

School Year: 2025-26



Board Approved
November 18, 2025

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rancho Mirage Elementary School
Address	42-985 Indian Trail Road Rancho Mirage, CA 92270-4102
County-District-School (CDS) Code	33-67173-6032445
Principal	Dr. Ryan E. S10/30/3035aunders
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2025-06/20/2026
Schoolsite Council (SSC) Approval Date	10/30/305
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

Vision Statement

At Rancho Mirage Elementary, we envision a vibrant and dynamic learning community where every student is empowered to reach their fullest potential. We are dedicated to creating a nurturing, secure, and equitable environment where diversity is celebrated and all voices are heard. Our school is a place where students are encouraged to explore their passions, honor each other's unique perspectives, and cultivate mutual respect. By fostering a culture of inclusion and acceptance, we aspire to develop compassionate, resilient learners who are prepared to thrive both academically and personally in a global society.

Mission Statement

Rancho Mirage Elementary is passionately committed to providing a world-class education that champions both academic excellence and the holistic development of every student. Our mission is to ensure that each child feels safe, valued, and connected within a supportive and inclusive community. We prioritize student well-being and cultivate a spirit of belonging by embracing the richness of our diverse backgrounds and experiences. Through a rigorous, innovative curriculum and a focus on critical thinking, creativity, and collaboration, we equip our students with the essential skills and character needed to navigate and succeed in an ever-changing world. At Rancho Mirage Elementary, we prepare lifelong learners and responsible global citizens who are ready to make a positive difference.

School Profile

Vision Statement

At Rancho Mirage Elementary, we envision a vibrant and dynamic learning community where every student is empowered to reach their fullest potential. The school is located in South Rancho Mirage and was built in 1962. We are dedicated to creating a nurturing, secure, and equitable environment where diversity is celebrated and all voices are heard. Our school is where students are encouraged to explore their passions, honor each other's unique perspectives, and cultivate mutual respect. By fostering a culture of inclusion and acceptance, we aspire to develop compassionate, resilient learners who are prepared to thrive both academically and personally in a global society.

Mission Statement

Rancho Mirage Elementary is passionately committed to providing a world-class education that champions academic excellence and every student's holistic development. We aim to ensure each child feels safe, valued, and connected within a supportive and inclusive community. We prioritize student well-being and cultivate a spirit of belonging by embracing the richness of our diverse backgrounds and experiences. We equip our students with the essential skills and character to navigate and succeed in an ever-changing world through a rigorous, innovative curriculum and a focus on critical thinking, creativity, and collaboration. At Rancho Mirage Elementary, we prepare lifelong learners and responsible global citizens ready to make a positive difference.

The California Department of Education's frameworks and standards for each grade and subject emphasize shared responsibilities and instructional support. Rancho Mirage Elementary School, part of the Palm Springs Unified School District, offers diverse instructional support crucial to achieving green (ELP), yellow (ELA), and yellow (Math) ratings on the California Dashboard.

Our school's commitment lies in delivering a comprehensive curriculum aligned with California state standards, fostering high expectations for student mastery. We continuously monitor student progress, providing rigorous interventions for those below standards, aligning with Common Core State Standards in Reading and Math. We track progress through grade-level units, district STAR assessments (5 times a year), and the California Assessment of Student Performance and Progress (CAASPP). Parents are regularly informed of their child's progress through mail, Back to School Night, and our communication platform, Parent Square.

Student Demographics: 396

Female 52.4% Male 47.6%

American Indian or Alaska Native 0.3%

Asian 0.9%

Black or African American 3.6%

Filipino 1.5 Hispanic or Latino 63.4%

Native Hawaiian or Pacific Islander 0.3%

Two or More Races 3.3%

White 26.8%
English Learners 22.6%
Foster Youth 1.5%
Homeless 11.6%
Socioeconomically Disadvantaged 81.5%
Students with Disabilities 10.7%

We honor student achievements through activities such as Accelerated Reader Assemblies, Trimester Awards, and monthly award assemblies for reading progress. Additionally, we offer a wide range of after-school clubs and partnerships like Robotics programs and Musical Theater University. Special Education services are integrated to ensure all students can access the core curriculum.

To facilitate a smooth transition from Early Childhood Education (ECE) to Kindergarten, collaborative meetings between ECE and Kindergarten teachers occur regularly, supported by centralized Title I funds. The School Site Council (SSC) updates a robust Single Plan for Student Achievement (SPSA) annually to ensure continual improvement, addressing parent, teacher, and student feedback.

Our focus remains on effectively implementing Math and Reading programs, monitoring progress through SSC and ELAC oversight, and making necessary adjustments to the SPSA for optimal student success.

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 Rancho Mirage Elementary School Site Council (SSC) and English Language Advisory Committee (ELAC) convene at least four times annually to assess and revise the school plan, encompassing proposed allocations of Title I funds. Establishing school objectives stems from a thorough needs assessment that scrutinizes verifiable state data, incorporating insights from the CA School Dashboard. Supplementary district and school data, such as interim evaluations, are employed to gauge and oversee progress throughout the academic year. These datasets undergo scrutiny by staff, School Site Council Members, and the English Language Advisory Committee to aid in goal formulation. School objectives harmonize with PSUSD LCAP goals, encompassing identical metrics and indicators. Our institution has been pinpointed for targeted support concerning ELPI and chronic absenteeism of EL students. Feedback and guidance are sought from school advisory committees, including the ELAC and School Leadership team. The RMES School Plan delineates how LCFF and Title I funds will be deployed to enhance the academic performance of all students and bridge achievement gaps among student groups.

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

Nomination and Election Process:

Requests for nominations for SSC were sent to parents and the community. These requests were disseminated to stakeholders via phone calls, Parent Square, and Blackboard. Once names were collected, ballots will be sent, and the due date of August 19, 2024, is set. Nomination flyers and responses were collected via Google Forms, and a Google Form ballot were distributed via Parent Square with a due date of August 26, 2024.

Title I Parent Information Presentation: Back to School Night 8-5-2024

SSC Election Dates and Results: Community / Parents (Nominations August 26, 2024; Ballot August 30, 2024)

Both staff and parent elections were held because it was the end of year 2 for several positions on the SSC.

Our SSC and ELAC were not combined committees this year, and our ELAC parent representative was to have distributed district DLAC information at each of our scheduled ELAC meetings.

SSC Meeting Dates and Topics for the 24-25 school year:

September 9-19-2024: It was discussed that we continue to separate SSC and ELAC into two comprehensive groups to promote equity of EL students. ELAC RMES Mission Statement shared; SPSA-School Funds discussion about SSC parent positions for SSC. SSC bylaws were sent to each member before the meeting for review for possible revisions at the next meeting.

October 24, 2024: Mr. Hagar reviewed Title I and how the funds are allocated, and we discussed what to do with the additional funds received this year. SSC members asked clarifying questions. Each SSC member received the current bylaws via email before the meeting. The bylaws were reviewed, and there were no revisions suggested or made. The SSC reviewed the School Plan for Student Achievement (SPSA) for the 2023-2024 school year and examined current budget allocations. Mr. Hagar reviewed the different funding sources in the SPSA and the new amount of money allocated to Title I.

The money was proposed to be used for instructional support in each classroom at all grade levels to support the tier II time in our MTSS model. SSC requested that a working copy of the SPSA be sent to all meeting attendees for review. SSC reviewed overall data sets for CAASPP and STAR results.

January 30, 2025- Virtual Meeting, Approval of meeting minutes from 10-24-2024. Title I funding and restrictions regarding the current SPSA were reviewed. A proposal to have a working draft 25-26 by the March meeting, which would reflect the appropriate budget allocations taken into consideration, was discussed. Budget adjustments in both LCAP and Title I funding sources were examined for the 2024-2025 school year, and what to expect for the 2025-2026 school year. 3 ELAC members also attended the meeting and participated in the discussion surrounding the budget and student attendance concerns.

April 30, 2025: This meeting allowed the SSC to review the proposed budget alignment allocations for the 2024-2025 school year before submitting the completed draft of the 2025-2026 SPSA for submission in May. The review of the SPSA was completed and agreed upon. SSC recommendations for the SPSA were to support teacher planning days before the start of school, to continue to support increased hours for paraprofessionals and supervision aides,

SSC recommendations for the SPSA were to support teacher planning days before the start of school, continue to allocate funds for AR and Math Shelf programs along with the inclusion of the Uniqlearn enrichment program and continue to support increased hours for paraprofessionals and supervision aides, all for student support in an MTSS model based on ongoing formative and summative assessment data provided by teachers. It has also been approved to fund a 7 hr. BIA for all student support based on need. To support EL students who fall into the red category for ELPI34.6% (-15.6%) and are chronically absent 34.9%(+0.7%), the SSC recommended providing families with opportunities to get involved in school through school-connected organizations or family enrichment programs/classes that emphasize the importance of school attendance and how the family unit can be supported. The family engagement center was also discussed as a possible resource to support the EL-designated groups.

5-15-2025- Revisions of the SPSA were reviewed by the SSC, and a majority vote was cast in favor of the edits.

The school administration met with District Coordinator Robin Hinchliffe to work towards establishing an autonomous ELAC at RMES.

9-13-2024: EL excellence awards were held to honor our EL students at RMES. The event also provided an avenue for discussing the development of ELAC at RMES, including how to get involved and the level of commitment required. Twenty families signed up to be involved with ELAC. Our FACES person has resigned, and RMES will work with another Family Engagement Center representative to develop a strong ELAC at RMES.

Nominations and election procedures were applied during the first ELAC meeting on 10-15-2024.

10-15-2024: This was the first ELAC meeting, and the attending members participated in the required compliance training. As a group, we also discussed the importance of the group having representation and a voice based on both student performance and attendance. Student performance concerning English Language (EL) students at RMES was a concern, and this group is currently performing in the red in English Language Arts (ELA) (very low, 74 points below the

standard), based on CAASPP data. However, the same group is also very low in English Language Proficiency Improvement, ELPI34.6% (-15.6%), and are chronically absent 34.9%(+0.7%)

12-10-2024: Three ELAC members attended our SSC meeting via Zoom to discuss budgetary information, student achievement data, and attendance data.

2-27-2025: Two ELAC members attended this meeting, which was held via Zoom, so the topics of budget and attendance were tabled for a future meeting. It was discussed that families were fearful to come to the school in person due to the state of the country. Needs assessment surveys were sent home with students on February 28, 2025.

4-24-2025: We discussed the following: SSC recommendations for the SPSA were to support teacher planning days before the start of school, continue to allocate funds for AR, Math Shelf, and Uniqlearn programs, and continue to support increased hours for paraprofessionals and supervision aides, all for student support in an MTSS model based on ongoing formative and summative assessment data provided by teachers. It has also been approved to fund a 7 hr. BIA for all student support based on need. To support EL students who fall into the red category for ELPI-5.1 DFS and are chronically absent (0.7% or more), the SSC recommends providing families with opportunities to get involved in school through school-connected organizations or family enrichment programs/classes that emphasize the importance of school attendance and how the family unit can be supported. The family engagement center was also discussed as a possible resource to support the EL-designated groups. An additional bilingual para that will be designated for the support of only EL students to improve ELPI was approved.

Throughout the school year, the Instructional Leadership Team, ELAC, and School Site Council groups have been informed of the Additional Targeted Support and Improvement (ATSI) redesignation of exiting the program.

Fall 2025/2026 SPSA Revise & Update:

School Site Council:

Nominations went out on 08/21/2025 and were open for 8/28/2025. The nominations were shared via ParentSquare and Google Classroom, and a direct email to all members of each group: Parents, Staff, & Other. A text message was also sent to all parents. Paper nomination forms were available upon request. No requests were made. An email reminder and Parent Square post went out on 08/23/2025. A reminder to staff was posted in Google Classroom as well as an email. A second reminder to all groups went out again on 08/25/2025 via Parent Square and email.

Ballots were sent to members of the group via Parent Square, Google Classroom, and email. Ballots were open from 09/01/09/05. A reminder was sent to all members in ParentSquare, Google Classroom, and email on 09/04/2025. Another email and text reminder to parents was sent on 09/05 prior to closing of the ballots. Paper ballots were available upon request. One was requested and received on 09/05/2025.

Election results were shared via ParentSquare and email on September 9th via Parent Square and email to staff. +1 Paper Ballot—one vote for Lessette Bernedetti was received. The paper ballot is on file in the office of the principal. The School Site Council is comprised and meets legal requirements.

English Learner Advisory Committee:

Nominations went out on 08/21/2025 and were open for 8/28/2025. The nominations were shared via ParentSquare. An email reminder and Parent Square post went out on 08/23/2025 for all nominations. A second reminder to all groups went out again on 08/25/2025 via Parent Square and email. At the end of the window, there were no nominations received. Dr. Saunders recruited our Parent Engagement FACES Liaison who called and personally invited parents to nominate themselves. No nominations were received. An informational ELAC meeting was held 09/24/2025 to learn about the role of the committee, and to recognize students who made adequate growth. As a result, three nominations were received. A ballot was created and shared on Parent-Square on 09-25. A reminder was shared on 09/29/2025, and the ballot closed on 09/30. The following were elected: Carmen Montejano, Susy Sandoval, and Elsa De La Cruz. Two of the three candidates are confirmed parents of English Learners; thus, we are appropriately composed.

SSC Meeting to Review Data:

School Site Council had two meetings prior to the meeting where the Fall SPSA Revise was voted on and approved.

09/18/2025: Reviewed preliminary SBAC, ELPAC, and projected dashboard data, funding updates. Council had discussion and requested principal to get more specific data around subgroup sizes.

10/02/2025: Reviewed the preliminary SBAC, ELPAC, and projected dashboard data again, provided previously requested subgroup numbers, recommended revisions, council discussed, and council made final revision recommendations.

10/30/2025: School Meeting was held to review ELAC input to the SPSA, review final draft of the Fall SPSA Revise, and then voted on the final SPSA.

Resource Inequities

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

The issue of resource inequities is based on the California State Dashboard student group report. It is particularly pronounced for English Learners, who often face significant barriers to accessing the educational resources and support they need to succeed. While efforts at RMES have been made to address these inequities, such as student achievement (ELPI) and chronic absenteeism, there is still much work to be done to ensure that all students have equal access to the resources and opportunities they need to thrive and reduce the rates of chronic absenteeism for ALL RMES students (33.3% -5.3%) but EL students 34.9% (+0.7%). Much more targeted work is needed to support our English Learner population, ELPI 36.4% (-15.6%). However, the EL students scored -57.3 dfs (+16.7dfs) in ELA and -70.2 dfs (+18.4dfs) in Math, moving from red to yellow.

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

2024-2025: Rancho Mirage has worked to address K-5 literacy by utilizing STAR assessment data to determine leveled groups and implementing tier II interventions in the classroom and the reading intervention class. Through progress monitoring, unit assessments, teacher collaboration, and planning, SMART Goals have been met, and students have shown growth. Assessment Data from School City and STAR testing are the most effective indicators of student progress, thanks to teacher collaboration and intentional, individualized planning. Each grade level focused on the achievement of each identified subgroup, including students with disabilities (SWD), homeless students, and English Learners. The purpose of analyzing sub-group achievement was to inform weekly lesson development that catered to the individual needs of all students within the learning environment.

Strategies that led to success will be maintained in the following ways:
ELA: Tier II intervention remains in place for the 25/26 school year. Teachers will utilize interim and STAR assessment data to determine student grouping and instruction for guided reading (materials: Wonders, Bridges, and other supplements). Professional Development (PD): Site-Level High-Impact Math Plan with LES as a focus, Grade [insert grade level], TK, K, 1, 2, 3, 4, and 5; Universal Design for Learning (UDL), UFLI, Heggerty, Science of Reading, Rigor and Depth of Knowledge; Engagement for English Language Learners, Professional Learning Community practices (collaboration, data analysis, SMART Goals, Units of Study development, best first instruction; grade level pacing guides for designated ELD with Science integration); level grouping for designated ELD (Kagan Strategies)

Regarding intentional and quality collaboration during PLC-designated time, teachers have worked diligently to use data to drive instruction by engaging in backward mapping of the standards schedule each trimester, identifying claims and targets of focus, creating short-cycle assessments based on SMART Goals, and adhering to agreed-upon best instructional practices. Targeted lessons are provided to specific sub-groups of English Learners for Tier 2 intervention in small groups during guided reading and Math. Teachers were also provided ongoing professional development refresher opportunities in gradual release lesson delivery to generate grade-level instructional agreements to support the ELA units of study and high-impact math for grades TK-5.

The student perceptions of the academic learning climate reflected a positive trend school-wide. Based on Panorama student data, areas of focus will include knowledge and fairness of discipline, rules, norms, sense of belonging, and safety. Teachers, school administration, and counseling will focus on creating a climate for student learning during teacher-led Social-Emotional Learning (SEL) sessions each school day. School counseling created, developed, supported, and applied this process during monthly SEL classes for all grade levels.

(Student) Winter 2025

Climate Survey Results from Grades 3-5 (132 responses)

- Climate for Academic Learning 90%, +7 Green
- Knowledge and Fairness of Discipline, Rules, and Norms 88%, +10 green
- Sense of Belonging 82% +7 Green
- Safety 73% +13 green

Family School Connectedness via Panorama Family Climate Survey

(ALL) (55 Responses)

- Knowledge & Fairness of Discipline, Rules, and Norms- 97% +2
- The Climate of Support for Academic Learning- 98% +1
- Sense of Belonging- 96%-1
- Safety 96% +3

During the 2025 panorama survey window, Rancho Mirage Elementary School recorded 55 responses in the family survey. The results demonstrated favorable results in all five areas, scoring between 96% and 98% favorable. Our highest areas in the survey were the climate of support for academic learning.

RMES has been redesignated and is no longer identified as a school site that qualifies for Additional Targeted Support and Improvement (ATSI) for three specific student groups: English Language Arts (ELA) student achievement for English Language Learners (EL), chronically absent students, and students with disabilities. RMES will continue to focus on EL students using the ELPI-5 data set and those chronically absent at a rate of +0.7%.

