff, content that is engaging and teachers that have the tools, strategies to establish high expectation for behavior within the classroom setting.

Goal Statement

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to recognizing student accomplishments, behavior, 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 while providing opportunities for students to connect to school. Progress monitoring will include suspension reports, attendance reports, chronic abs, and panorama survey.

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

The RCMS suspension rate for 24/25 on the California dashboard is in green which declined 9.7% with unduplicated rate at 8%. We identified a conitued need to support our AA student group, while the overall rate descreased, it is still our objective to get this student group out of orange.

Our Chronic absenteeism rate is in orange at 29.5%, which is an declined of 2.4% from the previous year. RCMS has 7 student groups in orange, which includes AA, EL, Homeless, LTEL, SED, and SWD. While all these gropus declined, RCMS still has a need to furhter support all students groups.

The Panorama 24-25 student climate survey “safety” is at 56% which is a increase of 5% from the previous year, which indicates a clear need to coninute working on school climate.

The Panorama student climate survey “sense of belonging” is at 51% which is a increase of 3%., which indicates a clear need to coninute working on school climate.

Attendance rate year to date is 93.21%, which is short of our established goal of 94.2%.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92%	Student Attendance Rates All Students (ALL) - 93.3 > actual outcome to date

Metric/Indicator	Baseline	Expected Outcome																																																								
		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><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>29.5% Chronically Absent</td><td>Declined 2.4</td></tr><tr><td>EL</td><td>Orange</td><td>25.9% Chronically Absent</td><td>Declined 0.8</td></tr><tr><td>Hisp</td><td>Yellow</td><td>29.1% Chronically Absent</td><td>Declined 3</td></tr><tr><td>AA</td><td>Orange</td><td>30.6% Chronically Absent</td><td>Declined 10.7</td></tr><tr><td>SED</td><td>Orange</td><td>29.3% Chronically Absent</td><td>Declined 2.9</td></tr><tr><td>SWD</td><td>Orange</td><td>35.5% Chronically Absent</td><td>Declined 12.8</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	29.5% Chronically Absent	Declined 2.4	EL	Orange	25.9% Chronically Absent	Declined 0.8	Hisp	Yellow	29.1% Chronically Absent	Declined 3	AA	Orange	30.6% Chronically Absent	Declined 10.7	SED	Orange	29.3% Chronically Absent	Declined 2.9	SWD	Orange	35.5% Chronically Absent	Declined 12.8	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>28%</td><td>declined 1.5</td></tr><tr><td>EL</td><td>Organge</td><td>24.9</td><td>declined 1.0</td></tr><tr><td>Hisp</td><td>yellow</td><td>28.1</td><td>maintained 1.0</td></tr><tr><td>AA</td><td>Yellow</td><td>27.6</td><td>declined 3.0</td></tr><tr><td>SED</td><td>Orange</td><td>28.3</td><td>declined 1.0</td></tr><tr><td>SWD</td><td>yellow</td><td>33.5</td><td>declined 3.0</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	28%	declined 1.5	EL	Organge	24.9	declined 1.0	Hisp	yellow	28.1	maintained 1.0	AA	Yellow	27.6	declined 3.0	SED	Orange	28.3	declined 1.0	SWD	yellow	33.5	declined 3.0
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Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - .3% English Learner (EL) - 0% Hispanic (Hisp) - 0.2% African American (AA) - 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - .3% African American (AA) - 0%																																																								

Metric/Indicator	Baseline	Expected Outcome
White	White 1.2%	white 0%
Panorama Survey – SEL Survey Growth mindset Self-management Perseverance	Panorama Survey – Growth mindset - 59% Self management 54% Perseverance 48%	Panorama SEL Growth mindset 65% Self-management 60% Perseverance 55%
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 a variety of services to include Tier 1 recognition events to include monthly student recognition for behavior which includes no suspensions, or OTL each month. Students will also be recognized for the monthly attendance rate for students attending school 94% of the time each month. Additional opportunities will include awards assemblies for attendance, GPA criteria of 2.0 or better, and no suspensions for the semesters. We will continue with our school-wide token economy system that recognizes students daily in class. Progress monitoring will be done using monthly attendance rates, suspension reports, and Synergy for no OTL. Panorama surveys will be used as our progress monitoring tool along with monthly suspensions, attendance rates.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, school secretary, counseling team and prevention specialist

