

School Year: 2019-20

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Raymond Cree Middle School
Address	1011 Vista Chino Drive Palm Springs, CA 92262-3207
County-District-School (CDS) Code	33-67173-6059109
Principal	Bernie Marez
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19-6/30/20
Schoolsite Council (SSC) Approval Date	10/15/19
Local Board Approval Date	November 26, 2019

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

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

School Profile

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

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

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

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

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

To ensure the needs of our students and staff are meet, Raymond Cree Middle School has five areas of concentration:
FIRST BEST INSTRUCTION - Collaboration routines, first best instruction that is researched based, Thinking Maps, Instructional software support, Close reading, Math, ELA, History, Science focused differentiation
TEACHER COLLABORATION/PROFESSIONAL DEVELOPMENT
TARGETED STUDENT SUPPORT/ENRICHMENT/EXTENDED LEARNING
DESIGNATED AND INTEGRATED ELD
PARENT PARTICIPATION

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Students with Disabilities.

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

Raymond Cree Middle School School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The PSHS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- September 5, 2018 – Two new parents elected – Susan Smith and Bryce Carter, 1 new teacher elected – Brenda Parker. Site Council nominations were

accepted through August 25, 2018. Ballots were distributed on August 28 and were returned by September 2, 2018.

SSC Meeting Dates and Topics:

- September 3, 2018 – SSC Training
- September 15, 2018 – Review of SSC by-laws, election of officers, first read and input for parent involvement policy, brief overview of current SPSA – copies

provided to all council

members for them to review prior to the next meeting

- October 17, 2018 – Second reading and approval of parent involvement policy, ELAC report, review of SPSA actions and current implementation.

results and first DIBELS benchmark results for this year. Review budget allocation adjustments discussed and approved revisions to the current plan.

- February 12, 2019 – review of 2018 California Dashboard data including SBAC results, suspension and expulsion results, and attendance results, ELAC report,

begin reflection and evaluation of services and actions funded through SPSA

- April 20, 2019 – Continued evaluation of SPSA actions and services, ELAC report, approve revisions for the 2019-20 SPSA and budget

ELAC Meeting Dates and Topics:

- September 22, 2018 – Met with ELAC to discuss and receive input regarding SPSA revisions.
- January 30, 2019 – Met with ELAC to review 2018 CA Dashboard. Discussed various actions and their impact and received input regarding possible

modifications and additions.

PTO Meeting Dates and Topics:

Based on The evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard,

district benchmarks, and Panorama Survey Input The SSC recommended the following revisions to the SPSA: Through our needs assessment, we identified a resource inequity within our English Learner student group. Although, our EL students are performing 32 points below our All Students groups in ELA and 42 below are All Students group in math no specific actions or expenditures were specifically focused on this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through two specific action

- Working with Orenda Education we will have a specific focus placed on supporting classroom teachers in the identifying and effective delivery (release of responsibility) of appropriate strategies to use during integrated and designated ELD.
- Afterschool interventions will first target for involvement EL students who are performing below grade level in math and ELA. They will be offered extended day opportunity to support the CORE and connection component though E&I as part of the extended day.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. If resource inequities were identified please note the inequities identified and how the resource inequities will be addressed in the new plan. Example:

Through our needs assessment, we identified a resource inequity within our English Learner student group. Although, our EL students are performing 32 points below our All Students groups in ELA and 42 below are All Students group in math no specific actions or expenditures were specifically focused on this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through two specific action

- Working with Orenda Education we will have a specific focus placed on supporting classroom teachers in the identifying and effective delivery (release of responsibility) of appropriate strategies to use during integrated and designated ELD.
- Afterschool interventions will first target for involvement EL students who are performing below grade level in math and ELA. They will be offered extended day opportunity to support the CORE and connection component though E&I as part of the extended day.

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, homeless youth, and foster youth have led to improved performance for these students.

Upon review of performance indicators and progress toward SPSA goals, RCMS is proud of two major areas which is our work with the Principal's Exchange consultant group and the climate and culture of our school. In working with Principal's Exchange our staff has worked tirelessly in the areas of math and language arts to analyze assessment data on a monthly basis to develop appropriate and challenging learning experiences for students. Unit assessments are developed by the teachers through the Principal's Exchange process, along with being paired with another local middle school for completion of Data Review Sessions. Best practices and instructional agreements are created and put into action during the instructional day. This is evidenced by the upward trend ELA is experiencing in grades 6, 7 and 8. The climate and culture of Raymond Cree have dramatically improved over the last 2 years. Data from the Panorama surveys given to students, parents and staff reflect a positive trend at Raymond Cree Middle School in the areas of a climate of support for student learning (82% favorable) and student sense of belonging/school connectedness (94% favorable). Impact on climate and culture has taken place through our emphasis on connecting students to school through our SchoolPlus2 initiative, which involves school-wide celebration for academic and attendance goal attainment.