Supporting Actions:

The work done in collaboration with school administration, teachers, and counselors to develop school-wide expectations for behavior has been an ongoing effort contributing to the decrease in the student suspension rate. Additionally, school supervision aides have assisted inside and outside classrooms, monitored student behavior, and facilitated student achievement. Having multiple visible adults available for students helps decrease the likelihood of students getting into situations that could lead to suspension.

Continued, intentional professional development in both ELA and math, focusing on claims, targets, teacher talk moves, math discourse, and cooperative learning, has all included support for our English learners and all students at RMES. Our dedicated staff received four days of paid extra time to collaborate on developing ongoing units of study developed over the last four years, one per grade level. The teachers also collaborated with cytotis and administration to analyze unit assessments and data sets, guiding the direction of student achievement toward mastery. Seven teachers have chosen to participate in the LETRS cohort initiatives and completed year one of a two-year program. As the learning community, we continue to provide additional, intentional support in the foundations of reading for students at all levels and in all classes. Our reading intervention teacher, along with a 7-hour paraprofessional, also supports our students during Tier 2 reading time. We have strategically purchased additional supplies and materials to effectively implement strategies in teachers' lessons. Two of the most significant resources at our site are our site TOSA and our district-provided TOSA, which provides ongoing teacher coaching and support in both ELA and math. Due to budgetary constraints, our site TOSA will not be funded for the 2025-2026 school year. There is also an administrative mandate that teachers participate in one coaching cycle per trimester, based solely on their choice and need to improve classroom instruction. Grades three through 5 not only implement units of study and unit assessments, and participate in STAR assessments in reading and math five times a year. This aims to provide ongoing, up-to-date data that supports the direction of student needs.

To effectively analyze student performance throughout the year, RMES will collect and monitor key data points focusing on chronic absenteeism and academic progress, particularly for English Learners (EL). Chronic absenteeism rates will be tracked monthly using attendance reports disaggregated by subgroup, enabling early identification of at-risk students and timely intervention. While the overall schoolwide absenteeism rate has improved to 33.3% (a 5.3% decrease), EL students continue to require targeted support, as their rate increased slightly to 34.9% (+0.7%). Academic progress will be assessed through ongoing analysis of ELPI scores—currently at 36.4% (a 15.6% decrease)—and Distance from Standard (DFS) scores in ELA and Math, where EL students showed significant growth: +16.7 DFS in ELA and +18.4 DFS in Math, moving from red to yellow performance levels. This multi-layered approach will allow staff to evaluate the effectiveness of supports, adjust strategies as needed, and focus on reducing chronic absenteeism and increasing language proficiency and academic achievement among EL students.

In reflection on our California dashboard status of blue regarding student suspension, we will continue to work as a learning community by gaining feedback from families, students, teachers, and other supporting

staff members to develop a solid multi-tiered system of support that is geared toward positive and proactive interventions rather than punitive measures regarding student behavior. Our positive and productive approach appears to be reflected positively in our student and family panorama data, demonstrating favorable percentages.

2025/2026 Review of 2024/2025 Preliminary State and Local Data:

A root analysis was conducted on September 15, 2025 with the ILT focusing on Fall Screening Data, State Data, and made recommendations for SSC Consideration.

A survey went out to the entire certificated and classified staff to collect input from staff members on the Fall SPSA Revise. It was open from September 10-September 18th.

SSC Reviewed the data at two SSC meetings: 09/18/2025 and 10/02/2025.

ELAC Reviewed the data on 10/06/2025 and conducted the annual needs assessment.

The following successes were identified:

English Language Arts: Current Overall Proficiency Rate in Gr. 3-5-40.8% (+1.6%) and White 70.4% (+29.6 above schoolwide average).

Math: White 61.9% (+30.1% above schoolwide average).

Science: White 60% (+18% above schoolwide average).

Chronic Absenteeism: 30.4% (improvement of 2.9%), Hispanic 33.1% (improvement of 7.2%--3% above overall average), English Learners 15.5% (improvement of 19.4%--14.9% below overall average), SWD's 36.8% (improved by 8.1%--6.4% above overall average), Homeless 32.4% (improved by 13.9%--2% above overall average).

Suspension Rate: 1.4% (+.1%) (Maintained) Hispanic 1.2% (-.1%) White 1.8% (-.2%) English Learners 0% (No change) Homeless 0% (No Change)

ELPAC: 64 Total EL's Tested.

30 improved by 1 or more levels.

The following actions were identified as leading to these successes:

**The implementation of a schoolwide Writing Plan

**Decrease in Chronic Absenteeism due to the engagement actions like assemblies, RamWay Awards,

**Successful implementation of Literacy initiatives like small group reading instruction and Reading Intervention.

**Teachers have good strategies for gathering and looking at data to drive the instruction they provide and for grouping students into intervention levels.

**The TOSA provided professional development and training to staff in the area of literacy and equity.

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

RMES has been identified as a school site that must focus on English Language Learners (ELs) with very low English Language Proficiency (ELPI) performance and based on CAASPP data (74 points below standard, with a decrease of 48.1 points). Additionally, ELs, who are often paired with chronic absenteeism and low academic performance, are to be targeted.

Absenteeism Rates: Teachers, staff, and the principal worked diligently to contact chronically absent students and their families through multiple means, including Parent Square, Blackboard, daily phone calls, emails, and home visits. We also utilized our learning hub to focus on the students with insufficient attendance rates.

The attendance rate is approximately 92.29% across the school. Chronically absent (ALL RMES students (33.3% +5.3), EL students (34.9% +0.7%) are areas that need extra focus.

Academics:

ELA performance indicators were evident in the 2024-2025 California dashboard. In the area of ELA, all students scored in the low range (orange indicator), indicating a deficit of 5.1 points below standard proficiency. EL students scored (yellow indicator) in a low range, indicating a deficit of 57.3 (an improvement of 16.7 dfs proficiency).

Math performance indicators were evident in the 2024-2025 California dashboard. All students scored (orange indicator) in math in the low range, with a standard proficiency of -29.5 points. EL students scored (yellow indicator) low – 70.2 points below standard proficiency. Hispanic students scored (yellow indicator) a low proficiency of -47.8 dfs proficiency. However, white students scored (yellow indicator) -47.8 and are +5 dfs proficiency.

The STAR test is administered five times yearly, two more times than the district mandate. The data provides insight for school administration, teachers, and families into the direction of student achievement for all students at RMES.

Spring STAR data have been utilized as a critical piece of measurable data that drives the review and planning of content area interventions, directly impacting student achievement for all students at RMES. Go through to state need instead of talking about the data, Comprehensive STAR Data in Reading (SW)

Star Early Literacy Current Student Growth Percentile - 63.5%

Star Early Literacy Proficiency Rate- 45.5%

Star Math Current Student Growth Percentile- 51.7%

Star Math Proficiency Rate- 53.8%

Star Reading Current Student Growth Percentile- 64.2%

Star Reading Proficiency Rate- 53.8%

Supporting Actions:

Professional development has been provided over this school year, including Universal Design Learning, Understanding the SBAC Performance Task and designing instructional practices to help students navigate the process, high-impact math grades TK-5, Gradual Release Instructional Strategy, Claims, and Targets (Unpacking standards, understanding and applying DOK Levels of questioning), Kagan Strategies, Data Analysis, Backwards Mapping & PLC process-including collaboration with SMART Goals.

Actions in place address the needs of all students in ELA and Math. Actions in place also specifically address the needs of students with specific literacy gaps during our Tier 2 intervention instructional times. Tier 2 instruction is provided at all grade levels and is adjusted every week, reflecting student achievement. The site literacy coach, a designated paraprofessional, and the principal collaborate with each classroom teacher to provide tier 2 instruction. Our goal is to show growth for all student groups. We also address Math needs through Conceptual Math PD. (Both ELA and Math monitoring with PLC practices) Provide teachers with designated sub-release days to plan with school administration and the district's TOSA for planning purposes. By doing so, we analyze data to pinpoint performance gaps, plan for & deliver instruction, assess for growth, and determine if instructional practices in place are working for students in meeting SMART Goals.

RMES will also continue to promote a "Climate of Support for Academic Learning" across the campus through general education classes and through identified monthly SEL lessons provided by the school counselor. Universal Design for Learning emphasizes the importance of goal setting, and teachers want students to be successful by setting goals, being treated fairly, and reinforcing academic and behavioral expectations. According to the Student Socio-Emotional Learning Survey for "Self-Management," students would like to develop more skills, such as paying attention in class and staying organized and prepared for class. In the area of "Social Awareness," students would also like to be able to express their feelings about themselves and others. Activities for all students will support AA students, an identified student group needing support to improve the suspension rate. All staff will work with the administration and the school counselor to provide necessary student support, including 5th-grade virtual PowWow lessons, socio-emotional lessons, weekly check-ins on discipline and academics, TK and K socio-emotional lessons, anti-bullying lessons for TK-5, organization skills, study skills, and more. Recognition of students will continue to be used to encourage self-motivation to read, endure, and reach benchmarks (e.g., Ramhorn drawings, AR, attendance, trimester academics, such as ELA, Math, STEAM, etc.).

A critical area of focus at RMES is the enhanced and sustained support for English Learner (EL) students, particularly in attendance and academic achievement. While the overall chronic absenteeism rate among all students has improved to 33.3%, reflecting a 5.3 percentage point decrease from the previous reporting period, the chronic absenteeism rate for EL students has slightly increased to 34.9%, marking a 0.7 percentage point rise. This trend highlights the need for more tailored, culturally responsive attendance interventions to support the EL population.

Academically, EL students have experienced a significant setback in language acquisition, as evidenced by the English Learner Progress Indicator (ELPI) falling to 36.4%, a notable 15.6 percentage point decline. However, despite this drop, EL students have shown commendable growth in core academic subjects, with an increase of +16.7 points in Distance from Standard (DFS) for English Language Arts (ELA) and a +18.4 point gain in Math. To ensure that students performing within the yellow performance band continue to improve, RMES will implement a set of specific, data-driven metrics to monitor and guide progress.

These metrics include monthly attendance monitoring to identify individual absenteeism patterns, with a year-end goal of reducing EL chronic absenteeism by at least five percentage points. For language development, the school aims to increase the ELPI by a minimum of ten percentage points by the next reporting cycle, using quarterly benchmarks from the California School Dashboard. In academic performance, EL students in the yellow band will be expected to achieve at least a +10 point DFS gain in ELA and Math each semester. Language proficiency progress will be measured using interim ELPAC assessments, with the target of 60% of yellow-band students advancing by at least one proficiency level by the end of the school year. Additionally, participation in designated English Language Development (ELD) and supplemental support programs—such as after-school tutoring and small group instruction—will be documented and reviewed monthly. These strategic measures aim to close both the achievement and engagement gaps for English Learners at RMES through targeted, measurable, and timely interventions.

2025/2026 Review of 2024/2025 Preliminary State and Local Data:

A root analysis was conducted on September 15, 2025 with the ILT focusing on Fall Screening Data, State Data, and made recommendations for SSC Consideration.

A survey went out to the entire certificated and classified staff to collect input from staff members on the Fall SPSA Revise. It was open from September 10-September 18th.

SSC Reviewed the data at two SSC meetings: 09/18/2025 and 10/02/2025.

ELAC Reviewed the data on 10/06/2025.

The following needs were identified:

White students continue to be the only subgroup performing higher than the overall school average. All other subgroups are performing below the average.

English Language Arts: Increase Overall Achievement Rate

**Equity Gap: English Learners & SWD's

Mathematics: Increase Overall Achievement Rate

**Equity Gap: English Learners & Homeless

Science: Increase Overall Achievement Rate

**Equity Gap: English Learners & SWD's

Chronic Absenteeism: Decrease Overall Rate

**Equity Gap: SWD's

Suspension: Decrease or Maintain Overall Rate

**Equity Gap: SWD's

ELPAC: Increase Overall Rate of Adequate Progress

**English Learners *Increase Maintained-Level 3 (Low)

*(Level 3 (Low) students on the ELPAC are able to understand and use English in familiar situations with some support but may struggle with more complex or less predictable language. They can express basic ideas and follow simple conversations, yet still need scaffolding to develop accuracy, vocabulary, and fluency for academic tasks. More succinctly—BICS (Basic Interpersonal Communication Skills) are strong/CALP's (Cognitive Academic Language Proficiency) are weak.

There will need to be an actions in the SPSA to address these needs:

Additional funds will be allocated to focus on professional development around effective Math Instructional strategies.

Additional funds will be allocated to focus on professional development and effective Integrated and Designated English Learner Development strategies.

Additional funds will be allocated to focus on professional development and effective Universal Design for Learning planning.

Additional funds will be allocated to provide release time for teachers to train, collaborate, and collaboratively plan for math instruction, ELD instruction, Reading instruction, and educating parents around ELPAC, the EL Program, and Mathematical Concepts.

Additional funds will be allocated to provide tutoring, before and/or after school, to the students outlined above.

Additional funds will be allocated to provide additional training in the implementing the adopted curriculum with greater fidelity.

Reduce the funds allocated to supervision aides and allocate them to tutoring and programs like schoolwide token economy and incentives to increase attendance and academic achievement.

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	0.61%	0.32%	0.30%	2	1	1
African American	3.94%	2.91%	3.57%	13	9	12
Asian	1.52%	1.29%	0.89%	5	4	3
Filipino	0.30%	0.32%	1.49%	1	1	5
Hispanic/Latino	63.94%	66.02%	63.39%	211	204	213
Pacific Islander	0.30%	0.32%	0.30%	1	1	1
White	27.27%	26.21%	26.79%	90	81	90
Multiple/No Response	2.12%	2.59%	3.27%	7	8	11
Total Enrollment				330	309	336

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	66	48
Grade 1	55	36	36
Grade 2	53	55	50
Grade3	51	53	55
Grade 4	52	50	60
Grade 5	70	49	49
Total Enrollment	330	309	309

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	81	70	76	19.50%	24.5%	22.6%
Fluent English Proficient (FEP)	43	34	32	15.60%	13.0%	9.5%
Reclassified Fluent English Proficient (RFEP)		5	3	28.2%	7%	3.9%

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
336	81.5%	22.6%	1.5%
Total Number of Students enrolled in Rancho Mirage Elementary 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	76	22.6%
Foster Youth	5	1.5%
Homeless	39	11.6%
Socioeconomically Disadvantaged	274	81.5%
Students with Disabilities	36	10.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.6%
American Indian	1	0.3%
Asian	3	0.9%
Filipino	5	1.5%
Hispanic	213	63.4%
Two or More Races	11	3.3%
Pacific Islander	1	0.3%
White	90	26.8%

Conclusions based on this data:

- The majority of our student population comes from socio-economically disadvantaged backgrounds. Many of our families face significant financial challenges, which can impact access to educational resources, enrichment

opportunities, and other supports that contribute to academic success. At Rancho Mirage Elementary School, we recognize the profound effects that economic hardship can have on student learning and development. As a result, we are committed to creating a nurturing, equitable environment where all students, regardless of their socio-economic status, are provided with the tools, support, and opportunities they need to thrive both academically and personally.

Through targeted programs, strategic use of Title I funding, and strong family and community partnerships, we work to bridge opportunity gaps, ensuring that every child is empowered to reach their fullest potential.

2. Over the past year, Rancho Mirage Elementary School has experienced an increase in the percentage of students identified as English Learners (ELs). This growing demographic underscores the importance of maintaining a strong and consistent focus on designated English Language Development (ELD) instruction across all classrooms.

Despite the rise in EL enrollment, our commitment to providing high-quality, targeted ELD instruction has remained unwavering. Every classroom prioritizes designated instructional time specifically designed to address the unique linguistic and academic needs of English Learners. Teachers implement research-based strategies to build students' English proficiency, strengthen academic vocabulary, and develop the literacy skills necessary for success across all subject areas.

As a result of this intentional focus, we have seen measurable gains in student achievement among our EL population. Regular data analysis, collaborative planning, and differentiated instruction ensure that EL students receive personalized support that accelerates their language acquisition and academic progress. By fostering an inclusive and supportive learning environment, Rancho Mirage Elementary empowers English Learners to fully access the core curriculum and achieve at high levels.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  Yellow	
English Learner Progress  Red		
College/Career		

Conclusions based on this data:

1. Over the past year, Rancho Mirage Elementary School has achieved a significant and commendable reduction in student suspension rates. This positive trend reflects the school's deep commitment to fostering a safe, supportive, and inclusive learning environment for all students. A major contributing factor to this improvement has been the intentional development and focused implementation of a comprehensive Multi-Tiered System of Support (MTSS).

Recognizing that student behavior is closely linked to academic and social-emotional success, Rancho Mirage Elementary adopted a proactive, rather than reactive, approach to addressing behavioral challenges. Through deliberate planning and strategic implementation, teachers, administrators, and support staff collaboratively designed a tiered system of interventions that address students' needs at multiple levels of intensity.
2. As a dedicated learning community, Rancho Mirage Elementary School acknowledges its current standing in the orange performance tier for both English Language Arts (ELA) and Mathematics, as identified on the California School Dashboard. While this classification reflects a certain level of proficiency among our students, it also highlights the critical need for continued growth and improvement. Our ultimate goal is to move from the orange tier into the green tier, demonstrating comprehensive academic achievement and ensuring that all students meet or exceed state standards.

In particular, we recognize the urgent need to address the performance of our English Learner (EL) population, who are currently performing within the red tier. This indicates significant academic challenges that require immediate and focused action. As a result, we are committed to implementing targeted interventions, differentiated instruction, and additional supports designed specifically to accelerate English Learners' progress toward proficiency.