Proposed Expenditures for this Strategy/Activity

Amount

2178.6

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Connecting students to school through our token economy system where students receive “super students” for attendance, behavior in classroom and being caught “doing the right thing.” Awards will include preferred activities, school supplies, and theme days, and school wide celebrations

Strategy/Activity 2

RCMS is committed to fostering a welcoming and inclusive environment where students feel a strong sense of belonging. We will achieve this through a variety of engaging activities throughout the school day, during lunch, after school, along with our after-school programs, and our clubs. To include a pre-school orientation for 6th grade students. Expanded Athletic Opportunities will be provided to ensure more students can participate in athletics, we are expanding our sports coaching staff with designated stipends. This will provide greater access to team sports and promote teamwork, sportsmanship, and physical activity. RCMS is dedicated to providing a safe and secure learning environment for all students. Our student ID program, with its easy replacement options, is one way we achieve this. We also proactively monitor progress through panorama surveys, attendance rate, chronic abs.

Students to be Served by this Strategy/Activity

<u>X</u>	All
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Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, counseling team, staff, prevention specialist

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials for daily lunch time activities to include daily sports, weekly art supplies, themes weeks throughout the year.
Amount	4000
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	staff stipends to support student connections through sports by increasing the number of coaches available in order to accommodate an increase in students participation
Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Safety initiatives through ID and replace ID program

Strategy/Activity 3

To create a strong sense of belonging for all students, RCMS will implement a two-pronged approach. First, Peer Leaders Uniting Students (PLUS) program will be utilized to train student leaders to foster a welcoming and inclusive environment for all students. PLUS leaders will provide social-emotional support and help their peers feel seen, valued, and connected. The support funding for this strategy we will buy the prep of our Plus Adviser to teach the class. Secondly, we recognize that attending school regularly is crucial for students to feel connected to the school community; therefore, we will create a chronic absenteeism support system. This program will provide targeted support to at-promise students and families facing barriers to attendance. Through home visits and other services, we aim to help chronically absent students feel more connected to RCMS. Attendance reports, chronic absenteeism reports, and panorama surveys will be used as our progress monitoring tools.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

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	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Implement student-led school culture programs including PLUS and Peer Leadership supplies and text to support in class lessons and activities. extra duty
Amount	23846.6
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Plus program, teacher prep buyout as Plus Adviser
Amount	6465.8
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits of prep buy out of PLUS adviser
Amount	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Chronic absenteeism team for early identification, home visits after school hours for certificated team members
Amount	1500
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Chronic absenteeism team for early identification, home visits after school hours for classified team members
Amount	8000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Connecting new 6th grade students to school utilizing a one day 6th grade orientation prior to the beginning of school.

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials, supplies to support 6th grade orientation

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, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

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, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	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	\$167,058
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,132.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	176,993	0.00
Title I Part A: Parent Involvement	3,448	0.00
LCFF	128,691	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	\$176,993.00
Title I Part A: Parent Involvement	\$3,448.00

Subtotal of additional federal funds included for this school: \$180,441.00

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	\$128,691.00

Subtotal of state or local funds included for this school: \$128,691.00

Total of federal, state, and/or local funds for this school: \$309,132.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	128,691.00
Title I	176,993.00
Title I Part A: Parent Involvement	3,448.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,746.60
2000-2999: Classified Personnel Salaries	69,692.00
3000-3999: Employee Benefits	47,401.80
4000-4999: Books And Supplies	75,291.60
5000-5999: Services And Other Operating Expenditures	36,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	69,246.60
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
3000-3999: Employee Benefits	LCFF	10,265.80
4000-4999: Books And Supplies	LCFF	38,178.60
5000-5999: Services And Other Operating Expenditures	LCFF	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	11,500.00
2000-2999: Classified Personnel Salaries	Title I	67,692.00
3000-3999: Employee Benefits	Title I	37,136.00
4000-4999: Books And Supplies	Title I	33,665.00
5000-5999: Services And Other Operating Expenditures	Title I	27,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,448.00

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
Elizabeth Vieyra				X	
Alma Hernandez				X	
Nicholas Gurno				X	
Mario Lagazo			X		
Kain Ducusin					X
Kai Fusion					X
Gabriel Garcia Cruz					X
Cece Lane					
Carroll Gafney		X			
Jasmin Burgos		X			
Cintha Sierra - Ayala		X			
Bernie Marez		X			
	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
	Other: SSC - Chairperson

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

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

This SPSA was adopted by the SSC at a public meeting on 10/8/25.