Greatest Progress

Cree MS	ELA	ELA	ELA
	15-16	16-17	17-18
Grade	% Pro (SW)	% Pro (SW)	% Prof (SW)
6th	34%	28%	43%
7th	31%	30%	41%
8th	38%	37%	36%
Average	34%	32%	40%

Cree MS	Math	Math	Math
	15-16	16-17	17-18
Grade	% Pro (SW)	% Pro (SW)	% Prof (SW)
6th	18%	25%	37%
7th	24%	19%	28%
8th	20%	21%	21%
Average	21%	22%	29%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Referring to California Dashboard there are three indicators that need improvement. Two academic indicators include students outcomes in the content area of ELA and Math. The third is the suspension rate for all students which has a major impact on the climate and culture of the school.

Our work with Principal's Exchange narrowed our focus on the 25 heaviest weighted standards in ELA and Math that are tested in CAASPP. This process has improved our PLC practices with a greater emphasis on instructional agreements through 5 units of study which were created by teachers, for teachers. This process includes a data review session with established protocols that builds teacher capacity by using data as a flashlight to guide instruction. These practices have provided promising outcomes through the first four units of study, as evidenced by the outcomes provided below. Next steps include further development of common assessments combined with an increase of PD on instructional practices with a focus on students school-wide, English Language Learners, and African American student groups.

School suspension rates is an area in need of improvement. Prior to this year, Raymond Cree Middle School was among the highest rate of suspension comparatively to other secondary schools. Over the last two years, we have focused on reshaping the climate and culture of our school through the approach of focusing on technical skills combined with an emphasis on making strong, meaningful connections with students and building relationships, as a pillar of success. These same strategies which will include A2S resources to address Chronic Absenteeism. These include:

- * Multi-tiered system of support.
- * Building technical / capacity / making connections and building relationships
- * SchoolPlus2 - Students are connected to our mainstream program plus two activities.
- * Individual students and family meetings for those students at risk. Meetings will take place through counseling, preventions specialist, admin team

Our plan is showing promising results as RCMS currently has the lowest suspension rate YTD of all Middle Schools as evidenced by the following data.

Number of Suspensions

DSMS - 207
JWMS - 126
MCMS - 131
PHMS - 151
RCMS - 101

Chronic absenteeism:

All students > Red
AA, SWD, Hisp, SED, White, > red
EL, Philipino > Orange

At the start of the 19-20 school years, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall 7th grade Math results showed a 6% growth from the previous year, with a significant decline of 9% in 6th grade. 8th grade Math results have leveled at 20%-21% over the previous three years. Additional funding will be allocated to 6th and 8th-grade intervention programs during the school day in the form of a three-week Bootcamp that is standards-based. Priority standards will be identified through our unit assessment and data review protocols to identify students.

Greatest Needs

Cree MS	ELA	ELA	ELA
	15-16	16-17	17-18
Grade	% Pro (SW)	% Pro (SW)	% Prof (SW)
6th	34%	28%	43%
7th	31%	30%	41%
8th	38%	37%	36%
Average	34%	32%	40%

Cree MS	Math	Math	Math
	15-16	16-17	17-18
Grade	% Pro (SW)	% Pro (SW)	% Prof (SW)
6th	18%	25%	37%
7th	24%	19%	28%
8th	20%	21%	21%
Average	21%	22%	29%

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

ELA

RCMS currently has two student groups that are one performance level below "all students" in ELA. The current level for "all students in ELA is orange. Both AA and SWD outcomes are Red.

Math

RCMS currently has one student group that is two performance levels below "all students" in Math. The current level for "all students in Math is yellow. AA student group outcomes are in red.

Instructional Program Steps for Improvement:

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

The next steps include further development of common assessments combined with an increased of PD on instructional practices with a focus on school-wide, English Language Learners and African American subgroups.

Additional actions include: School-wide use of the Release of Responsibility template for lesson design, Jim Knight coaching mode, Learning Walks with school feedback on instructional practices. interventions in Math during the day in grades 6-8 through boot camp model for 6-7, and strategic Math support class for 8th.

The suspension indicator is a concern with the school's current performance level in red.

Next step for Improvement on levels of suspension:

Over the last two years we have focused on reshaping the climate and culture of our school through the approach of focusing on technical skills combined with an emphasis on making strong, meaningful connections with students and building relationships, as a pillar of success. The

Performance Gaps

following steps are in place to improve the climate, culture, and level of connectedness to school which will lower suspension levels. These include:

- * Multi-tiered system of support.
- * Building technical / capacity / making connections and building relationships
- * SchoolPlus2 - Students are connected to our mainstream program plus two activities.