Our collective efforts will center around promoting continuous academic improvement, fostering equitable learning environments, and creating robust opportunities for all students to thrive. Through a strategic focus on both ELA and Math instruction, consistent monitoring of student progress, and an unwavering commitment to educational equity, Rancho Mirage Elementary will work diligently to elevate student achievement and close performance gaps across all subgroups.
3. As a strong learning community, it is imperative that we continue our efforts to enhance English language proficiency among our English Learners (EL) at Rancho Mirage Elementary School. While we celebrate the progress many EL students have made, evidenced by their scoring in the yellow tier, we recognize the ongoing need for targeted and designated support, as mandated by educational laws and policies. This support is crucial in providing our EL students with the necessary tools, resources, and interventions tailored to their linguistic and academic needs, ensuring they have equitable opportunities to thrive academically and linguistically. Our commitment must be continued in fostering growth and proficiency in English language skills for our EL population through daily, designated, targeted support and strategic interventions.

School and Student Performance Data

Academic Performance English Language Arts

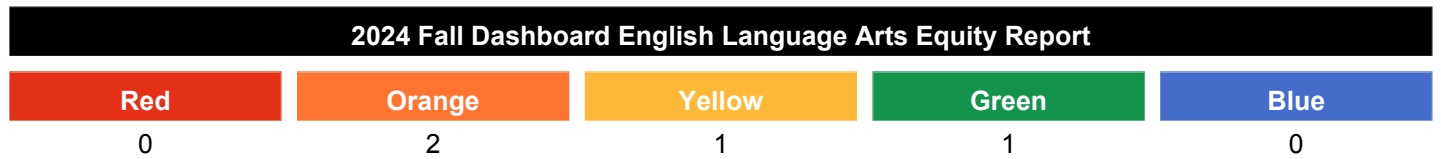
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This section provides number of student groups in each level.



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 9.0 points below standard Declined 5.1 points 162 Students	English Learners  Yellow 57.3 points below standard Increased 16.7 points 41 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 91.0 points below standard Declined 24.4 points 14 Students	Socioeconomically Disadvantaged  Orange 16.1 points below standard Declined 9.4 points 138 Students

Students with Disabilities  No Performance Color 102.5 points below standard Increased 28.8 points 26 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 26.3 points below standard Maintained 0.1 points 99 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 21.1 points above standard Declined 23.8 points 44 Students

Conclusions based on this data:

1. As a strong learning community, we must continue to enhance English language proficiency among our English Learners (EL) at Rancho Mirage Elementary School. While we celebrate many EL students' progress, evidenced by their scoring in the yellow tier, we recognize the ongoing need for targeted and designated support, as educational laws and policies are mandated.
2. The English Learners (EL) at Rancho Mirage Elementary School have progressed in their language acquisition journey. Yet, their current performance in ELA falls at least one level below the established standard of proficiency. This discrepancy highlights their challenges and the urgent need for targeted support and interventions. It is crucial to continue recognizing the specific needs of our EL population and implementing targeted interventions. By doing so, we can help these students reach and exceed proficiency standards in ELA, thereby fostering their academic growth and overall success.
3. Socio-economically disadvantaged students and Hispanic students at Rancho Mirage Elementary School have demonstrated some progress in ELA, although their current performance places them in the orange tier, indicating a level below grade-level proficiency. As a learning community, it is imperative to continue focus on creating and developing an inclusive and supportive learning environment that addresses the unique needs of socio-economically disadvantaged students and Hispanic students. This includes implementing tailored instructional strategies, providing access to resources and technology, offering socio-emotional support, and promoting parental engagement.

School and Student Performance Data

Academic Performance Mathematics

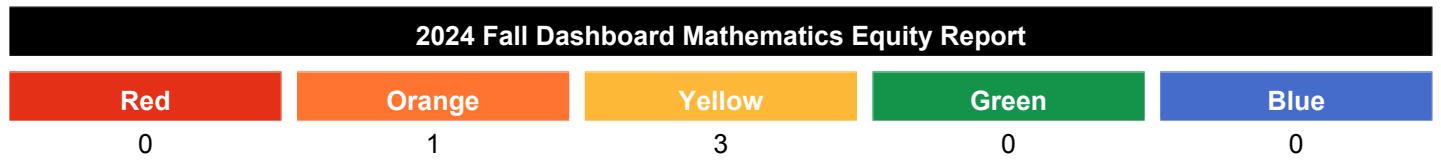
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This section provides number of student groups in each level.



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 29.5 points below standard Declined 3.7 points 164 Students	English Learners  Yellow 70.2 points below standard Increased 18.4 points 43 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 77.4 points below standard Declined 8.8 points 16 Students	Socioeconomically Disadvantaged  Orange 34.4 points below standard Declined 5.7 points 140 Students

Students with Disabilities  No Performance Color 104.7 points below standard Increased 27.8 points 26 Students	African American  No Performance Color No performance data Less than 11 Students 9 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 47.8 points below standard Increased 5.2 points 101 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 8.3 points below standard Declined 43.3 points 44 Students

Conclusions based on this data:

1. Across all student performance levels in math at Rancho Mirage Elementary School, there is a consistent presence of deficits reflected in scoring at the orange tier. This observation shows the critical need for sustained and deliberate tier II interventions during core Math instructional periods. These interventions are essential to address the underlying gaps in mathematical understanding and skill development among students. More focus on intentional tier II interventions during core Math instruction with the incorporation of an LES format, may help our teachers proactively address math deficits and build mathematic proficiency.
2. In analyzing the student performance data at Rancho Mirage Elementary School, it is evident that while the overall student body performs at a yellow tier level in math, there are notable disparities among specific student groups. Particularly concerning is the observation that socio-economically disadvantaged (SED) and Hispanic students are scoring in the orange tier, indicating a need for targeted support and interventions to address these disparities. This data supports the importance of equity-focused initiatives aimed at narrowing achievement gaps and promoting academic success for all students. .
3. The student performance data in math at Rancho Mirage Elementary School shows a significant trend: the white student group consistently scores in the high-performing blue tier they have dropped to the yellow tier. This level of achievement may be attributed to several key factors that contribute to their success. The continued high performance of white students may also be influenced by factors such as socio-economic advantages and cultural expectations that prioritize academic achievement. The majority of our teachers are white and this may have a direct impact on student performance and access to equity.

School and Student Performance Data

Academic Performance English Learner Progress

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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
 Red	 No Performance Color
36.4% making progress.	making progress.
Number Students: 44 Students	Number Students: 0 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
25%	38.6%	0%	36.4%

Conclusions based on this data:

1. About 25% of our English Learner (EL) population at Rancho Mirage Elementary School has decreased by one level in their English Language Proficiency Index (ELPI) scores. This achievement is a testament to the dedicated efforts of our educators, support staff, and students in advancing their English language skills. The decrease in ELPI levels indicates negative growth and development in language acquisition among our English Language (EL) students. This progress reflects the importance of effective instructional strategies, targeted interventions, and a supportive learning environment that fosters linguistic proficiency and academic success. The data support the importance of intentionally identifying the students who have decreased their performance and adjusting instruction to meet their individual needs.
2. Around 36.4% of English Learners (EL) at Rancho Mirage Elementary School have demonstrated notable progress by advancing at least one level in their English Language Proficiency Index (ELPI) scores, compared to 51.9% of English Learners from the previous year. This achievement can be attributed to RMES's intentional focus on developing and applying quality-designated lessons daily. to the hard work and dedication of our EL students, supported by the collaborative efforts of educators, administrators, and support staff. The progress made by more than half of our EL population reflects the effectiveness of targeted interventions, culturally responsive teaching practices, and a supportive learning environment tailored to meet the diverse linguistic needs of our students. It also highlights the resilience and determination of our English Language (EL) students in their journey toward English language proficiency.

3. Approximately 0% of our English Learner (EL) population at Rancho Mirage Elementary School maintained their respective English Language Proficiency Index (ELPI) levels, which is a possible indicator of the stability and consistency in their language development journey. This data indicates that none of our EL students have maintained their proficiency levels. The effectiveness of our instructional strategies and support systems may be a symptom of inefficient targeted interventions, culturally responsive teaching practices, and a strong learning environment to assist in promoting continuous growth and development.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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



Yellow

33.3% Chronically Absent

Declined 5.3

366 Students

English Learners



Red

34.9% Chronically Absent

Increased 0.7

86 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Homeless



Orange

46.3% Chronically Absent

Declined 0.7

41 Students

Socioeconomically Disadvantaged



Orange

36.8% Chronically Absent

Declined 2.9

291 Students

Students with Disabilities  Orange 44.9% Chronically Absent Declined 8.9 49 Students	African American  No Performance Color 33.3% Chronically Absent Declined 12.1 12 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 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 40.3% Chronically Absent Declined 1.3 233 Students
Two or More Races  No Performance Color 33.3% Chronically Absent Declined 21.2 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 18.4% Chronically Absent Declined 11.2 98 Students

Conclusions based on this data:

1. The severe chronic absenteeism among all students at Rancho Mirage Elementary School, reflected in their classification in the red tier, is a critical challenge that needs strategic interventions. Chronic absenteeism at such a high level can adversely impact students' academic progress, social-emotional well-being, and overall success. Addressing chronic absenteeism requires a comprehensive and holistic approach that prioritizes student well-being, engagement, and academic success. By working together as a school community and implementing evidence-based strategies, we can create a supportive and inclusive environment that promotes regular attendance and sets the stage for positive outcomes for all students.
2. The significant chronic absenteeism observed among EL student at Rancho Mirage Elementary School is a pressing concern that necessitates targeted interventions and support such as potential strategies such as personalized attendance plans, providing accommodations and supports, offering transportation assistance, and collaborating with special education staff to assist in identifying the possible barriers to regular school attendance for EL students.
3. The data highlighting the high rate of severe chronic absenteeism among homeless students at Rancho Mirage Elementary School underscores an urgent need for targeted interventions and comprehensive support services. This trend serves as a critical indicator of the complex and multifaceted challenges faced by our homeless student population, challenges that extend far beyond the classroom and directly impact their ability to engage in consistent learning.

To address these barriers effectively, Rancho Mirage Elementary is committed to implementing personalized attendance plans tailored to the unique needs of each homeless student. These plans may include facilitating access to stable housing resources, offering transportation assistance to ensure students can travel safely and reliably to school, and providing connections to essential social services. Moreover, strengthening partnerships with community organizations through our student services team will be a key strategy in creating a network of support that addresses both immediate and long-term needs.

By removing obstacles to regular attendance and offering holistic, wraparound support, we aim to promote greater stability for our homeless students, enabling them to attend school consistently and achieve academic success. Ensuring every student has equitable access to education is a core value of our learning community, and addressing chronic absenteeism among our most vulnerable populations is a vital step toward achieving that mission.

School and Student Performance Data

Conditions & Climate Suspension Rate

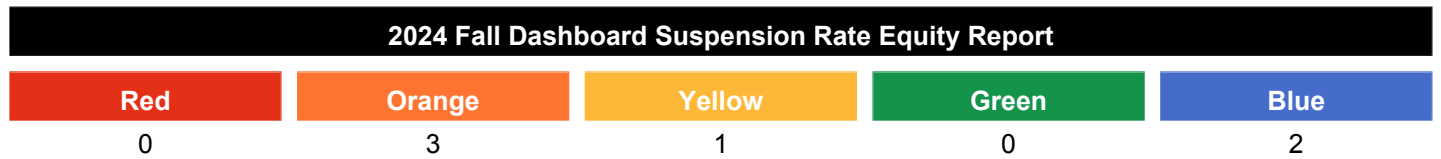
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This section provides number of student groups in each level.



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  Orange 1.3% suspended at least one day Increased 1% 376 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 90 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  Blue 0% suspended at least one day Maintained 0% 44 Students	Socioeconomically Disadvantaged  Yellow 1% suspended at least one day Increased 0.7% 296 Students

Students with Disabilities  Orange 2% suspended at least one day Increased 2% 50 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 13 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 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 1.2% suspended at least one day Increased 1.2% 241 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 2% suspended at least one day Increased 0.9% 98 Students

Conclusions based on this data:

1. The data support a slight increase in suspension for all students including students who are socio-economically disadvantaged students (SED), white students, Hispanic students and students with disabilities (SWD), at Rancho Mirage Elementary School is a promising indicator of the effectiveness of our efforts in promoting positive behavior and fostering a supportive learning environment.
2. A significant reduction for EL students suggests that our intentional work within the school, including the implementation of Multi-Tiered Systems of Support (MTSS) for students, may be eliciting the positive results that can be put in to practice with the other demographic areas.
3. The overall suspension rate of the school is very low and indicates a positive culture and climate; even for those students who have the higher than average rates.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Teachers will align their planning and instruction with California State Standards in English Language Arts, English Language Development, Math, and Science, aiming for students to demonstrate yearly progress meeting or surpassing these standards. They will implement a multi-tiered system of support, tailoring lessons to individual student requirements across all subjects. Emphasis will be placed on 21st Century Skills such as Collaboration, Creativity, Critical Thinking, and Communication in planning and teaching. Additionally, teachers will integrate Professional Learning Community (PLC) practices into collaboration, analyzing student performance data to address diverse student needs like Tier 2 interventions, GATE programs, and support for English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	0 points below standard	Increased +3.9 points	All	 Orange	9.0 points below standard	Declined 5.1 points
	EL	Orange	25 points below standard	Increased +49 points	EL	 Yellow	57.3 points below standard	Increased 16.7 points
	Hisp	Yellow	5 points below standard	Increased +21.1 points	Hisp	 Orange	26.3 points below standard	Maintained 0.1 points
	AA			Less than 11 Students	AA	 No Performance Color		Less than 11 Students
	SED	Yellow	3 points below standard	Increased +3.7 points	SED	 Orange	16.1 points below standard	Declined 9.4 points
	SWD	Red	111.3 points below standard	Increased +20 points	SWD	 No Performance Color	102.5 points below standard	Increased 28.8 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	0 points below standard	Increased + 25.7 points	All	 Orange	29.5 points below standard	Declined 3.7 points
	EL	Yellow	25 points below standard	Increased + 63.6 points	EL	 Yellow	70.2 points below standard	Increased 18.4 points
	Hisp	Yellow	25 points below standard	Increased + 28 points				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	AA	No Performance Color	No performance Data	Less than 11 Students	Hisp	 Yellow	47.8 points below standard	Increased 5.2 points
	SED	Yellow	23 points below standard	Increased + 3.7	AA	 No Performance Color	No performance data	Less than 11 Students
	SWD	No Performance Color	110 points below standard	Increased + 22.5 points	SED	 Orange	34.4 points below standard	Declined 5.7 points
					SWD	 No Performance Color	104.7 points below standard	Increased 27.8 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 All Students (ALL) 46.2% English Learners (EL) 0% Hispanic (Hisp) 43.9% African American (AA) 100% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) 0%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5-__% (50 students tests) 20% Level 4 Standard Exceeded 35% Level 3 Standard Met 35% Level 2 Standard Nearly Met 10% Level 1 Standard Not Met				California Science Test - 50% Percent of Students Who Meet or Exceed Standard Grade 5- 21.7% Level 4 Standard Exceeded 28.3% Level 3 Standard Met 45% Level 2 Standard Nearly Met 5% Level 1 Standard Not Met			
California School Dashboard – English Learner Progress Indicator (ELPI) Overall- 42.6% moving towards proficiency		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Green	51.9 points above standard	Increased Significantly Maintained	English Learner Progress Indicator	 Red	36.4%	1 15.6
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Overall 47.2% RFEP 100% 4 of 4	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate -15%				English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate -.3.4%			

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELL- 40% 24 of 60 IFEP 0%		
Williams Textbook/Materials Compliance -100%	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
RME will provide teachers with a planning day prior to the start of the school year to review data and plan units of study. Focus of the planning day will be the essential standards being taught in each grade level, reviewing and revising common assessments, and making adjustments based on student performance data. Teachers will be provided with targeted professional learning opportunities that enhance teacher effectiveness and improve student academic achievement. This strategy will be evaluated through student improvement on Start test results and unit assessments.	Prior to the start of the school year, Rancho Mirage Elementary School successfully provided teachers with a dedicated planning day focused on data review and instructional preparation. During this day, teachers engaged in collaborative work centered around identifying and prioritizing the essential standards for their respective grade levels. Teams thoroughly reviewed and revised common assessments, making thoughtful adjustments to curriculum plans based on a careful analysis of student performance data from the previous year. In addition to collaborative planning, teachers participated in targeted professional learning opportunities designed to enhance instructional effectiveness and directly impact student academic achievement. These professional	extra pay for planning and collaboration beyond the work day. 1000-1999: Certificated Personnel Salaries LCFF 8100 Fringes for extra pay for planning and collaboration beyond the work day. 3000-3999: Employee Benefits LCFF 2131.00 support for targeted professional learning opportunities to enhance teacher effectiveness 1000-1999: Certificated Personnel Salaries Title I 1618 fringes for targeted professional learning opportunities to enhance teacher effectiveness 3000-3999: Employee Benefits	extra pay for planning and collaboration beyond the work day. 1000-1999: Certificated Personnel Salaries LCFF 8100 Fringes for extra pay for planning and collaboration beyond the work day. 3000-3999: Employee Benefits LCFF 2131 support for targeted professional learning opportunities to enhance teacher effectiveness 1000-1999: Certificated Personnel Salaries Title I 1618 fringes for targeted professional learning opportunities to enhance teacher effectiveness 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	development sessions were strategically aligned with identified areas of need and supported the implementation of best practices in instruction and assessment. The effectiveness of this strategy was evident through measurable improvements in student performance, as demonstrated by growth on STAR assessment results and unit assessments throughout the year. By investing in intentional planning and ongoing professional learning, Rancho Mirage Elementary successfully strengthened instructional practices and advanced student achievement across all grade levels.	Title I 412	Title I 412
A range of engagement and enrichment activities including field trips guest speakers and assemblies will be provided two students during the school day and after the school day offered by community and school district resources, musical theater university, robotics, hand chimes group, Harper for kids, and Rotary events. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State standards. The impact of each enrichment activity will be measured through the distribution and collection of input	Although Rancho Mirage Elementary School planned to offer a wide range of engagement and enrichment activities — including field trips, guest speakers, assemblies, and after-school programs through partnerships with community and district resources such as Musical Theater University, the Robotics program, the Hand Chimes Group, Harper for Kids, and Rotary events — this goal was not fully realized during the school year. While some activities were offered on a limited basis, the full range of planned enrichment opportunities	enrichment opportunities for student in all subject areas 5000-5999: Services And Other Operating Expenditures LCFF 6500	enrichment opportunities for student in all subject areas 5000-5999: Services And Other Operating Expenditures LCFF 6500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
surveys for students, teacher, staff and family members.	was not consistently implemented. Challenges related to scheduling, resource availability, and staffing constraints impacted the ability to provide a comprehensive enrichment program as originally intended. Additionally, while field trips were conducted to support the district-adopted curriculum and align with California State Standards, the goal of systematically measuring the impact of all enrichment activities through surveys of students, teachers, staff, and families was not fully achieved. As a result, feedback collection was inconsistent, limiting the school's ability to evaluate the overall effectiveness of the enrichment experiences. Rancho Mirage Elementary will prioritize establishing more robust planning, coordination, and evaluation systems to ensure these valuable engagement opportunities are successfully implemented and assessed in future years.		
Supplemental instructional supplies, technology and equipment will be provided for the development and improvement of Tier 1 instruction in all classroom. This action will be monitored by the strategic analysis of student performance data (formative and summative), which will be reviewed	During the 2024–2025 school year, Rancho Mirage Elementary School allocated \$17,648 in proposed funding to enhance Tier 1 instruction by acquiring supplemental instructional supplies, technology, and equipment. However, the actual expenditures totaled \$14,500,	Items acquired may include but are not limited to wonders and bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, replacement bulbs, adapters and other technological	All allocated funds have not yet been fully expended due to the time-intensive nature of assessing classroom-specific needs and coordinating procurement processes for a wide range of instructional and technological items. Items such