Attested:

	Principal, Bernie Marez on October 8, 2025
	SSC Chairperson, Carol Gafney on October 8, 2025

Title I and LCFF Funded Program Evaluation

Goal #1:
At RCMS, our goal is to serve students so that every student attains grade-level proficiency in our CORE academic subjects, encompassing English Language Arts, Mathematics, Science. We will achieve this through a multifaceted approach that includes research-backed instructional methods, to include CKH, Thinking maps, Kagan structures, the strategic deployment of targeted interventions such as EL academic Bootcamps grounded in ELPI and REFP principles, dedicated designated EL time for the first 15 minutes of each ELA class on campus and the provision of dedicated paraprofessional support and services for our English Learner and Resource Specialist Program students in Science/History. Furthermore, we are committed to the purposeful integration of technology and educational software to enhance learning experiences, coupled with the continuous analysis of monthly data derived from STAR assessments and ELA, Math, Science, and History common assessments. This data-driven approach will empower us to consistently monitor student progress and make timely instructional adjustments to ensure all students reach their full academic potential.

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>
RCMS will continue to provide professional development opportunities focused on research-based instructional strategies to address identified needs in ELA and Math. Teachers will receive training in CKH, Thinking Maps, and Kagan Structures, all of which are research-supported methods designed to increase student engagement and accommodate diverse learning styles. Dedicated time, both during and outside of the school day, will be provided for teachers to collaborate and plan lessons utilizing Kagan and CKH strategies. Peer classroom visits will also be facilitated to observe targeted strategies in practice. Ongoing support will be provided throughout the school year by our on-site Kagan Coach and our MTSS Coach for CKH. Evidence collection will take place Monthly, inline with our professional development timeline, teachers will submit PLC guideline when departments meet for collaboration. These instructional strategies will enhance learning experiences for all students, including those with diverse needs, and to foster a positive and productive classroom environment. Resources, materials, supplies, and collaboration time will	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. 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.	24-25 we did have a gap with training all staff in CKH, we have 11 teachers that were unable to attend the training.	In the 25/26 school year we will be hosting a training during working hours on CKH for the 11 staff members that were unable to attend the previous year.

be allocated to support the effective implementation of these strategies. Student progress will be monitored throughout the year using a variety of measures, including common assessments, STAR testing, CAASPP data, and Panorama surveys.			
Enhancing student achievement through strategic paraprofessional integration and equitable resource allocation. This approach outlines a framework for funding two and deploying paraprofessionals within the classroom setting to optimize academic success, services for all students, and includes EL's and RSP students with a particular emphasis on promoting equitable support for students. Para's will have specific students groups to support and student will be clearly identified for progress monitoring to include common assessments and STAR outcomes, common assessments in Science and History.	We achieved this action and were able to hire two para professionals, who support all students with a focus area in History, Science for RSP, EL, and struggling students.	We are please with the progress made in the first year.	Adjustments will include providing paras with a list of targeted students so they can keep track of the students they serve for monitoring purposes.
TARGETED STUDENT ACADEMIC INTERVENTIONS We will continue with the "Ahead of the Game" extended-day tutoring services program to address identified learning needs and promote academic success. This program will provide targeted support to students in core content areas (English Language Arts, Mathematics, Science, and Social Studies) three days a week. Student selection will be data-driven, utilizing CAASPP scores, teacher recommendations, and progress monitoring data including common assessments, grade distribution analysis reports, and STAR results, and common assessment outcomes. Qualified teachers, one from each core area, will lead the program, ensuring focused and comprehensive support. This will include EdCamps to support EL students twice a month and every Wednesday. Progress monitoring will include common assessments and STAR results, Panorama surveys.	This services continues to be a good resources for students as they get tutoring from certificated staff who are qualified to support all content areas. With support from the central office provided for our EL bootcamps on Wednesdays.	We are pleased with progress to date, and STAR reports show an upward trajectory for the year.	We are planning on offering additional EL Bootcamps to include Saturdays. Our objective is to start in early October and increase student engagement with increasing hands on opportunities.
Target EL support and service through Language bootcamps Wednesdays and Saturday's and the use of first best instructional practices, to include Kagan Structures, Thinking maps, CKH	The targeted support and services provided through the Wednesday and Saturday Language Bootcamps, coupled with the consistent	Our progress monitoring indicates that we are making adequate progress moving forward for the current year.	We will continue with the program as one of our objectives is to continue supporting EL's and provide