Cree MS	ELA	ELA	ELA
	15-16	16-17	17-18
Grade	% Pro (SW)	% Pro (SW)	% Prof (S
6th	34%	28%	43%
7th	31%	30%	41%
8th	38%	37%	36%
Average	34%	32%	40%

Cree MS	Math	Math	Math
	15-16	16-17	17-18
Grade	% Pro (SW)	% Pro (SW)	% Prof (S
6th	18%	25%	37%
7th	24%	19%	28%
8th	20%	21%	21%
Average	21%	22%	29%

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.0%	1.21%	0.94%	9	10	8
African American	8.5%	8.47%	9.24%	74	70	79
Asian	1.0%	0.85%	1.05%	9	7	9
Filipino	4.1%	4.60%	3.51%	36	38	30
Hispanic/Latino	67.6%	69.37%	67.02%	587	573	573
Pacific Islander	0.1%	%	%	1		
White	15.7%	13.44%	16.14%	136	111	138
Multiple/No Response	%	%	%			
Total Enrollment				869	826	855

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	297	281	295
Grade 7	252	296	268
Grade 8	320	249	292
Total Enrollment	869	826	855

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	206	187	195	23.7%	22.6%	22.8%
Fluent English Proficient (FEP)	252	249	233	29.0%	30.1%	27.3%
Reclassified Fluent English Proficient (RFEP)	44	31	18	19.0%	15.0%	9.6%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	284	269	278	278	267	269	277	267	269	97.9	99.3	96.8
Grade 7	233	285	258	226	284	254	226	283	254	97	99.6	98.4
Grade 8	309	249	279	303	242	276	303	242	276	98.1	97.2	98.9
All Grades	826	803	815	807	793	799	806	792	799	97.7	98.8	98

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2481.	2503.	2501.	7.22	11.61	14.50	21.66	30.71	26.02	28.88	25.84	28.25	42.24	31.84	31.23
Grade 7	2496.	2528.	2537.	10.18	10.60	14.96	19.91	29.68	32.68	27.43	28.27	20.87	42.48	31.45	31.50
Grade 8	2521.	2526.	2541.	8.91	7.02	12.68	29.04	28.93	28.26	19.80	28.10	26.09	42.24	35.95	32.97
All Grades	N/A	N/A	N/A	8.68	9.85	14.02	23.95	29.80	28.91	25.06	27.40	25.16	42.31	32.95	31.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.27	18.73	22.30	44.77	44.19	38.29	42.96	37.08	39.41
Grade 7	16.81	21.55	21.65	39.38	41.70	43.31	43.81	36.75	35.04
Grade 8	17.82	14.46	19.57	37.29	44.21	44.20	44.88	41.32	36.23
All Grades	15.63	18.43	21.15	40.45	43.31	41.93	43.92	38.26	36.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.14	15.73	12.64	37.68	43.07	49.07	52.17	41.20	38.29
Grade 7	14.67	18.02	20.87	37.78	46.64	54.72	47.56	35.34	24.41
Grade 8	13.53	11.98	15.94	41.91	44.63	53.26	44.55	43.39	30.80
All Grades	12.69	15.40	16.40	39.30	44.82	52.32	48.01	39.77	31.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.39	16.10	13.01	65.70	58.80	59.48	24.91	25.09	27.51
Grade 7	7.52	10.25	12.99	55.31	64.66	63.39	37.17	25.09	23.62
Grade 8	10.89	9.50	12.68	65.68	68.18	61.96	23.43	22.31	25.36
All Grades	9.43	11.99	12.89	62.78	63.76	61.58	27.79	24.24	25.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.61	25.09	23.42	46.93	50.19	46.47	36.46	24.72	30.11
Grade 7	18.14	27.21	26.77	41.59	49.47	46.85	40.27	23.32	26.38
Grade 8	22.77	19.42	22.83	39.60	52.07	45.29	37.62	28.51	31.88
All Grades	19.35	24.12	24.28	42.68	50.51	46.18	37.97	25.38	29.54