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
by teachers and administration through out the school year.	resulting in an unspent balance of \$3,148. This variance in spending reflects prudent fiscal management, cost efficiencies during procurement, and the ability to meet instructional goals without exhausting the full allocation. The school successfully implemented its plan by prioritizing resources directly supporting teaching and learning in every classroom. Instructional materials and educational technology were carefully selected based on their alignment with academic standards, instructional goals, and student needs. Strategic purchasing decisions—such as leveraging bulk pricing, utilizing existing infrastructure, and minimizing duplication of resources—allowed the school to maintain high-quality implementation while controlling costs. The effectiveness of these expenditures was evaluated continuously through the strategic review of both formative and summative assessment data. Teachers and administrators met regularly to analyze performance trends and adjust instruction accordingly. These efforts led to measurable gains in student engagement and academic outcomes, validating the resources' impact. Despite	items, classroom printers, Elmos and device insurance. 4000-4999: Books And Supplies LCFF 17648	as Wonders and Bridges supplemental supplies, student headphones, teacher devices, document cameras, replacement bulbs, adapters, classroom printers, Elmos, and device insurance require careful evaluation to ensure compatibility, quality, and alignment with instructional goals. In some cases, backorders, vendor delays, and evolving technology requirements have further extended purchasing timelines. Additionally, funds are being strategically reserved to address ongoing or emerging needs that may arise during the remainder of the school year, ensuring that purchases are both purposeful and impactful. This cautious and intentional approach supports long-term value and effectiveness in resource allocation. 4000-4999: Books And Supplies LCFF 14500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	spending less than initially projected, the integrity and intent of the action were fully realized. In summary, the difference between proposed and actual spending is attributed to efficient resource management and a targeted, needs-based approach to procurement. Rancho Mirage Elementary maximized its use of available funds while ensuring that all students benefited from strengthened Tier 1 instruction aligned with school-wide academic improvement efforts.		
Support will be provided for comprehensive literacy planning, intervention, and instructional coaching. This will be facilitated by the TOSA (Teacher on Special Assignment), who will provide support and services to teachers and support staff who directly work with students. This will be monitored for effectiveness through staff feedback following support sessions and increased student achievement on state and local assessment.	Rancho Mirage Elementary School successfully provided comprehensive support for literacy planning, intervention, and instructional coaching throughout the school year. This initiative was led by the Teacher on Special Assignment (TOSA), who worked closely with teachers and support staff to enhance instructional practices and strengthen literacy instruction across all grade levels. The TOSA facilitated planning sessions, modeled effective teaching strategies, provided targeted intervention support, and offered ongoing coaching tailored to the needs of individual classrooms and student groups. Staff who participated in these support sessions reported positive	TOSA Salary 1000-1999: Certificated Personnel Salaries Title I 31963 TOSA Benefits 3000-3999: Employee Benefits Title I 14803 TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF 54822 TOSA Benefits 3000-3999: Employee Benefits LCFF 25389	TOSA Salary 1000-1999: Certificated Personnel Salaries Title I 31963 TOSA Benefits 3000-3999: Employee Benefits Title I 14803 TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF 54822 TOSA Benefits 3000-3999: Employee Benefits LCFF 25389

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	feedback, highlighting the relevance, practicality, and immediate impact of the strategies shared. Effectiveness was further demonstrated by notable increases in student achievement on both state and local assessments, affirming that the support provided through comprehensive literacy planning and coaching made a meaningful difference in student outcomes. Through the collaborative efforts of the TOSA and instructional staff, Rancho Mirage Elementary strengthened its commitment to improving literacy achievement for all students.		
To achieve enhanced support for EL students and interventions, with an emphasis on ELA. The Paraprofessional-Bilingual role will offer instructional assistance (with corresponding salary and extra pay). Progress will be monitored by EL student performance on local and state assessments, including ELPAC.	Rancho Mirage Elementary School successfully enhanced support for English Learner (EL) students, with a strong emphasis on improving performance in English Language Arts (ELA). A Paraprofessional-Bilingual was employed to provide targeted instructional assistance to EL students, helping to bridge language gaps and strengthen academic skills. This position, supported through corresponding salary and additional pay, played a vital role in delivering direct, differentiated support to meet the unique needs of our English Learner population.	Paraprofessional Bilingual Salary and Extra Pay 2000-2999: Classified Personnel Salaries LCFF 29638 Paraprofessional Bilingual Benefit 3000-3999: Employee Benefits LCFF 4116 Paraprofessional II Salaries 2000-2999: Classified Personnel Salaries LCFF 5715 Paraprofessional II Benefit	Paraprofessional Bilingual Salary and Extra Pay 2000-2999: Classified Personnel Salaries LCFF 29638 Paraprofessional Bilingual Benefit 3000-3999: Employee Benefits LCFF 4116 Paraprofessional II Salaries 2000-2999: Classified Personnel Salaries LCFF 5715 Paraprofessional II Benefit

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Progress was consistently monitored throughout the year by analyzing EL student performance data on both local and state assessments, including the English Language Proficiency Assessments for California (ELPAC). The focused instructional support provided by the Paraprofessional-Bilingual contributed to measurable gains in student achievement, reinforcing the effectiveness of this strategy in promoting English proficiency and overall academic success.	2000-2999: Classified Personnel Salaries LCFF 794 classified extra pay 2000-2999: Classified Personnel Salaries LCFF 10000 classified benefits 3000-3999: Employee Benefits LCFF 1389	2000-2999: Classified Personnel Salaries LCFF 794 classified extra pay 2000-2999: Classified Personnel Salaries LCFF 10000 classified benefits 3000-3999: Employee Benefits LCFF 1389
To achieve comprehensive support in improving literacy in both reading and math, educational subscriptions and technology resources will be for teachers and students to utilize for both tier I and tier II instruction. By providing access to the aforementioned resources, teachers and students will receive assistance in-class to enhancement of reading, math vocabulary, phonics, and comprehension skills. This activity will be monitored through the analysis of local and district Reading and Math assessments that will be regularly reviewed by teachers and administration.	Rancho Mirage Elementary School successfully provided comprehensive support for improving literacy in both reading and mathematics by securing a range of educational subscriptions and technology resources for use by teachers and students. These resources were strategically integrated into Tier I and Tier II instruction, offering valuable tools to enhance classroom learning and address diverse student needs. Teachers and students utilized the supplemental resources to strengthen key skills in reading, math vocabulary, phonics, and comprehension. The integration of these tools enriched instructional delivery, supported differentiated learning, and offered students	Math Shelf subscription for TK-K 4000-4999: Books And Supplies LCFF 1600 Reading Intervention/ Accelerated Reader 4000-4999: Books And Supplies LCFF 2700	Math Shelf subscription for TK-K 4000-4999: Books And Supplies LCFF 1600 Reading Intervention/ Accelerated Reader 4000-4999: Books And Supplies LCFF 2700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	additional pathways to practice and master essential concepts. The effectiveness of this initiative was monitored through regular analysis of student performance data on local and district Reading and Math assessments. Teachers and administrators reviewed this data throughout the year, using it to inform instructional adjustments and measure the impact of the technology and subscriptions on student growth. As a result, the use of these resources contributed to observable improvements in student achievement and strengthened the overall instructional program.		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
During the school year, Rancho Mirage Elementary School made substantial progress toward achieving its instructional and student support goals. Implementing a dedicated teacher planning day before the start of the year was highly effective, leading to strengthened instructional practices through the focused review of essential standards, collaborative curriculum planning, and strategic adjustments based on student data. Targeted professional learning further enhanced teacher effectiveness, resulting in measurable student growth on STAR assessments and unit benchmarks. 23-24 Data: Star Early Literacy Current Student Growth Percentile - 63.5% Star Reading Current Student Growth Percentile- 64.2% Star Math Current Student Growth Percentile- 51.7% Current Data:24-25 STAR Early Literacy Growth Percentile: 53.1% 23.1% High Growth, 30% Typical Growth, 46.9% Low Growth

STAR Reading Growth Percentile: 50%
0% High Growth, 50% Typical Growth, 50% Low Growth

STAR Math Growth Percentile: 46.7%
20.6% High Growth, 26.2% Typical Growth, 53.3% Low Growth

The comparison of STAR data from 2023–2024 to the current 2024–2025 school year shows a noticeable decline in student growth across all subject areas. STAR Early Literacy dropped from a 63.5% to a 53.1% growth percentile, with nearly half of students (46.9%) now demonstrating low growth. STAR Reading experienced the most significant decline, falling from 64.2% to 50%, with no students showing high growth and half exhibiting low growth. Similarly, STAR Math decreased from 51.7% to 46.7%, with over half of students (53.3%) in the low growth category. These trends suggest a need for targeted instructional interventions and support to address areas of academic concern and reverse the downward trajectory in student growth.

In addition, the school enhanced Tier 1 instruction by providing supplemental instructional supplies, technology, and equipment. These resources enriched classroom learning experiences and were strategically used to address diverse student needs. Data-driven instructional practices contributed to notable improvements in student engagement and academic achievement.

Comprehensive support for literacy was also achieved through the leadership of the Teacher on Special Assignment (TOSA), who provided coaching, intervention planning, and direct instructional support. Staff feedback and student performance gains on state and local assessments demonstrated the positive impact of this initiative. Furthermore, targeted assistance for English Learners was strengthened through the employment of a Paraprofessional-Bilingual, whose direct support contributed to improved EL performance, particularly in English Language Arts, as evidenced by local assessments and ELPAC results.

The acquisition and use of educational subscriptions and technology tools further supported literacy and math instruction, enhancing Tier I and II interventions. Regular analysis of student data confirmed that these resources helped strengthen foundational reading, math vocabulary, phonics, and comprehension skills.

While many goals were successfully implemented, the plan to expand engagement and enrichment activities, including field trips, assemblies, and after-school programs, faced challenges. Although some activities were offered, full implementation was limited due to scheduling, staffing, and resource constraints. Additionally, systematic feedback collection from students, staff, and families was not fully achieved, limiting the ability to evaluate these enrichment efforts fully. Moving forward, the school will prioritize improved planning and evaluation systems to enhance the consistency and reach of enrichment opportunities.

Overall, Rancho Mirage Elementary School demonstrated strong implementation and positive student outcomes across key academic initiatives, while also identifying areas for continued growth and refinement in enrichment programming.

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

Rancho Mirage Elementary School achieved substantial success in meeting its instructional and student support goals, with major initiatives in instructional planning, professional development, Tier 1 instruction, literacy intervention, and English Learner support being fully implemented and resulting in measurable student growth. However, a notable difference emerged in the area of engagement and enrichment activities. Although the initial plan aimed to offer a wide range of field trips, assemblies, and after-school programs, actual implementation was limited due to scheduling conflicts, staffing shortages, and resource constraints. Additionally, the systematic collection of feedback to evaluate enrichment activities was not fully realized. These discrepancies highlight areas for future improvement in planning, resource allocation, and evaluation strategies to ensure more consistent delivery of enrichment opportunities.

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.

While Rancho Mirage Elementary School made substantial progress in achieving its instructional and student support goals during the school year—particularly through the impactful leadership of the Teacher on Special Assignment (TOSA)—changes will be made for the 2025–2026 school year. Specifically, the site-funded TOSA position will be eliminated.

Moving forward, instructional coaching, intervention planning, and staff support will be integrated into existing structures, relying on teacher leadership teams, administration, and district-level support to continue building on the successes achieved this year. This adjustment will allow the school to reallocate resources to other critical needs while maintaining a focus on improving instructional practices, literacy achievement, and targeted student interventions through collaborative efforts.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Rancho Mirage Elementary is committed to enhancing collaboration among the school, home, and community to improve attendance and academic performance. This will be achieved by providing families with family engagement opportunities that target not just all students, but also student groups with an identified need, Some of the activities to be provided but not limited to are Back to School Night, Parent-Teacher conferences, and family support events, to strengthen connections between school, home, and community by creating opportunities for parents to participate in celebrating students' academic and socio-emotional achievements, and promoting positive attendance habits and actively working to reduce chronic absenteeism through targeted efforts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150 surveys	Parent Participation in Stakeholder Input Processes - 55 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey (ALL) (150 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 96% +2 The Climate of Support for Academic Learning- 98% +1 Sense of Belonging- 98% +1 Safety 99% same	Family School Connectedness via Panorama Family Climate Survey (ALL) (55 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 97% +2 The Climate of Support for Academic Learning- 98% +1 Sense of Belonging- 96%-1 Safety 96% +3
The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	The Climate of Support for Academic Learning via Panorama Family Climate Survey (ALL) (150 Responses) A subgroup with no data 4 3% Hispanic or Latino 57 47% White 32 26% Two or More Races/Ethnicities 26 21% Confidentiality protected 6 5%	The Climate of Support for Academic Learning via Panorama Family Climate Survey (ALL) (55 Responses) A subgroup with no data 1 2% Hispanic or Latino 29 53% White 10 18% Two or More Races/Ethnicities 9 16% Confidentiality protected 6 11%

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 - approx. 350	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx. 300

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To achieve efficient and effective support for students in the identified groups (Homeless and SWD) experiencing chronic absenteeism, the student groups will be provided with engagement opportunities that will assist in improving student attendance. This will facilitate tailored strategic interventions and academic support, as well as behavior support, through meetings and classes designed for parents and community members in need of support. This activity will be monitored through the distribution and collection of survey input at the conclusion of specified events targeted at supporting the identified student groups.	Rancho Mirage Elementary School partially achieved its goal of providing efficient and effective support for students in the identified groups—Homeless and Students with Disabilities (SWD)—experiencing chronic absenteeism. Although the school successfully offered some engagement opportunities aimed at improving student attendance, the full implementation of the planned activities was limited, primarily due to minimal use of the mandated funds allocated for this purpose. Strategic interventions and academic and behavior supports were provided on a smaller scale, including a few targeted meetings and classes for parents and community members in need of assistance. However, a broader range of engagement activities originally planned to comprehensively support these student groups was not fully realized.	Funding for family and community classes and consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	Funding for family and community classes and consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Monitoring efforts, including the distribution and collection of surveys at the conclusion of events, were conducted but on a limited basis, resulting in only partial data to evaluate the impact of the interventions. Moving forward, Rancho Mirage Elementary will seek to maximize available resources and strengthen outreach efforts to more effectively support attendance improvement among Homeless and SWD student populations.		
RME will provide opportunities for educational partners to participate in parent meetings, training, and events. These events will be provided to support family and community engagement across the entire student population. These activities will be monitored through event attendance rates and improved family survey outcomes.	Rancho Mirage Elementary School partially met its goal of providing opportunities for educational partners to participate in parent meetings, trainings, and events aimed at fostering greater family and community engagement. Throughout the school year, a variety of events were offered to support families across the entire student population, and efforts were made to encourage broad participation. While several successful events were held and parental involvement was evident at many activities, overall attendance rates varied, and some events did not achieve the desired level of participation. Monitoring through event attendance records and family survey outcomes showed areas of improvement in	Materials and Supplies for engagement events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1114	Materials and Supplies for engagement events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	engagement, but also highlighted the need for more consistent outreach and broader involvement. Moving forward, Rancho Mirage Elementary will build upon these efforts by refining strategies to increase parent attendance, expanding the range of engagement opportunities, and further strengthening connections between home, school, and community.		

Analysis

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

Rancho Mirage Elementary School partially achieved its articulated goal of supporting students identified as Homeless and Students with Disabilities (SWD) in addressing chronic absenteeism, as well as fostering greater family and community engagement. Although some engagement opportunities and targeted interventions were successfully implemented, the full range of planned activities was limited, primarily due to minimal use of allocated funds. Strategic support efforts, including a few parent meetings and community classes, were provided, but broader engagement initiatives were not fully realized.

Similarly, while several parent meetings, trainings, and events took place throughout the year and demonstrated evidence of family involvement, attendance was inconsistent, and overall participation fell short of original expectations. Monitoring efforts through event attendance and family surveys were conducted but yielded only partial data to evaluate the overall impact.

Moving forward, Rancho Mirage Elementary will focus on maximizing resource utilization, enhancing outreach strategies, and expanding opportunities to ensure more comprehensive support for targeted student groups and stronger family engagement in the school community.