among practices.. These instructional strategies are intended to enhance learning experiences our EL population, and newcomer students to foster a positive and productive classroom environment. Resources, materials, supplies, and collaboration time will be allocated to support the effective implementation of these strategies. Student progress will be monitored throughout the year using a variety of measures, including common assessments, STAR testing, CAASPP data, and Panorama surveys.	implementation of first best instructional practices, proved to be an effective strategy in fostering academic growth for English Learners (ELs). The observed increase in EL progress on STAR exams directly indicates that the focused language development opportunities offered in the bootcamps, alongside classroom instruction grounded in effective pedagogical approaches, significantly enhanced their learning. By allocating resources, materials, supplies, and dedicated collaboration time, educators were empowered to tailor their instruction and create a positive and productive classroom environment conducive to EL success. The continuous monitoring of student progress through various measures, including STAR testing, allowed for the identification of growth and the reinforcement of the efficacy of this comprehensive support strategy for ELs		opportuies for additional support
To effectively support our mainstream and sped population, we require a diverse range of resources. This includes instructional materials, supplies, and iPads to facilitate the development of essential life skills for our students. In addition, to enhance Science learning and promote a hands-on approach, we require additional instructional resources and materials to support and expand our Science labs. Funding will also be allocated towards instructional software that empowers both teachers and students in their educational endeavors. To monitor program effectiveness, we will utilize common assessments in core content areas and analyze mark distribution reports.	This strategy had two components, one was ipads for our FLS students which are used strategic tool to support learning and as a reward system for behavior. The hands on approach for Science saw an increased level of engagments and hands on approach and collaboartion with Science labs. Program software iReady for targeted students.	In addition to mark distrubution report we included Science common assessments to progress monitor.	We will be using STAR, IAB results as commone assessment in place of mark distribution reports
Our professional development program empowers teachers working with diverse learners to enhance academic achievement	Our PD inlcuded training on CKH, Kagan structures, Thinking maps and we were successfull for year	Our PD was very successful to move forward with year two practices.	Program will stay in place with year two training mastery of strategies.

and create a more inclusive learning environment. Emphasis will be on engagement strategies, and trainings that allow for greater access to CORE content for all students. Progress monitoring will be monitored through common assessments and STAR tests.	one of implimention and ready to move forward with year two.		
Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervene in CORE content areas. EdCamps will provide students with STEAM exposure and opportunities. Our Saturdays EdCamps are designed to also support and address the attendance and chronic absence Weekly attendance and chronic absenteeism reports will be used at the progress monitoring vehicles along with STAR testing.	Our EdCamps were a success with offering STEAM exposure conent as well as attendanc recovery. This has helped achieve the highest attendance rate of all secondary schools.	This practice is effective in that we focused our efforts on attendance recovery and support students with STEAM opportunities. .	Contindue with exisitng practices, but will be adding additional Science opportunities.
Enrichment opportunities will be provided through first-best instruction to connect students to the school through opportunities both during and outside of the CORE subject areas, enriching their overall educational experience through sports, the Arts, and VAPA activities. These experiences will be facilitated by teachers and administration during and outside the normal day. We will use the Panorama survey as our progress monitoring for students connecting to school.	One of our focus areas is with students engagent during and after the school day. We have invested with engaging students through sports, Arts and VAPA activies which incude band, sports. We hired an additional Art students to increase VAPA opportunities, in addition to 28 clubs on campus for students with an overall objective of conneting student to school.	This practices was a succfull part of our instructional program.	Maintain baseline actions, and build on Art and band programs
Extended, exploration, and enrichment learning opportunities for students with College and Career opportunities services. Resources will be utilized by certificated staff to build College and Career-Ready awareness and foundational information for pathways. Experiences will include career and college visits. Supplies materials for planned activities to include research, campus visits, weekend college games, and other experiences. Subs, transportation support materials as needed. The panorama survey will be used to process monitor.	Through our counseling team and C&C Ready team took students on two college visitations, and career opportunities that don't require a four year degree. Our college and career team also provided theme days for college, job fairs.	Problem worked as intended.	We will maitain base program and look to expand the number of college visitations, and bring colleges to RCMS through college fair.
Technology will be maintained, refreshed, and purchased technology to be utilized by student learning in the classroom through our 1:1 computer deployment	Sites now purchase and maintian replace and loaner program for our 1:1 computer initiative. Suport	Initiative worked a planned	We will be maintain same practices.