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 intended implementation at Rancho Mirage Elementary School aimed to provide a wide range of comprehensive engagement activities, targeted interventions, and consistent parent and community involvement to address chronic absenteeism among Homeless and Students with Disabilities (SWD) populations. However, major differences emerged between the plan and actual outcomes.

Primarily, the limited use of allocated funds restricted the scope and frequency of activities initially envisioned. While some parent meetings, community classes, and intervention efforts were successfully conducted, the broader network of engagement opportunities and strategic supports originally planned was not fully realized. Additionally, while monitoring through attendance and surveys was implemented, it was limited in scope, resulting in incomplete data to fully assess

effectiveness. Parent participation, although evident at several events, was less consistent than anticipated, impacting the goal of widespread community engagement.

Moving forward, Rancho Mirage Elementary plans to address these gaps by improving resource utilization, strengthening outreach, and increasing the variety and accessibility of support opportunities to better meet the needs of all targeted student groups.

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.

To address the gaps identified in the initial implementation, Rancho Mirage Elementary School will revise the goal to place a stronger emphasis on parent and community engagement, with a specific increase in the use of allocated funds to support these efforts. Moving forward, a larger portion of resources will be directed toward expanding and enhancing engagement opportunities for families, particularly those of Homeless and Students with Disabilities (SWD).

The school will invest in additional parent meetings, workshops, and community events aimed at building stronger relationships and supporting student attendance and achievement. Enhanced outreach strategies will also be implemented to ensure broader participation. Monitoring efforts will be strengthened through more consistent data collection and feedback to better evaluate the effectiveness of these activities. These changes are intended to create a more comprehensive, accessible, and impactful parent engagement program that supports the success of all students.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

The goal is for students to cultivate self-respect and a deep understanding of the importance of respecting others, thereby contributing to the establishment of a secure and nurturing learning environment. This involves instilling in students a sense of self-worth and dignity, encouraging them to take pride in their actions and decisions while also recognizing and valuing the diversity and perspectives of their peers. By fostering mutual respect, empathy, and positive interactions among students, the school aims to create an atmosphere where everyone feels valued, heard, and safe, fostering optimal learning and growth for all.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates (5-3-2024) All Students (ALL) -94% Hispanic: 96% African American: 97% EL: 95% SWD: 94%				Student Attendance Rates (4-28-2024) All Students (ALL) -92.29% Hispanic: 91.33% African American: 89.6% EL: 91.5% SWD: 89.62%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (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	Red	35% Chronically absent	Decrease 3.6	All	 Yellow	33.3% Chronically Absent	Declined 5.3
	EL	Red	32% Chronically Absent	Decrease 2.2	EL	 Red	34.9% Chronically Absent	Increased 0.7
	Hisp	Red	38% Chronically Absent	Decrease 3.7	Hisp	 Orange	40.3% Chronically Absent	Declined 1.3
	AA		43% Chronically Absent	Decrease 2.5	AA	 No Performance Color	33.3% Chronically Absent	Declined 12.1
	SED	Red	37% Chronically Absent	Decrease 2.6	SED	 Orange	36.8% Chronically Absent	Declined 2.9
	SWD	Red	50% Chronically Absent	Decrease 3.8	SWD	 Orange	44.9% Chronically Absent	Declined 8.9

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Blue	0% suspended at least one day	Maintained 0	All	Orange	1.3% suspended at least one day	Increased 1%
	EL	Blue	0% suspended at least one day	Maintained 0	EL	Blue	0% suspended at least one day	Maintained 0%
	Hisp	Blue	0% suspended at least one day	Maintained 0	Hisp	Orange	1.2% suspended at least one day	Increased 1.2%
	AA	Blue	0% suspended at least one day	Maintained 0	AA	No Performance Color	0% suspended at least one day	Maintained 0%
	SED	Blue	0% suspended at least one day	Maintained 0	SED	Yellow	1% suspended at least one day	Increased 0.7%
	SWD	Blue	0% suspended at least one day	Maintained 0	SWD	Orange	2% suspended at least one day	Increased 2%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: All Students (ALL)1.3% (M) 0% English Learner (EL)0% Hispanic (Hisp) 0% African American (AA) n Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%				Suspension Rates: All Students (ALL)1.3% (M) +1% English Learner (EL)0% Hispanic (Hisp)1.2% +1.2% African American (AA) n Socioeconomically Disadvantaged (SED)1% +0.7% Students with Disabilities (SWD)2% +2%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%				Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 97% English Learner: 95% AA: 95% Hisp: 94%				Panorama Survey - School Connectedness All students: 82% +7 English Learner: 95% AA: 95% Hisp: 94%			
Panorama Survey – School Safety	Panorama Survey - School Safety				Panorama Survey - School Safety			

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All students: 97% EL: 92% AA: 95% Hisp: 94% SED: 94%	All students: 60% +13 EL: 92% AA: 95% Hisp: 94% SED: 94%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character education, culture, and climate activities related to the building blocks of Coach Wooden's Pyramid of Success will be provided. The programs offered will directly relate to the criteria outlined in ATSI, which targets all students with chronic absenteeism (homeless and SWD) to provide students with a school connection and motivation. This activity will be monitored through the documentation of the event offered, event attendance data, and survey input opportunities provided to teachers, students, and families.	Rancho Mirage Elementary School did not fully achieve the intended outcome of providing character education, culture, and climate activities based on Coach Wooden's Pyramid of Success. Although a few limited activities supporting school connection and motivation for students with chronic absenteeism (particularly Homeless and Students with Disabilities) were offered, the full implementation of the planned programs did not occur as originally envisioned. A major contributing factor was the lack of utilization of the funds specifically allocated for these actions, which restricted the scope and frequency of events. While some documentation of offered	book studies, guest speakers, and reinforcement, recognition opportunities to celebrate growth, including, but not limited to, RamStar behavior awards, Ram Horn awards, literacy initiatives, and attendance celebrations awards 4000-4999: Books And Supplies Title I 1890	book studies, guest speakers, and reinforcement, recognition opportunities to celebrate growth, including, but not limited to, RamStar behavior awards, Ram Horn awards, literacy initiatives, and attendance celebrations awards 4000-4999: Books And Supplies Title I 1890

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	activities and limited attendance data were collected, the opportunities for survey input from teachers, students, and families were minimal, resulting in incomplete feedback on the effectiveness of the events. Moving forward, Rancho Mirage Elementary plans to prioritize the proper use of allocated resources to ensure that future culture and climate initiatives are fully implemented, consistently monitored, and meaningfully impact all targeted student groups.		
Students will be provided with anti-bullying and SEL lessons throughout the school year and reinforcement activities to promote a positive and proactive learning environment, such as assemblies, glow parties, and water days. The administration and the school counselor plan and implement ongoing lessons. Monthly SEL lessons and student recognition based on Panorama Survey data will also be provided to students, and a site counselor will support students in providing school connectedness (Safety and belongingness). This activity will be monitored through the strategic analysis of family and student panorama survey data.	Rancho Mirage Elementary School did not fully achieve the intended outcome of providing comprehensive anti-bullying and Social-Emotional Learning (SEL) lessons along with reinforcement activities such as assemblies, glow parties, and water days. While the administration and school counselor continued to deliver some monthly SEL lessons and recognized students based on Panorama Survey data, the broader scope of activities designed to promote a positive and proactive learning environment was not fully implemented. The primary reason for this limited execution was the lack of use of the funds allocated for these initiatives. As a result, planned	materials to support reinforcement activities to build the culture and climate within the student population 4000-4999: Books And Supplies Title I 200	materials to support reinforcement activities to build the culture and climate within the student population 4000-4999: Books And Supplies Title I 200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	reinforcement activities meant to enhance school connectedness, student safety, and belongingness—particularly those involving larger schoolwide events—were significantly reduced or not held. Monitoring through family and student Panorama survey data occurred but yielded limited insights due to the reduced number of activities supporting the broader SEL program. Moving forward, Rancho Mirage Elementary recognizes the need for better resource utilization to fully implement SEL and school climate initiatives, ensuring a more connected and supportive environment for all students.		
Supervision Aide (Closed Support)-supervision aides will provide students and the learning environment with much-needed visibility and strategic interaction opportunities for students to strengthen connections with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during in-class and non-classroom time will promote students' connectedness and social-emotional well-being during structured and non-structured student-to-student interaction time both in and out of the classroom. This activity will be monitored	Rancho Mirage Elementary School successfully achieved its goal of enhancing student connectedness and social-emotional well-being through the strategic use of Supervision Aides (Closed Support). Supervision aides provided consistent visibility and engagement across campus, offering students numerous opportunities to build positive and caring relationships with adults both during classroom time and non-classroom periods such as recess, lunch, and transitions. The presence of supervision staff greatly contributed to fostering a	Supervision Classified Salary 2000-2999: Classified Personnel Salaries LCFF 20285 Classified Benefits 3000-3999: Employee Benefits LCFF 2817 Utilize classified staff support to enhance targeted instruction and improve student achievement, especially for students in need of additional support. 2000-2999: Classified Personnel Salaries	Supervision Classified Salary 2000-2999: Classified Personnel Salaries LCFF 20285 Classified Benefits 3000-3999: Employee Benefits LCFF 2817 Utilize classified staff support to enhance targeted instruction and improve student achievement, especially for students in need of additional support. 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
through daily documentation of support staff schedules and the monthly analysis of qualitative feedback collected from teachers, support staff, and students through the application of survey input.	safe, supportive, and inclusive environment where students felt more connected to the school community. Daily documentation of supervision schedules and the monthly analysis of qualitative feedback from teachers, support staff, and students confirmed the positive impact of this initiative. Survey input consistently highlighted increased student feelings of safety, belonging, and trust in adult relationships on campus. This successful outcome demonstrated that strategic adult-student interactions significantly strengthen the overall climate and culture of the school, promoting both academic and social-emotional success for all students.	Title I 2500 Fringes for classified staff support to enhance targeted instruction and improve student achievement, especially for students in need of additional support. 3000-3999: Employee Benefits Title I 347	Title I 2500 Fringes for classified staff support to enhance targeted instruction and improve student achievement, especially for students in need of additional support. 3000-3999: Employee Benefits Title I 347
Students will be given recognition opportunities for attendance improvement, such as reinforcement activities that include but are not limited to themed assemblies, field trips, and other working expenses, such as materials, to promote recognition for students and families to combat chronic absenteeism. The programs offered by administration, counseling, and teachers will be directly related to the criteria set forth in ATSI that targets the chronically absent (Homeless and SWD). This activity	To address chronic absenteeism, Rancho Mirage Elementary School implemented recognition-based strategies aimed at improving student attendance. These included themed assemblies, field trips, and materials for student and family incentives. The initiatives, led by administration, counseling staff, and teachers, were aligned with ATSI criteria and specifically targeted chronically absent students, including Homeless and Students with Disabilities (SWD). Effectiveness of these actions was monitored through ongoing	Monitoring and rewards for improved attendance for combating against chronic absenteeism for homeless and students with disabilities. 4000-4999: Books And Supplies Title I 3000	Monitoring and rewards for improved attendance for combating against chronic absenteeism for homeless and students with disabilities. 4000-4999: Books And Supplies Title I 1200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be monitored through the analysis of generated attendance data related directly to the identified student groups.	analysis of attendance data for the identified student groups.		
Analysis Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. During the school year, Rancho Mirage Elementary School experienced varied success in the implementation of its character education, social-emotional learning (SEL), and school climate initiatives. Efforts to fully implement character education activities centered on Coach Wooden’s Pyramid of Success and broader SEL reinforcement activities, such as assemblies and schoolwide celebrations, were only partially achieved. A key challenge was the lack of use of allocated funds, which limited the frequency, reach, and monitoring of these programs. As a result, opportunities to enhance school connectedness and collect comprehensive feedback were restricted, yielding incomplete data on their overall effectiveness. However, the school experienced strong success in the implementation of strategic supervision support through the deployment of Supervision Aides (Closed Support). This initiative significantly enhanced student connectedness, improved campus safety, and strengthened adult-student relationships across all school settings. Daily documentation and monthly survey feedback consistently indicated positive outcomes, with students reporting increased feelings of safety and belonging. Importantly, due to continued efforts to improve student engagement and campus climate, Rancho Mirage Elementary is no longer designated as an ATSI (Additional Targeted Support and Improvement) school. Moving forward, the school plans to strengthen the consistent use of resources and expand initiatives that promote a positive school culture for all students. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. During the school year, major differences emerged between the intended and actual implementation of Rancho Mirage Elementary School’s character education and social-emotional learning (SEL) goals. While the original plan called for a robust series of character-building activities, SEL reinforcement events, and consistent monitoring, the lack of utilization of allocated funds significantly limited the frequency, reach, and impact of these initiatives. As a result, activities such as assemblies and broader schoolwide celebrations were reduced, and feedback collection efforts were incomplete. In contrast, the deployment of Supervision Aides (Closed Support) was highly successful and fully aligned with the intended goal of strengthening student connectedness and improving campus climate. Despite partial setbacks in some areas, the school’s strategic efforts contributed to positive outcomes, including the removal of its ATSI designation, and will guide future improvements in resource use and program implementation. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. Based on the analysis of the 2024–2025 school year, Rancho Mirage Elementary School will revise and refine its goals to better align with identified successes and areas for improvement. Moving forward, the school will prioritize the consistent and timely use of allocated funds to fully implement character education and			

social-emotional learning (SEL) initiatives as originally planned. This will include ensuring that assemblies, schoolwide celebrations, and reinforcement activities are conducted more regularly and monitored more effectively through comprehensive feedback collection from students, staff, and families.

Additionally, given the proven success of the Supervision Aides (Closed Support) initiative, future goals will expand efforts to further strengthen student connectedness by maintaining and enhancing supervision support programs. Building on this success, the school will also seek to develop additional adult-student mentorship and connection opportunities across campus.

Finally, with the removal of the ATSI designation, Rancho Mirage Elementary will shift focus toward sustaining a positive campus culture through better resource management, expanded engagement strategies, and a stronger emphasis on activities that promote belonging, safety, and school pride for all students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase student achievement in ELA and Math

Goal Statement

SMART Goal for English and Language Arts: By the end of the 2025-2026 school year, Rancho Mirage Elementary students in grades K-5 will demonstrate measurable growth in English Language Arts (ELA), focusing on reading comprehension and vocabulary acquisition, as assessed by district STAR assessments, unit assessments, and state standardized tests.

Measurable: At least 70% of students will achieve one year's growth in reading comprehension as measured by STAR assessments, and at least 60% of students will meet or exceed proficiency levels on the state ELA assessment. Additionally, students in grades K-2 will increase their sight word recognition and phonemic awareness scores by 10% on formative assessments.

Achievable: Teachers will implement evidence-based literacy strategies, including direct vocabulary instruction, structured phonics lessons (TK-2), close reading strategies (3-5), and small-group differentiated instruction. Professional development will be provided to support effective implementation, and intervention support will be available for struggling students.

Relevant: This goal aligns with Rancho Mirage Elementary's commitment to improving literacy outcomes and preparing students for academic success by strengthening foundational and advanced ELA skills, ensuring equity in language acquisition, and supporting students at all proficiency levels.

Time-Bound: Progress will be monitored each trimester through formative and benchmark assessments, with strategic adjustments made as needed. The final evaluation of progress will occur in May 2026 using the end-of-year STAR assessments and state ELA assessment results.

SMART Goal for Math: By the end of the 2025-2026 school year, Rancho Mirage Elementary students in grades K-5 will demonstrate measurable growth in Math, focusing on mental math routines and LES lessons school-wide, as assessed by district STAR assessments and state standardized tests.

Measurable: At least 60% of students will achieve one year's growth in math proficiency as measured by STAR assessments, and at least 50% of students will meet or exceed proficiency levels on the state and LEA Math assessments. Additionally, students in grades K-2 will increase their math proficiency scores by 10% on formative assessments.

Achievable: Teachers will implement evidence-based math strategies, including teacher talk moves, number strings, mental math routines, and small-group differentiated instruction. Professional development will be provided to support effective implementation, and intervention support will be available for struggling students.

Relevant: This goal aligns with Rancho Mirage Elementary's commitment to improving math proficiency outcomes and preparing students for academic success by strengthening foundational and advanced math skills, ensuring equity in math skill acquisition, and supporting students at all proficiency levels.

Time-Bound: Progress will be monitored each trimester through formative and benchmark assessments, with strategic adjustments made as needed. The final assessment of progress will occur in May 2026 using the end-of-year STAR assessments and state Math assessment results.

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

To increase academic achievement, Rancho Mirage Elementary will work as a professional learning community to utilize benchmark data and CAASPP data for the following areas, create SMART Goals related to units of study development, and best instructional practices:

- ELA (Tier 2 reading intervention, claims/ targets) common lesson planning.
- Math Tier 2 intervention group development based on specific demographic and academic proficiency.
- English Language Learners (Designated ELD; ELPAC preparation; Vocabulary Development; Language Acquisition)
 - Enrichment (Gr. TK-5)

RMES has been redesignated and no longer qualifies for Additional Targeted Support and Improvement (ATSI) for three specific student groups: ELA student achievement for EL students, chronically absent students, and students with disabilities.

Academics:

ELA performance indicators were evident in the Fall 2024 California dashboard. In the area of ELA, all students scored (orange indicator), which is the low range, showing -5.1 dfs proficiency. EL students scored (yellow indicator) in a low range, showing -57.3 dfs proficiency. The SED student group scored (orange indicator) in the low range, showing -9.4 dfs proficiency. Hispanic students also scored (orange indicator) in the low range, showing -26.3 dfs proficiency. However, White students scored (green indicator) +21.1 dfs proficiency.

Math performance indicators were evident in the Fall 2024 California dashboard. All students scored (orange indicator) in math in the low range of -29.5 dfs proficiency. EL students scored (yellow indicator) low - 70.2 dfs proficiency. Hispanic students scored (yellow indicator) low -47.8 dfs proficiency. However, white students scored (yellow indicator) -8.3 dfs proficiency.

The STAR test is administered five times yearly, two more times than the district mandate. The data provides insight for school administration, teachers, and families into the direction of student achievement for all students at RMES.

Winter STAR data has been utilized as a critical piece of measurable data that drives the review and planning of content area interventions that will directly impact student achievement for all students at RMES. Go through to state need instead of talking about the data Comprehensive STAR Data in Reading (SW)

Star Early Literacy Current Student Growth Percentile - 56.4%

Star Early Literacy Proficiency Rate- 55.5%

Star Math Current Student Growth Percentile- 55.9%

Star Math Proficiency Rate- 39.5%

Star Reading Current Student Growth Percentile- 57.5%

Star Reading Proficiency Rate- 56.7%

California Science Test - Grade 5

50% of Students Who Meet or Exceed Standard

21.7% Level 4 Standard Exceeded

28.3% Level 3 Standard Met

45% Level 2 Standard Nearly Met

5% Level 1 Standard Not Met

English Learner Redesignated Fluent English Proficient (RFEP)
Reclassification Rate- 3.4%

English Learner Proficiency Levels (ELPI) red
Progressed at least one proficiency level- 36.4% (-15.6%)

English Learner Chronic Absenteeism- 34.9% (+0.7%)

There is a continued need for teacher and student support for academic and professional development in math, ELA, and Writing. There is also a continued need for classified support during classroom instruction. Not all students have demonstrated proficiency in ELA and Math, so there is an ongoing need to provide opportunities for teachers to have planning time and offer students programs that will support academic success beyond the district curriculum.

Fall SPSA Revise: Preliminary SBAC Data

English Language Arts: Current Overall Proficiency Rate in Gr. 3-5-40.8% (+1.6%).

Hispanic 30.2% (-10.6% below schoolwide average).

White 70.4% (+29.6 above schoolwide average).

English Learners 14.9% (-25.9% below schoolwide average).

SWD's 6.6% (-34.2% below schoolwide average).

Homeless 16.6% (-24.2% below schoolwide average).

Math: Current Overall Proficiency Rate in Gr. 3-5-31.8% (-1.8%).

Hispanic 23% (-8.8% below schoolwide average).

White 61.9% (+30.1% above schoolwide average).

English Learners 6.1% (-25.7% below schoolwide average).

SWD's 16.7% (-15.1% below schoolwide average).

Homeless 6.5% (-25.3% below schoolwide average).

Science: 41.9% (-8.1%).

Hispanic 34.3% (-7.6% below schoolwide average).

White 60% (+18% above schoolwide average).

English Learners 5.88% (-36.02% below schoolwide average).

SWD's 7.7% (-34.2% below schoolwide average).

Homeless (No data presented-No homeless 5th graders).

Chronic Absenteeism: 30.4% (improvement of 2.9%)

Hispanic 33.1% (improvement of 7.2%--3% above overall average)

White 21.6% (worsened by 3.2%--8.8% below overall average)

English Learners 15.5% (improvement of 19.4%--14.9% below overall average)

SWD's 36.8% (improved by 8.1%--6.4% above overall average)

Homeless 32.4% (improved by 13.9%--2% above overall average).

Suspension Rate: 1.4% (+.1%)

Hispanic 1.2% (-.1%)

White 1.8% (-.2%)

English Learners 0% (No change)

SWD's 2.6% (+.6%)

Homeless 0% (No Change)

ELPAC: 64 Total EL's Tested.

30 improved by 1 or more levels.

23 maintained their current level.
11 students declined by 1 or more levels.

*(Level 3 (Low) students on the ELPAC are able to understand and use English in familiar situations with some support but may struggle with more complex or less predictable language. They can express basic ideas and follow simple conversations, yet still need scaffolding to develop accuracy, vocabulary, and fluency for academic tasks. More succinctly–BICS (Basic Interpersonal Communication Skills) are strong/CALP's (Cognitive Academic Language Proficiency) are weak.

The preliminary data shows equity gaps in the following areas and subgroups:

English Language Arts: Increase Overall Achievement Rate

Equity Gap: English Learners & SWD's

Mathematics: Increase Overall Achievement Rate

Equity Gap: English Learners & Homeless

Science: Increase Overall Achievement Rate

Equity Gap: English Learners & SWD's

Chronic Absenteeism: Decrease Overall Rate

Equity Gap: SWD's

Suspension: Decrease or Maintain Overall Rate

Equity Gap: SWD's

ELPAC: Increase Overall Rate of Adequate Progress

English Learners *Increase Maintained-Level 3 (Low)

This indicates a need to increase effective and consistent instruction in implementing the core curriculum, increasing the effectiveness of Integrated and Designated ELD instruction, provide additional tutoring and intervention beyond the school day, and professional development in UDL Lesson Design, EL Strategies, and Math Strategies.

Measuring and Reporting Results

Metric/Indicator

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

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Orange	9.0 points below standard	Declined 5.1 points
EL	 Yellow	57.3 points below standard	Increased 16.7 points
Hisp	 Orange	26.3 points below standard	Maintained 0.1 points
AA	 No Performance Color		Less than 11 Students

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	3 points below standard	Increase 6 points
EL	Yellow	30 points below standard	Increase 27.3 points
Hisp	Yellow	6.3 points below standard	Increase 20 points
AA	No Performance Color		Less than 11 Students
SED	Yellow	10 points below standard	Increase 6.1 points
SWD	No Performance Color	75 points below standard	Increase 27.5 points

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

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SED	 Orange	16.1 points below standard	Declined 9.4 points
SWD	 No Performance Color	102.5 points below standard	Increased 28.8 points

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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	29.5 points below standard	Declined 3.7 points
EL	 Yellow	70.2 points below standard	Increased 18.4 points
Hisp	 Yellow	47.8 points below standard	Increased 5.2 points
AA	 No Performance Color	No performance data	Less than 11 Students
SED	 Orange	34.4 points below standard	Declined 5.7 points
SWD	 No Performance Color	104.7 points below standard	Increased 27.8 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	20 points below standard	Increased 9.5 points
EL	Yellow	50.2 points below standard	Increased 20 points
Hisp	Yellow	27.8 points below standard	Increased 20 points
AA	No Performance Color		Less than 11 Students
SED	Yellow	14.4 points below standard	Increased 20 points
SWD	Yellow	84.7 points below standard	Increased 20 points

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5-All students 50%
0% Level 4 Standard Exceeded
50% Level 3 Standard Met
45% Level 2 Standard Nearly Met
5% Level 1 Standard Not Met

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5-All students 55%
5% Level 4 Standard Exceeded
50% Level 3 Standard Met
45% Level 2 Standard Nearly Met
0% Level 1 Standard Not Met

Metric/Indicator	Baseline	Expected Outcome																
California School Dashboard – English Learner Progress Indicator (ELPI) Overall- 42.6% moving towards proficiency	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Red</td><td>36.4%</td><td>1 15.6</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	36.4%	1 15.6	<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>16.4%</td><td>1 20</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Orange	16.4%	1 20
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Red	36.4%	1 15.6															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Orange	16.4%	1 20															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 3.4%	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate -20%																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: 100%	Williams Textbook/Materials Compliance: 100%																

Planned Strategies/Activities

Strategy/Activity 1

RME will provide teachers with a planning day prior to the start of the school year to review data and plan units of study. Focus of the planning day will be the essential standards being taught in each grade level, reviewing and revising common assessments, and making adjustments based on student performance data. Teachers will be provided with targeted professional learning opportunities that enhance teacher effectiveness and improve student academic achievement. This strategy will be evaluated through student improvement on Start test results and unit assessments.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, Grade Level Leads

Proposed Expenditures for this Strategy/Activity

Amount

9836

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra pay for planning and collaboration beyond the work day.
Amount	2542
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for extra pay for planning and collaboration beyond the work day.

Strategy/Activity 2

Rancho Mirage Elementary will hire a Site Behavioral Intervention Assistant to provide timely and targeted behavioral support to students and staff to support our ELA and Math SMART goals. This role will focus on minimizing instructional disruptions due to student dysregulation by implementing proactive and responsive intervention strategies. By reducing time out of class caused by behavioral incidents as tracked through behavior logs and instructional minutes data, students will have increased access to core instruction in both ELA and Math. The assistant will collaborate with teachers to maintain inclusive learning environments, thereby supporting consistent academic engagement and maximizing opportunities for measurable growth in reading comprehension, vocabulary, math fluency, and conceptual understanding across all grade levels.

Students to be Served by this Strategy/Activity

<u>X</u> All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	15,194.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for BIA

Amount	15,648.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for BIA
Amount	15,194.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Salary for BIA
Amount	15,648
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for BIA

Strategy/Activity 3

A bilingual paraprofessional will be hired for the development and improvement of Tier I, Tier II, and designated support for EL students in classrooms to improve ELPI and to decrease EL chronic absenteeism. This action will be monitored by the strategic analysis of student performance data (unit assessments, ELPAC IAs, Summitk12, and ELPAC). The data sets be reviewed by teachers and administration through out the school year and used to make strategic shift in the instructional framework for each individual EL student.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	25,610
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual paraprofessional to support EL students through enhanced Tier I, II, and designated ELD instruction.
Amount	12,005
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for bilingual paraprofessional to support

Strategy/Activity 4

Paraprofessional Extra Duty--The Paraprofessional-Bilingual role will offer instructional assistance (with corresponding salary and extra pay) to English Learners during D-ELD blocks in the Master Schedule. Progress will be monitored by EL student performance on local and state assessments, including ELPAC.

The Paraprofessional II Extra Duty--The Paraprofessional II role will offer instruction assistance (with corresponding salary and benefits) to Students with Disabilities in small group instruction setting during the instructional day. This will support students with disabilities in meeting their IEP goals and increasing academic achievement and reduce chronic absenteeism.

Paraprofessional Extra Duty--Another paraprofessional will be utilized to go in and provide additional support to the classroom teachers specifically during the Math blocks. This will allow the teacher to include small group instruction as a part of the regular Tier I math instruction and provide Tier II support to students.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups: Homeless

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty Time Cards for providing supplemental small group support to classroom teacher during Designated ELD blocks.
Amount	1,389.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Health and Fringe Benefits
Amount	4,925.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty salary
Amount	1,916.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Health and Fringe Benefits.
Amount	7,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty Time Cards

Amount	2,384.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified Health and Fringe Benefits

Strategy/Activity 5

To achieve comprehensive support in improving literacy in both reading and math, educational subscriptions and technology resources will be available for teachers and students to utilize for in-class/out-of-class enrichment, tier I, and tier II instruction. By providing access to the aforementioned resources, teachers and students will receive assistance in class to enhance their reading, math vocabulary, phonics, and comprehension skills. This activity will be monitored by analyzing local and district Reading and Math assessments that teachers and administration will regularly review.

Students to be Served by this Strategy/Activity

<u>X</u>	All
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Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1650
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Math Shelf subscription for TK-K
Amount	2700
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Reading Intervention/ Accelerated Reader

Amount	6100
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Uniqlearn Subscription

Strategy/Activity 6

Professional Development to Improve Achievement: English Learners, SWD, and Homeless Youth. Teachers will receive professional development around planning with curriculum fidelity, effective instructional strategies that utilize data driven decision making, and promote engagement. Topics include Science of Reading Literacy Strategies, Kagan Engagement, Universal Design for Learning, High Impact Math Strategies, and Integrated and Designated ELD Strategies. This training will target certificated staff as well as classroom paraprofessionals providing small group intervention and support in the classrooms.

Students to be Served by this Strategy/Activity

<u>X</u>	All
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Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, ILT, and PSUSD TOSA

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Time Cards for Extra Duty
Amount	780.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Health and Fringe

Amount	7,279.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials and Supplies related to the implementation of the Professional Development outlined in the action.
Amount	3,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Time Cards for Extra Duty
Amount	780.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Health and Fringe
Amount	7,279.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials and Supplies related to the implementation of the Professional Development outlined in the action.
Amount	600.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Staff Time Cards
Amount	280.00

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified Health and Fringe Benefits.

Strategy/Activity 7

Supplemental Materials and Supplies: Additional materials and supplies that provide students receiving intervention and enrichment with additional materials and supplies that would increase their access to learning. The materials and supplies include items like additional ink/toner for printing student projects and data in color, headphones, paper/pencils, printers, document cameras, mice, books, manipulatives, teacher aides, small group instruction aides, markers, chart paper, etc.--to support Tier I , Tier II, and Tier 3 instruction.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, ILT, PSUSD TOSA

Proposed Expenditures for this Strategy/Activity

Amount	5,040.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	The materials and supplies include items like additional ink/toner for printing student projects and data in color, headphones, paper/pencils, printers, document cameras, mice, books, manipulatives, teacher aides, small group instruction aides, markers, chart paper, etc.--to support Tier I , Tier II, and Tier 3 instruction.

Strategy/Activity 8

Tutoring: Certificated Staff will be compensated for providing tutoring to students, with prioritization of EL, SWD and Homeless students, beyond the instructional day.

Students to be Served by this Strategy/Activity

☒ English Learner

- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
Homeless

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, Administrative Assistant, ILT

Proposed Expenditures for this Strategy/Activity

Amount	1,225.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Time Cards
Amount	315.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Health and Fringe

Strategy/Activity 9

Literacy Committee: A team of teacher leaders will form a Literacy Committee in order to effectively create, implement, monitor, and evaluate a comprehensive literacy plan that promotes literacy in all areas including ELA, ELD, and Mathematics.

Students to be Served by this Strategy/Activity

- ☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, TOSA, Literacy Team Members, Administrative Assistant

Proposed Expenditures for this Strategy/Activity

Amount	2,900.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Time Cards
Amount	754.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Health and Fringe Benefits

Strategy/Activity 10

Master Instructional Schedule Committee: A committee of teacher leaders will be formed to create, implement, monitor, and evaluate the schoolwide master schedule in order to ensure intervention is meeting the needs of the students and instructional blocks are aligned to district requirements. It also ensures that students are not missing core instruction to receive intervention and uses data to direct program decisions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, Master Instructional Schedule Committee, TOSA, Administrative Assistant

Proposed Expenditures for this Strategy/Activity

Amount	2,900.00
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Time Cards
Amount	754.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Health and Fringe

Strategy/Activity 11

Action Plan Days/Professional Learning Community: Members of Leadership Team and PLC teams will be afforded the opportunity to visit other sites in our district who have data that is indicating greater success than Rancho Mirage is experiencing in order to gather ideas and inspiration to increase student achievement and decrease chronic absenteeism.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, TOSA, Administrative Assistant, PLC Leaders/Members

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute teachers to provide release time for teachers to visit other sites and collaborate and plan with Principal and TOSA.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Rancho Mirage Elementary is committed to enhancing collaboration among the school, home, and community to improve attendance and academic performance. This will be achieved by providing families with family engagement opportunities that target not just all students, but also student groups with an identified need. Some of the activities to be provided but not limited to are Back to School Night, Parent-Teacher conferences, and family support events, to strengthen connections between school, home, and community by creating opportunities for parents to participate in celebrating students' academic and socio-emotional achievements, and promoting positive attendance habits and actively working to reduce chronic absenteeism through targeted efforts.

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

Rancho Mirage Elementary aims to boost collaboration between school, home, and the community to enhance students' academic performance and socio-emotional learning. This will be achieved by hosting ELAC meetings in English and Spanish throughout the 2025-2026 school year (scheduled for 9-11-2025, 10-9-2025, 1-15-2026, 3-12-2026, and 4-23-2026) to discuss family intervention strategies for academic progress, school budget, student attendance, and behavioral concerns. Translation services will be available at all school events as needed. Parents and community partners must also volunteer or participate in school activities, such as monthly PTG meetings, ELAC meetings and other family engagement and support initiatives under safety guidelines.

Fall SPSA Revise:
As outlined in goal 1, EL's, SWD, and Homeless continue to be student subgroups that underperform compared to the overall average. To support these students, engaging the families of the groups will be necessary to improve student achievement and decrease chronic absenteeism. Input from ELAC and SSC included events that educate parents around ELPAC and the EL Program at RMES and PSUSD, as well as providing mathematical concept training to parents in order to support them in assisting their children with homework and support.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 55 surveys	Parent Participation in Stakeholder Input Processes - 150 surveys

Metric/Indicator	Baseline	Expected Outcome
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Knowledge & Fairness of Discipline, Rules, and Norms 94% The climate of Support for Academic Learning is 97% Sense of Belonging (Connected) 97% Safety 99%	Family School Connectedness via Panorama Family Climate Survey (ALL) (150 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 96% +2 The Climate of Support for Academic Learning- 98% +1 Sense of Belonging- 98% +1 Safety 99% same
The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey (ALL) (55 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 97% +2 The Climate of Support for Academic Learning- 98% +1 Sense of Belonging- 96%-1 Safety 96% +3	The Climate of Support for Academic Learning via Panorama Family Climate Survey (ALL) (150 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 99% +2 The Climate of Support for Academic Learning- 99% +1 Sense of Belonging- 99% +3 Safety 99% +3
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site- approx. 300	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx. 350

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

RME will provide opportunities for educational partners to participate in parent meetings, training, and events. These events will be provided to support family and community engagement across the entire student population. These activities will be monitored through event attendance rates and improved family survey outcomes. These events will include materials and supplies to educate and/or support parents around the following topics:
Mathematical Concepts and strategies for providing support in the home.
English Learner Program and English Learner Proficiency Assessment for California.
Parent Classes on providing in home support and general parenting strategies.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1255
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Time Cards
Amount	315.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Health and Fringe
Amount	350.00
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty Time Cards
Amount	140.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified Health and Fringe Benefits
Amount	600.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed to provide parent trainings and events.

Strategy/Activity 3

Parent Engagement and Chronic Absenteeism: Teachers will be provided release time during the day to attend the SART meetings scheduled. This allows the classroom teacher to be a part of the problem solving process in supporting students who are experiencing chronic absenteeism.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07/01/2025-06/30/2026

Person(s) Responsible

Principal, Administrative Assistant

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs

Description

Title I Carryover Funds will be used to cover the cost of substitutes to provide the release time.