support and resources including but not limited to technology hardware and software to support learning of all student groups. Library monitoring, Commone assessmetns, panorama survey.	software include iReady, and ReadingPlus		
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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.

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>
RCMS is dedicated to cultivating robust family engagement through a multi-faceted approach. This includes diverse engagement opportunities through a variety of avenues for families to connect with the school, including governance bodies like the SSC and ELAC. Building parent capacity through Tailored interactive sessions equips parents with the technological skills needed to support student learning platforms. We will foster connections using themed events (Hispanic Heritage month, Black History month, Native American celebration, community BBQ's and recognition programs to promote family participation and celebrate student achievements, building a vibrant school community. We will develop parent leadership by sponsoring a cohort to attend the CAFE Delegation, fostering leadership skills within the parent population. Panorama surveys will be utilized to monitor progress and tailor future initiatives.	PARENT PARTICIPATION and Connection Activities: Success in fostering robust family engagement is evident in several interconnected ways based on these actions. Increased and more diverse participation in school life, particularly within governance bodies like the SSC and ELAC, will signal that families feel valued and have a voice in decision-making. The tailored interactive sessions empower parents with the digital literacy necessary to actively support their children's learning at home, bridging the school-home divide. The popularity and positive atmosphere of themed events and recognition programs will demonstrate a stronger sense of community and shared celebration of student accomplishments. Furthermore, the development of parent leadership through the CAFE delegation will cultivate a sustainable	We feel we have a strong foundation, but we are looking to increase the number of parents that attend which we will increase school to home communication via ParentSquare, and continue providing families with opportunities to support the school.	RCMS has a good foundation, but we are looking to build on current success and increase the number of families participating in school/parent events.

	network of engaged advocates for the school. Finally, positive trends in Panorama survey data will provide concrete evidence that these multi-faceted initiatives are effectively building stronger family-school partnerships and contributing to a more vibrant and supportive learning environment for all students.		
Student Recognition Events and Ceremonies - Supplemental supplies, materials and resources will be purchased to support student recognition events as a vehicle to connect parents, and communities partners to school. Panorama surveys will be used to progress monitor and monitoring number of parents that attend school sponsored events.	The success of this initiative will be evident through several key indicators. The purchase of supplemental supplies and resources directly supports engaging and meaningful student recognition events, which act as a vital bridge connecting parents and community partners to the school environment. The effectiveness of these events in fostering this connection will be actively monitored through the number of parents attending school-sponsored events. Furthermore, the use of Panorama surveys provides valuable insights into the progress of the initiative by capturing perceptions and feedback from stakeholders, allowing for data-driven adjustments and ensuring the initiative is truly achieving its goal of strengthened school-family-community partnerships.	To date we are please with progress at this point, but will focus on student comprehending what panorama survey is asking.	Coundeling team will be making presentation classroom presentation to present scenariiuos for student to increase comprehension.

Goal #3:

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to recognizing student accomplishments, behavior, 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 while providing opportunities for students to connect to school. Progress monitoring will include suspension reports, attendance reports, chronic abs, and panorama survey.