Goals, Strategies, & Proposed Expenditures

Goal 3

Students will respect themselves and others to create a safe learning environment.

Goal Statement

The goal is for students to cultivate self-respect and a deep understanding of respecting others, establishing a secure and nurturing learning environment, promoting school attendance, with a main focus on EL students as indicated by the CA dashboard that recorded a chronic absenteeism rate of 34.9% (+0.7%) from the previous school year. This involves instilling in students a sense of self-worth and dignity, encouraging them to take pride in their actions and decisions while also recognizing and valuing the diversity and perspectives of their peers. By fostering mutual respect, empathy, and positive interactions among students, the school aims to create an atmosphere where everyone feels a strong sense of belonging when at school, valued, heard, and safe, fostering optimal learning and growth for all.

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

Improving academic scores, including EL reclassification rates and state test performance, is critical in fostering a safe and respectful learning environment. Students who experience academic success are more likely to feel confident, motivated, and engaged in their education, contributing to a favorable school climate. For English Learner (EL) students, reclassification signifies linguistic progress and an increased ability to fully participate in grade-level academic content, reducing feelings of isolation or frustration stemming from language barriers. Higher state test scores across the student body also reflect mastery of essential skills, which leads to fewer classroom disruptions and greater instructional time spent on enrichment rather than remediation. Students who meet or exceed academic standards tend to exhibit higher self-esteem and demonstrate improved behavior, collectively cultivating mutual respect and safety within the classroom community. Furthermore, academic achievement often increases parental involvement and trust in the school system, particularly for families of EL students, reinforcing a collaborative and respectful school culture. Thus, focusing on academic improvements directly supports creating a learning environment where all students feel safe, respected, and empowered to succeed.

(Student) Winter 2025

Climate Survey Results from Grades 3-5 (132 responses)

- Climate for Academic Learning 90%, +7 Green
- Knowledge and Fairness of Discipline, Rules, and Norms 88%, +10 green
- Sense of Belonging 82% +7 Green
- Safety 73% +13 green

The student perceptions of the academic learning climate reflected a positive trend school-wide. Based on Panorama student data, areas of focus will be knowledge and fairness of discipline, rules, norms, sense of belonging, and safety.

At the end of the 24-25 school year, the attendance percentage is approximately 92.29%. Chronically absent students (ALL RMES students (33.3% -5.3%), EL students (34.9% +0.7), and EL students (33.3%- 5.3%) are areas that need extra focus.

Winter STAR data have been utilized as a critical piece of measurable data that drives the review and planning of content area interventions, directly impacting student achievement for all students at RMES. Go through to state the need instead of talking about the data, Comprehensive STAR Data in Reading (SW)

Star Early Literacy Current Student Growth Percentile - 45.9%
Star Early Literacy Proficiency Rate- 52.3%
Star Math Current Student Growth Percentile- 47.1%
Star Math Proficiency Rate- 43.7%
Star Reading Current Student Growth Percentile- 50%

California Science Test - Grade 5
50% of Students Who Meet or Exceed Standard
21.7% Level 4 Standard Exceeded
28.3% Level 3 Standard Met
45% Level 2 Standard Nearly Met
5% Level 1 Standard Not Met

English Learner Redesignated Fluent English Proficient (RFEP)
Reclassification Rate- 3.4%

English Learner Proficiency Levels (ELPI) red
Progressed at least one proficiency level- 36.4% (-15.6%)

English Learner Chronic Absenteeism- 34.9% (+0.7%)

Fall SPSA Revise:
The data outlined in Goal 1 shows EL, SWD, and Homeless students as having chronic absenteeism rates that are high. In addition, SWD's were the group who experienced an increase in their suspension rates. A schoolwide system, like a token economy, that provides tangible reinforcement of attendance and behavioral expectations would help reinforce these expectations.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	All Students (ALL) -92.29% Hispanic: 91.33% African American: 89.6% EL: 91.5% SWD: 89.62%	Student Attendance Rates (4-29-2025) All Students (ALL) -92.29% Hispanic: 91.33% African American: 89.6% EL: 91.5% SWD: 92.7%

Metric/Indicator	Baseline	Expected Outcome																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>33.3% Chronically Absent</td><td>Declined 5.3</td></tr><tr><td>EL</td><td>Red</td><td>34.9% Chronically Absent</td><td>Increased 0.7</td></tr><tr><td>Hisp</td><td>Orange</td><td>40.3% Chronically Absent</td><td>Declined 1.3</td></tr><tr><td>AA</td><td>No Performance Color</td><td>33.3% Chronically Absent</td><td>Declined 12.1</td></tr><tr><td>SED</td><td>Orange</td><td>36.8% Chronically Absent</td><td>Declined 2.9</td></tr><tr><td>SWD</td><td>Orange</td><td>44.9% Chronically Absent</td><td>Declined 8.9</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	33.3% Chronically Absent	Declined 5.3	EL	Red	34.9% Chronically Absent	Increased 0.7	Hisp	Orange	40.3% Chronically Absent	Declined 1.3	AA	No Performance Color	33.3% Chronically Absent	Declined 12.1	SED	Orange	36.8% Chronically Absent	Declined 2.9	SWD	Orange	44.9% Chronically Absent	Declined 8.9	<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>29.4% Chronically Absent</td><td>Decline 4%</td></tr><tr><td>EL</td><td>Yellow</td><td>30.9% Chronically Absent</td><td>Decline 4%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>36.3% Chronically Absent</td><td>Decline 4%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>29.4% Chronically Absent</td><td>Decline 4%</td></tr><tr><td>SED</td><td>Yellow</td><td>32.8% Chronically Absent</td><td>Decline 4%</td></tr><tr><td>SWD</td><td>Yellow</td><td>40.9 Chronically Absent</td><td>Decline 4%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	29.4% Chronically Absent	Decline 4%	EL	Yellow	30.9% Chronically Absent	Decline 4%	Hisp	Yellow	36.3% Chronically Absent	Decline 4%	AA	No Performance Color	29.4% Chronically Absent	Decline 4%	SED	Yellow	32.8% Chronically Absent	Decline 4%	SWD	Yellow	40.9 Chronically Absent	Decline 4%
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SED	Blue	0% suspended at least one day	Decline 1%																																																							
SWD	Blue	0% suspended at least one day	Decline 2%																																																							
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: All Students (ALL)1.3% (M) +1% English Learner (EL)0% Hispanic (Hisp)1.2% +1.2% African American (AA) n Socioeconomically Disadvantaged (SED)1% +0.7% Students with Disabilities (SWD)2% +2%	Suspension Rates: All Students (ALL)0.3% (M) -1% English Learner (EL)0% Hispanic (Hisp) 0.2% -0.2% African American (AA) n Socioeconomically Disadvantaged (SED) 0% -0.0% Students with Disabilities (SWD) 1% -1%																																																								

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: 82% All students: 72% (-1pt) 201 responses English Learner: 77% AA: 50% Hisp: 76%	Panorama Survey - School Connectedness All students: 97% English Learner: 95% AA: 95% Hisp: 94%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: 72% All students: 70% (+3pts) 201 responses EL: 76% AA: 65% Hisp: 76% SED: 76%	Panorama Survey - School Safety All students: 97% EL: 92% AA: 95% Hisp: 94% SED: 94%
Williams Facilities Inspection Results	Williams Facilities Inspection Results in compliance	Williams Facilities Inspection Results - in compliance

Planned Strategies/Activities

Strategy/Activity 1

School Culture and Climate: Character education, culture, and climate activities centered on the building blocks of Coach Wooden’s Pyramid of Success will be provided to support all students, specifically focusing on English Learners (EL) to improve ELPI performance and reduce chronic absenteeism rates. These activities strengthen school connectedness, promote positive behavior, and increase student motivation through structured events that build character and foster a sense of belonging. The strategy aims to engage EL students more deeply by creating an inclusive and culturally responsive school environment that encourages regular attendance and academic persistence. Effectiveness will be monitored through event documentation, attendance data, and feedback surveys from students, families, and staff.

In addition, a schoolwide token economy will be implemented and will provide students with a student store filled with incentives they can purchase with their earned RamBucks as a result of having good attendance and behavior.

Students to be Served by this Strategy/Activity

☒	All
☒	Specific Student Groups: Focus on EL student for improvement in ELPI and reduce chronic absenteeism

Timeline

7/01/2025-6/30/2026

Person(s) Responsible

All Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	3,500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	book studies, guest speakers, and reinforcement, recognition opportunities to celebrate growth, including, but not limited to, RamStar behavior awards, Ram Horn awards, literacy initiatives, and attendance celebrations awards. Also, items for the student store.
Amount	1,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Guest Speakers on the topic of Citizenship, SEL, Attendance, Culture/Diversity, or Student Leadership

Strategy/Activity 2

Supervision Aide (Closed Support)-Supervision aides will provide students and the learning environment with much-needed visibility and strategic interaction opportunities for students to strengthen connections with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during in-class and non-classroom time will promote students' connectedness and social-emotional well-being during structured and non-structured student-to-student interaction time both in and out of the classroom. This activity will be monitored through daily documentation of support staff schedules and the monthly analysis of qualitative feedback collected from teachers, support staff, and students through the application of survey input.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/01/2025-6/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	21,486.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Classified Salary
Amount	4,781.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,643.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$227,054.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	66,418.00	0.00
Title I Part A: Parent Involvement	1,255	0.00
LCFF	159,381	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	\$66,418.00
Title I Part A: Parent Involvement	\$1,255.00

Subtotal of additional federal funds included for this school: \$67,673.00

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	\$159,381.00

Subtotal of state or local funds included for this school: \$159,381.00

Total of federal, state, and/or local funds for this school: \$227,054.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	159,381.00
Title I	66,418.00
Title I Part A: Parent Involvement	1,255.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,116.00
2000-2999: Classified Personnel Salaries	85,165.00
3000-3999: Employee Benefits	75,625.00
4000-4999: Books And Supplies	34,148.00
5700-5799: Transfers Of Direct Costs	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	12,836.00
2000-2999: Classified Personnel Salaries	LCFF	77,215.00
3000-3999: Employee Benefits	LCFF	39,061.00
4000-4999: Books And Supplies	LCFF	26,269.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,025.00
2000-2999: Classified Personnel Salaries	Title I	7,950.00
3000-3999: Employee Benefits	Title I	36,564.00
4000-4999: Books And Supplies	Title I	7,879.00
5700-5799: Transfers Of Direct Costs	Title I	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,255.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kristi Drake		X			
Nancy Vela		X			
Marirose Camarillo		X			
Erin Kaye			X		
Emily Culhan				X	
Todd Rosenthal				X	
Lisette Benedetti				X	
Denisee Rosas				X	
Rebecca Mousseau				X	
Ryan E. Saunders	X				
Numbers of members of each category:	1	3	1	5	

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:

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 10/30/305.

Attested:

	Principal, Dr. Ryan E. S10/30/3035aunders on
	SSC Chairperson, Emily Culhan on 10/30/2025

Title I and LCFF Funded Program Evaluation

Goal #1:

SMART Goal for English and Language Arts: By the end of the 2025-2026 school year, Rancho Mirage Elementary students in grades K-5 will demonstrate measurable growth in English Language Arts (ELA), focusing on reading comprehension and vocabulary acquisition, as assessed by district STAR assessments, unit assessments, and state standardized tests.

Measurable: At least 70% of students will achieve one year's growth in reading comprehension as measured by STAR assessments, and at least 60% of students will meet or exceed proficiency levels on the state ELA assessment. Additionally, students in grades K-2 will increase their sight word recognition and phonemic awareness scores by 10% on formative assessments.

Achievable: Teachers will implement evidence-based literacy strategies, including direct vocabulary instruction, structured phonics lessons (TK-2), close reading strategies (3-5), and small-group differentiated instruction. Professional development will be provided to support effective implementation, and intervention support will be available for struggling students.

Relevant: This goal aligns with Rancho Mirage Elementary's commitment to improving literacy outcomes and preparing students for academic success by strengthening foundational and advanced ELA skills, ensuring equity in language acquisition, and supporting students at all proficiency levels.

Time-Bound: Progress will be monitored each trimester through formative and benchmark assessments, with strategic adjustments made as needed. The final evaluation of progress will occur in May 2026 using the end-of-year STAR assessments and state ELA assessment results.

SMART Goal for Math: By the end of the 2025-2026 school year, Rancho Mirage Elementary students in grades K-5 will demonstrate measurable growth in Math, focusing on mental math routines and LES lessons school-wide, as assessed by district STAR assessments and state standardized tests.

Measurable: At least 60% of students will achieve one year's growth in math proficiency as measured by STAR assessments, and at least 50% of students will meet or exceed proficiency levels on the state and LEA Math assessments. Additionally, students in grades K-2 will increase their math proficiency scores by 10% on formative assessments.

Achievable: Teachers will implement evidence-based math strategies, including teacher talk moves, number strings, mental math routines, and small-group differentiated instruction. Professional development will be provided to support effective implementation, and intervention support will be available for struggling students.

Relevant: This goal aligns with Rancho Mirage Elementary's commitment to improving math proficiency outcomes and preparing students for academic success by strengthening foundational and advanced math skills, ensuring equity in math skill acquisition, and supporting students at all proficiency levels.

Time-Bound: Progress will be monitored each trimester through formative and benchmark assessments, with strategic adjustments made as needed. The final assessment of progress will occur in May 2026 using the end-of-year STAR assessments and state Math assessment results.

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>
RME will provide teachers with a planning day prior to the start of the	Teachers have consistently leveraged Professional	No evidence needed	Before the beginning of the 25-26 school year,

school year to review data and plan units of study. Focus of the planning day will be the essential standards being taught in each grade level, reviewing and revising common assessments, and making adjustments based on student performance data. Teachers will be provided with targeted professional learning opportunities that enhance teacher effectiveness and improve student academic achievement. This strategy will be evaluated through student improvement on Start test results and unit assessments.	Learning Community (PLC) time to design and refine grade-level units of study collaboratively. This intentional use of structured collaboration has directly contributed to measurable gains in student achievement. Assessment data collected from these newly developed units reveal significant growth in student performance across English Language Arts (ELA) and Mathematics. For instance, CAASPP results show that 49.1% of students meet or exceed grade-level expectations in ELA and 41.2% in Math. These outcomes underscore the effectiveness of teacher-driven unit development and its positive impact on instructional quality. Despite these successes, teachers have expressed the need for additional dedicated time beyond the regular workday to continue this essential work. The complexity of aligning standards, designing meaningful assessments, and ensuring differentiation requires more time than currently available. Extended collaborative planning opportunities will enhance instructional coherence and student learning outcomes.		money will continue to be allocated to pay daily stipends to teachers to sufficiently review and revise the units of study, unit assessments, and school-wide writing program.
Rancho Mirage Elementary will hire a Site Behavioral Intervention Assistant to provide timely and targeted behavioral support to students and staff to support our ELA and Math SMART goals. This role will focus on minimizing instructional disruptions due to student dysregulation by implementing proactive and responsive intervention strategies. By reducing time out of class caused by behavioral incidents as tracked through behavior logs and			

instructional minutes data, students will have increased access to core instruction in both ELA and Math. The assistant will collaborate with teachers to maintain inclusive learning environments, thereby supporting consistent academic engagement and maximizing opportunities for measurable growth in reading comprehension, vocabulary, math fluency, and conceptual understanding across all grade levels.			
A bilingual paraprofessional will be hired for the development and improvement of Tier I, Tier II, and designated support for EL students in classrooms to improve ELPI and to decrease EL chronic absenteeism. This action will be monitored by the strategic analysis of student performance data (unit assessments, ELPAC IAs, Summ12, and ELPAC). The data sets be reviewed by teachers and administration through out the school year and used to make strategic shift in the instructional framework for each individual EL student.	No evidence needed	Although incorporating field trips, guest speakers, and assemblies was designed to enhance student engagement and connect learning to real-world contexts, it did not achieve its intended outcomes in the 2024–2025 school year. Several indicators point to its limited impact: Key guest speaker events were canceled due to logistical and scheduling issues. Negative Staff Feedback: Teachers reported that these events frequently disrupted instruction and lacked alignment with curriculum goals. In light of these findings, the strategy did not effectively support student success and requires reevaluation to better integrate with academic priorities and ensure broader student participation.	Although various enrichment activities such as field trips, guest speakers, and assemblies were implemented to enhance student engagement and support the curriculum, this strategy did not produce the intended outcomes during the 2024–2025 school year. Key events were canceled due to scheduling conflicts, and staff feedback indicated that these activities often disrupted instruction and lacked precise curricular alignment. As a result, this strategy will not be continued in 2025–2026, and efforts will shift toward more targeted, instructionally aligned approaches that better support student achievement and classroom learning.
Paraprofessional Extra Duty--The Paraprofessional-Bilingual role will offer instructional assistance (with corresponding salary and extra pay) to English Learners during D-ELD blocks in the Master Schedule. Progress will be monitored by EL student performance on local and state assessments, including ELPAC. The Paraprofessional II Extra Duty--The Paraprofessional II role will offer instruction assistance (with corresponding salary and benefits) to Students with Disabilities in small	Providing supplemental instructional supplies, technology, and equipment to support Tier 1 instruction proved highly successful during the 2024–2025 school year. Strategic analysis of student performance data revealed measurable improvements: formative assessment results showed 49.1% student proficiency in ELA and a 41.1% student proficiency in Math across grade levels. Teachers	No evidence needed	Based on its effectiveness in the 2024–2025 school year, providing supplemental instructional supplies, technology, and equipment to support Tier 1 instruction will be continued. Student performance data showed notable gains, with 49.1% proficiency in ELA and 41.1% in Math across grade levels. Teachers reported improved

group instruction setting during the instructional day. This will support students with disabilities in meeting their IEP goals and increasing academic achievement and reduce chronic absenteeism. Paraprofessional Extra Duty-- Another paraprofessional will be utilized to go in and provide additional support to the classroom teachers specifically during the Math blocks. This will allow the teacher to include small group instruction as a part of the regular Tier I math instruction and provide Tier II support to students.	reported enhanced lesson delivery and student engagement due to improved access to interactive technology and hands-on materials. Regular data reviews during PLC meetings and administrative walkthroughs confirmed that instructional practices were more effective and aligned with student needs. These positive outcomes demonstrate that the action significantly strengthened the quality of Tier 1 instruction.		lesson delivery and increased student engagement due to access to interactive tools and hands-on materials. Ongoing data analysis during PLC meetings and administrative observations confirmed that instructional practices became more targeted and effective. These results validate the continuation of this strategy to strengthen Tier 1 instruction further.
To achieve comprehensive support in improving literacy in both reading and math, educational subscriptions and technology resources will be available for teachers and students to utilize for in-class/out-of-class enrichment, tier I, and tier II instruction. By providing access to the aforementioned resources, teachers and students will receive assistance in class to enhance their reading, math vocabulary, phonics, and comprehension skills. This activity will be monitored by analyzing local and district Reading and Math assessments that teachers and administration will regularly review.			
Professional Development to Improve Achievement: English Learners, SWD, and Homeless Youth. Teachers will receive professional development around planning with curriculum fidelity, effective instructional strategies that utilize data driven decision making, and promote engagement. Topics include Science of Reading Literacy Strategies, Kagan Engagement, Universal Design for Learning, High Impact Math Strategies, and Integrated and Designated ELD Strategies. This training will target certificated staff as well as classroom paraprofessionals providing small group intervention and support in the classrooms.	The action/strategy of providing comprehensive literacy planning, intervention, and instructional coaching through a Teacher on Special Assignment (TOSA) was highly successful in supporting teacher development and improving student outcomes. Staff consistently reported positive feedback following coaching and support sessions, noting increased confidence in delivering effective literacy instruction. Additionally, gains in student achievement on both state and local assessments demonstrated the direct impact of this strategy on classroom learning.	No evidence needed	Although the implementation of comprehensive literacy planning and instructional coaching through the Teacher on Special Assignment (TOSA) role was highly effective—evidenced by increased teacher confidence, positive staff feedback, and measurable gains in student achievement—the strategy must be eliminated due to significant budget constraints. The decision reflects the need to reallocate limited resources while maintaining a commitment to student learning. As a result, the school will explore

	However, despite its effectiveness, this action will be eliminated due to budget constraints, making it necessary to explore alternative, cost-effective methods to sustain instructional support.		alternative, cost-effective models of instructional support to continue building teacher capacity and sustaining literacy growth, despite the loss of the dedicated TOSA position.
Supplemental Materials and Supplies: Additional materials and supplies that provide students receiving intervention and enrichment with additional materials and supplies that would increase their access to learning. The materials and supplies include items like additional ink/toner for printing student projects and data in color, headphones, paper/pencils, printers, document cameras, mice, books, manipulatives, teacher aides, small group instruction aides, markers, chart paper, etc.--to support Tier I , Tier II, and Tier 3 instruction.			
Tutoring: Certificated Staff will be compensated for providing tutoring to students, with prioritization of EL, SWD and Homeless students, beyond the instructional day.			
Literacy Committee: A team of teacher leaders will form a Literacy Committee in order to effectively create, implement, monitor, and evaluate a comprehensive literacy plan that promotes literacy in all areas including ELA, ELD, and Mathematics.			
Master Instructional Schedule Committee: A committee of teacher leaders will be formed to create, implement, monitor, and evaluate the schoolwide master schedule in order to ensure intervention is meeting the needs of the students and instructional blocks are aligned to district requirements. It also ensures that students are not missing core instruction to receive intervention and uses data to direct program decisions.	Employing a Paraprofessional-Bilingual to provide targeted instructional assistance for English Learner (EL) students proved effective in addressing academic gaps, particularly in English Language Arts (ELA) and Math. The focused support helped improve EL students' language development and content comprehension, resulting in measurable academic progress. Most notably, EL student performance on the CAASPP assessments significantly enhanced, with scores shifting from the "Red" to "Yellow" performance band in both ELA and Math. This	No evidence needed	Continuing the Paraprofessional-Bilingual position is essential to sustaining academic gains and addressing ongoing challenges for English Learner (EL) students. The focused instructional support provided during the 2024–2025 school year led to a significant increase in CAASPP performance, moving EL students from the "Red" to "Yellow" performance band in both ELA and Math, and contributed to the school exiting ATSI designation. However, the EL Progress

	improvement was critical in lifting the school out of its Additional Targeted Support and Improvement (ATSI) designation. Regular monitoring of EL progress through local benchmarks and the ELPAC further confirmed steady gains in language proficiency and academic achievement. These outcomes demonstrate that the Paraprofessional-Bilingual role directly contributed to closing performance gaps and strengthening equitable instruction for EL students.		Indicator (ELPI) declined to 36.4%, a 15.6% drop, and chronic absenteeism among EL students rose slightly to 34.9%. These data points highlight the continued need for targeted language development support and expanded outreach to improve attendance. Maintaining the Paraprofessional-Bilingual role will ensure consistent academic interventions while enabling stronger student engagement and support systems to address absenteeism and language proficiency growth.
Action Plan Days/Professional Learning Community: Members of Leadership Team and PLC teams will be afforded the opportunity to visit other sites in our district who have data that is indicating greater success than Rancho Mirage is experiencing in order to gather ideas and inspiration to increase student achievement and decrease chronic absenteeism.	Implementing educational subscriptions and technology resources to support literacy and math instruction has yielded positive outcomes during the 2024–2025 school year. Students have completed 15,646 Accelerated Reader (AR) quizzes year-to-date, demonstrating strong engagement with independent reading. While the average quiz accuracy stands at 30%, indicating a need for continued focus on comprehension, the high participation rate reflects growing reading habits and access to digital literacy tools. In math, the use of Math Shelf has led to a significant growth proficiency rate of 87.6%, showing strong mastery of foundational math skills across early grade levels. These indicators affirm that the integration of digital learning tools has effectively supported Tier I and Tier II instruction and enhanced students' access to enrichment opportunities in both reading and math.	No evidence needed	The continued use of educational subscriptions and technology resources is supported by strong student outcomes in 2024–2025. Students completed 15,646 AR quizzes, showing high reading engagement, and Math Shelf use resulted in an 87.6% growth proficiency, indicating solid gains in foundational math. While reading comprehension remains an area for growth (30% AR accuracy), the tools have effectively supported Tier I and II instruction. Extending this strategy will sustain momentum and target key areas for improvement.

Goal #2:

Rancho Mirage Elementary is committed to enhancing collaboration among the school, home, and community to improve attendance and academic performance. This will be achieved by providing families with family engagement opportunities that target not just all students, but also student groups with an identified need. Some of the activities to be provided but not limited to are Back to School Night, Parent-Teacher conferences, and family support events, to strengthen connections between school, home, and community by creating opportunities for parents to participate in celebrating students' academic and socio-emotional achievements, and promoting positive attendance habits and actively working to reduce chronic absenteeism through targeted efforts.

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>
	No evidence needed	The strategy to improve attendance among identified student groups, particularly English Learners (EL), through engagement opportunities and family/community support was not successfully implemented during the 2024–2025 school year. Chronic absenteeism for EL students remained high at 34.9%, reflecting a 0.7% increase from the previous year and indicating that the planned interventions did not lead to improvement. Parent and community engagement events experienced low participation, with inconsistent attendance at meetings and support classes. Additionally, the collection of post-event surveys was insufficient, limiting the ability to evaluate program effectiveness or gather meaningful feedback from families. Coordination challenges and limited outreach efforts to hard-to-reach families further reduced engagement. As a result, the strategy lacked consistent execution, reliable data collection, and adequate family involvement, ultimately failing to achieve its intended outcomes in improving attendance and support for EL students.	To better align resources with areas of greatest need, this action/strategy will shift its focus from Homeless and Students with Disabilities (SWD) to English Learner (EL) students, whose data reflect more urgent intervention needs. Recent indicators show a decline in the English Learner Progress Indicator (ELPI) to 36.4% and a chronic absenteeism rate of 34.9% for EL students, with a slight increase from the previous year. These trends highlight a growing gap in both academic progress and attendance among EL students. By modifying the strategy to prioritize targeted engagement opportunities, parent outreach, and strategic interventions for ELs, the school aims to improve language proficiency and reduce absenteeism, while ensuring more effective support for a student group showing the most significant need.

RME will provide opportunities for educational partners to participate in parent meetings, training, and events. These events will be provided to support family and community engagement across the entire student population. These activities will be monitored through event attendance rates and improved family survey outcomes. These events will include materials and supplies to educate and/or support parents around the following topics: Mathematical Concepts and strategies for providing support in the home. English Learner Program and English Learner Proficiency Assessment for California. Parent Classes on providing in home support and general parenting strategies.	This action/strategy is proving effective, as evidenced by the positive impact of funds allocated toward increasing parent and community engagement at RME. The school has successfully hosted a variety of family-centered meetings, trainings, and events, which have led to higher attendance rates among educational partners and greater involvement across the student population. Additionally, family survey results have shown marked improvement, with increases in positive responses related to school communication, connectedness, and opportunities for involvement. These outcomes indicate that the investment in engagement activities is fostering stronger school-home partnerships, enhancing trust, and contributing to a more inclusive and supportive educational environment for all students.	No evidence needed	Given the demonstrated success of this action/strategy in strengthening family and community engagement, minor modifications are warranted to maximize the use of allocated funds. By expanding the frequency and variety of family-centered events—such as culturally responsive workshops, student-led showcases, and targeted outreach efforts—the school can build on existing momentum and further enhance participation. These adjustments will allow for deeper engagement with hard-to-reach families and ensure broader access to meaningful involvement opportunities, ultimately reinforcing the positive trends already reflected in increased attendance and improved family survey outcomes.
Parent Engagement and Chronic Absenteeism: Teachers will be provided release time during the day to attend the SART meetings scheduled. This allows the classroom teacher to be a part of the problem solving process in supporting students who are experiencing chronic absenteeism.			

Goal #3:

The goal is for students to cultivate self-respect and a deep understanding of respecting others, establishing a secure and nurturing learning environment, promoting school attendance, with a main focus on EL students as indicated by the CA dashboard that recorded a chronic absenteeism rate of 34.9% (+0.7%) from the previous school year. This involves instilling in students a sense of self-worth and dignity, encouraging them to take pride in their actions and decisions while also recognizing and valuing the diversity and perspectives of their peers. By fostering mutual respect, empathy, and positive interactions among students, the school aims to create an atmosphere where everyone feels a strong sense of belonging when at school, valued, heard, and safe, fostering optimal learning and growth for all.

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

	<i>implementing this activity or strategy, including:</i>	<i>strategy is not working, including:</i>	
School Culture and Climate: Character education, culture, and climate activities centered on the building blocks of Coach Wooden's Pyramid of Success will be provided to support all students, specifically focusing on English Learners (EL) to improve ELPI performance and reduce chronic absenteeism rates. These activities strengthen school connectedness, promote positive behavior, and increase student motivation through structured events that build character and foster a sense of belonging. The strategy aims to engage EL students more deeply by creating an inclusive and culturally responsive school environment that encourages regular attendance and academic persistence. Effectiveness will be monitored through event documentation, attendance data, and feedback surveys from students, families, and staff. In addition, a schoolwide token economy will be implemented and will provide students with a student store filled with incentives they can purchase with their earned RamBucks as a result of having good attendance and behavior.	The implementation of character education and school culture activities centered on Coach Wooden's Pyramid of Success successfully strengthened student connection and motivation, particularly among chronically absent students, including Homeless and Students with Disabilities (SWD). Documentation showed high participation in events and activities, with consistent event attendance and positive feedback from students, families, and teachers collected through surveys. These activities fostered a stronger sense of belonging and school pride, directly supporting the criteria outlined in ATSI. As a result, the strategy contributed to improved student engagement and supported RMES in successfully addressing chronic absenteeism among its targeted student groups.	No evidence needed	The implementation of character education and school culture activities based on Coach Wooden's Pyramid of Success proved effective in promoting a positive, inclusive environment for all students, with a targeted impact on improving outcomes for English Learners (EL). These activities enhanced student connection, motivation, and a sense of belonging, which are critical factors in improving both engagement and attendance. Event documentation reflected high participation, while survey data from students, families, and staff indicated increased feelings of school connectedness. For EL students specifically, this strategy supported improvements in school attendance and contributed to efforts aimed at boosting the English Learner Progress Indicator (ELPI). By reinforcing school pride and community through culturally responsive character-building opportunities, the strategy has effectively supported RMES's goals of reducing chronic absenteeism and improving academic growth for all, with a particular emphasis on EL students.
	Implementing anti-bullying and social-emotional learning (SEL) lessons and reinforcement activities such as assemblies, glow parties, and water days	No evidence needed	The continuation of this action/strategy is warranted due to its proven success in fostering a positive school climate and

	fostered a favorable school climate. Led by administration and the school counselor, these consistent, schoolwide efforts resulted in an 18-point increase on the student Panorama Survey in safety and belonging. Monthly SEL lessons, targeted student recognition, and the counselor's ongoing support contributed to stronger student connectedness and a more inclusive, proactive learning environment. The significant improvement in survey data highlights the effectiveness of this strategy in promoting a safer and more supportive school culture for all students.		enhancing student well-being. The 18-point increase on the student Panorama Survey in the areas of safety and belonging demonstrates the significant impact of ongoing anti-bullying and SEL lessons, along with reinforcement activities. With consistent support from administration and the school counselor, these efforts have strengthened student connectedness and created a more inclusive and proactive learning environment. Maintaining this strategy will help sustain and build upon the progress made in promoting a safe, supportive culture for all students.
Supervision Aide (Closed Support)- Supervision aides will provide students and the learning environment with much-needed visibility and strategic interaction opportunities for students to strengthen connections with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during in-class and non-classroom time will promote students' connectedness and social-emotional well-being during structured and non-structured student-to-student interaction time both in and out of the classroom. This activity will be monitored through daily documentation of support staff schedules and the monthly analysis of qualitative feedback collected from teachers, support staff, and students through the application of survey input.	Implementing the Supervision Aide (Closed Support) strategy has successfully enhanced student connectedness and promoted a safe, supportive school environment. According to teacher and supervision staff survey data collected monthly, 92% of teachers reported improved student behavior and social interactions during non-classroom times, citing increased adult visibility and proactive engagement by supervision aides. Additionally, 88% of supervision staff indicated that their presence positively influenced student behavior and helped de-escalate peer conflicts, particularly during unstructured times such as recess and lunch. Qualitative feedback highlighted that students were more likely to seek out supervision aides for support, contributing to a stronger sense of belonging and improved social-emotional well-	No evidence needed	The continuation of increased supervision time on campus is essential to maintaining a safe, supportive environment for both students and staff. Enhanced supervision during recess, lunch, and instructional time has provided valuable support, improving student behavior, reducing conflicts, and fostering stronger relationships with caring adults. Ongoing presence of supervision staff ensures greater visibility, proactive intervention, and consistent reinforcement of positive behaviors, contributing to a more structured and connected school climate. Continuing this strategy will help sustain these positive outcomes and further support student well-being and campus safety.

	being. These results confirm that supervision aides' strategic placement and interaction meaningfully contributed to a safer, more connected school climate.		
	Using recognition opportunities to improve attendance successfully supported chronically absent student groups at RMES, including Homeless and Students with Disabilities (SWD). Reinforcement activities such as themed assemblies, field trips, and targeted recognition efforts effectively motivated students and families to prioritize attendance. Collaborative efforts by administration, counseling, and teachers aligned closely with ATSI criteria and helped address attendance barriers through consistent engagement. As a result, attendance data showed measurable improvement, contributing to RMES successfully exiting its ATSI designation, a clear indicator of the strategy's positive impact.	No evidence needed	To better address current areas of need, this action/strategy will be modified to shift its focus from Homeless and Students with Disabilities (SWD) to English Learner (EL) students, targeting improvements in both the English Learner Progress Indicator (ELPI) and chronic absenteeism rates, which remain significantly high at 34.9%. While recognition opportunities such as themed assemblies, field trips, and other incentives have shown success with previous groups, this modified approach will now be tailored to engage EL students and their families, promoting consistent attendance and academic progress. Attendance data specific to ELs will be monitored to assess the impact of these recognition-based strategies.

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/>

Developed by the California Department of Education, January 2049

Federal Program Monitoring
English Learner (EL) 05: EL Program Inclusion in the SPSA (Schoolwide)

Checklist Tool of Required Items

5.0 Is the EL program included in the SPSA?

If yes, please proceed with sections 5.1, 5.2, and 5.3.

If no, please inform your EL reviewer.

5.1 Did the development of the SPSA include the following:

- ☐ ☒ The administration of a comprehensive needs assessment, with an analysis of academic performance and language development data to determine EL student and program needs.

Please provide the SPSA page number(s):

p. 11

- ☐ ☒ Identification of a process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards.

Please provide the SPSA page number(s):

p. 6, 8-13, 17, 19, 24.

5.2 Does the SPSA or site plan contain:

- ☐ ☒ Goals to improve student outcomes, identified through the needs assessment, which address the academic and language proficiency needs of ELs

Please provide the SPSA page number(s):

p. 56

- ☐ ☒ Evidence-based strategies, actions, or services to reach goals;

Please provide the SPSA page number(s):

p. 63, 64, 69, 73, 82

Federal Program Monitoring
English Learner (EL) 05: EL Program Inclusion in the SPSA (Schoolwide)

- ☐ ☒ Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency, to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

Please provide the SPSA page number(s):

p. 63, 64, 69, 73, 82

5.3 Has the SPSA been reviewed and updated annually? If there were material changes, has the local governing board approved the updated SPSA?

Please provide the SPSA the date and page number(s):

p. 1

Or additional documentation to support board approval.