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 a variety of services to include Tier 1 recognition events to include monthly student recognition for behavior which includes no suspensions, or OTL each month. Students will also be recognized for the monthly attendance rate for students attending school 94% of the time each month. Additional opportunities will include awards assemblies for attendance, GPA criteria of 2.0 or better, and no suspensions for the semesters. We will continue with our school-wide token economy system that recognizes students daily in class. Progress monitoring will be done using monthly attendance rates, suspension reports, and Synergy for no OTL. Panorama surveys will be used as our progress monitoring tool along with monthly suspensions, attendance rates.	This program demonstrates significant success in fostering school connection and positively impacting key indicators by implementing a multi-tiered system of support. The consistent Tier 1 recognition events, such as monthly awards for behavior (no suspensions or OTL) and attendance (94% or higher), directly incentivize positive student conduct and regular school engagement. These proactive measures, coupled with semesterly awards for attendance, GPA, and behavior, cultivate a culture of achievement and belonging. The ongoing school-wide token economy further reinforces positive behaviors daily. The positive impact is evident in the current high attendance rate of 93.1%, a decrease in chronic absenteeism, and a lower suspension rate, all tracked through consistent progress monitoring using attendance data, suspension reports, Synergy for OTL, and Panorama surveys, indicating a clear correlation between the program's initiatives and improved student outcomes.	Initiative worked as planned	maintain full implementation, and look to change up activities to keep engagement high.

RCMS is committed to fostering a welcoming and inclusive environment where students feel a strong sense of belonging. We will achieve this through a variety of engaging activities throughout the school day, during lunch, after school, along with our after-school programs, and our clubs. To include a pre-school orientation for 6th grade students. Expanded Athletic Opportunities will be provided to ensure more students can participate in athletics, we are expanding our sports coaching staff with designated stipends. This will provide greater access to team sports and promote teamwork, sportsmanship, and physical activity. RCMS is dedicated to providing a safe and secure learning environment for all students. Our student ID program, with its easy replacement options, is one way we achieve this. We also proactively monitor progress through panorama surveys, attendance rate, chronic abs.	The success of the RCMS program is strongly indicated by its multifaceted approach to student well-being and engagement. By prioritizing a welcoming and inclusive environment through engaging activities integrated throughout the school day and beyond, RCMS fosters a strong sense of belonging. The proactive measure of a pre-school orientation for incoming 6th graders demonstrates a commitment to easing transitions and building connections early on. Furthermore, the strategic expansion of athletic opportunities, supported by increased coaching staff and stipends, ensures greater access to team sports, thereby promoting crucial life skills like teamwork and sportsmanship alongside physical activity. Finally, the dedication to safety and security, exemplified by the student ID program and proactive monitoring of student progress through surveys, attendance rates, and chronic absenteeism, creates a supportive and secure learning environment conducive to student success.	Program is having a positive impact; therefore, will remain in place.	maintain full implementation
To create a strong sense of belonging for all students, RCMS will implement a two-pronged approach. First, Peer Leaders Uniting Students (PLUS) program will be utilized to train student leaders to foster a welcoming and inclusive environment for all students. PLUS leaders will provide social-emotional support and help their peers feel seen, valued, and connected. The	This program achieved success by strategically implementing a two-pronged approach focused on fostering a strong sense of belonging, evidenced by a significant 23% decrease in student suspensions. The Peer Leaders Uniting Students (PLUS) program empowered student	Program is gaining traction among student body	maintain full implementation, and streamline interview process to selecting students by having 1:1 interviews.

support funding for this strategy we will buy the prep of our Plus Adviser to teach the class. Secondly, we recognize that attending school regularly is crucial for students to feel connected to the school community; therefore, we will create a chronic absenteeism support system. This program will provide targeted support to at-risk students and families facing barriers to attendance. Through home visits and other services, we aim to help chronically absent students feel more connected to RCMS. Attendance reports, chronic absenteeism reports, and panorama surveys will be used as our progress monitoring tools.	leaders to cultivate a more welcoming and inclusive atmosphere, providing crucial social-emotional support that helped students feel valued and connected. Complementing this, the chronic absenteeism support system directly addressed barriers to attendance through targeted support for at-risk students and families, aiming to strengthen their connection to the school community. The positive impact of these initiatives is clearly demonstrated by the improved student behavior reflected in the reduced suspension rates, indicating a more positive and supportive school climate.		
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Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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