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	284	269	278	279	266	274	279	266	274	98.2	98.9	98.6
Grade 7	234	286	258	227	285	256	227	285	256	97	99.7	99.2
Grade 8	310	249	279	308	241	278	308	241	278	99.4	96.8	99.6
All Grades	828	804	815	814	792	808	814	792	808	98.3	98.5	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2481.	2506.	2485.	11.11	19.92	16.06	14.70	16.54	12.77	27.60	27.07	27.01	46.59	36.47	44.16
Grade 7	2479.	2497.	2503.	6.61	13.68	16.02	12.78	14.04	17.97	29.52	24.91	20.70	51.10	47.37	45.31
Grade 8	2504.	2497.	2494.	10.06	10.37	10.43	11.69	12.45	10.79	26.95	24.48	22.66	51.30	52.70	56.12
All Grades	N/A	N/A	N/A	9.46	14.77	14.11	13.02	14.39	13.74	27.89	25.51	23.51	49.63	45.33	48.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.49	24.06	20.44	25.09	33.08	24.09	58.42	42.86	55.47
Grade 7	11.89	18.95	23.44	25.99	24.56	20.31	62.11	56.49	56.25
Grade 8	16.23	11.62	13.31	27.27	34.02	28.42	56.49	54.36	58.27
All Grades	15.11	18.43	18.94	26.17	30.30	24.38	58.72	51.26	56.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.11	20.68	17.52	36.92	37.22	37.23	51.97	42.11	45.26
Grade 7	8.37	10.88	16.80	41.41	43.86	37.50	50.22	45.26	45.70
Grade 8	11.36	12.03	12.59	37.66	42.74	31.29	50.97	45.23	56.12
All Grades	10.44	14.52	15.59	38.45	41.29	35.27	51.11	44.19	49.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.70	19.92	17.88	39.43	34.59	36.50	45.88	45.49	45.62
Grade 7	9.69	16.14	17.97	52.86	47.37	46.88	37.44	36.49	35.16
Grade 8	8.77	10.37	7.19	47.40	44.40	45.68	43.83	45.23	47.12
All Grades	11.06	15.66	14.23	46.19	42.17	42.95	42.75	42.17	42.82

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1455.4		1462.2		1448.2		57	
Grade 7	1518.3		1521.9		1514.2		60	
Grade 8	1511.0		1517.4		1504.1		50	
All Grades							167	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		33.33		29.82		26.32		57	
7	35.00		31.67		21.67		*		60	
8	44.00		30.00		*		*		50	
All Grades	29.34		31.74		20.36		18.56		167	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	38.60		29.82		*		21.05		57	
7	60.00		21.67		*		*		60	
8	66.00		*		*		*		50	
All Grades	54.49		22.75		8.98		13.77		167	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		*		26.32		57.89		57	
7	20.00		23.33		18.33		38.33		60	
8	24.00		28.00		*		28.00		50	
All Grades	14.97		21.56		21.56		41.92		167	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		61.40		26.32		57	
7	30.00		50.00		20.00		60	
8	36.00		42.00		22.00		50	
All Grades	25.75		51.50		22.75		167	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.40		19.30		19.30		57	
7	73.33		20.00		*		60	
8	82.00		*		*		50	
All Grades	71.86		14.97		13.17		167	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		*		80.70		57	
7	21.67		28.33		50.00		60	
8	24.00		24.00		52.00		50	
All Grades	15.57		23.35		61.08		167	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		64.91		29.82		57	
7	*		78.33		*		60	
8	34.00		50.00		*		50	
All Grades	15.57		65.27		19.16		167	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
826	86.6%	22.6%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	22.6%
Foster Youth	4	0.5%
Homeless	41	5.0%
Socioeconomically Disadvantaged	715	86.6%
Students with Disabilities	96	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	8.5%
American Indian	10	1.2%
Asian	7	0.8%
Filipino	38	4.6%
Hispanic	573	69.4%
Two or More Races	17	2.1%
White	111	13.4%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Raymond Cree Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, social studies and science, as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2018/19 school year the LCAP aligned school goal is to increase student achievement between 4% and 6% in the number of students meeting/exceeding proficiency standards in both mathematics and language arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM - Status - Level - Change) All Students: (-27.7) Increased 19.9 points) Low, increased significantly English Learners (EL): Yellow(-46.4)- inc.sig - low 24.3 Hispanic (Hisp): Yellow (-37.1) - Inc. sig, low 18 African American (AA): Yellow(-65.6) - Inc.sig low 28.3 Socioeconomically Disadvantaged (SED): Yellow(-37.2) - Incr. sig. low 24.1 Students with Disabilities (SWD): Orange(-130.8) - Incr.sig. very low 29
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an</p>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM- Status - Level - Change) All Students (ALL): Yellow(-63.3) - increased - low 13.2 English Learners (EL): Yellow(-81.1) - increased - low 13.4 Hispanic (Hisp): Yellow(-73.1) - increased - low 10.2 African American (AA): Orange(- 113.2) - incr.sig. very low 23.3

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Socioeconomically Disadvantaged (SED): Yellow(-74.8) - incr. sig. - low 15.5</p> <p>Students with Disabilities (SWD): Orange (-172.7)- increased - very low 7</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p> <p>Level 4 well developed</p> <p>Level 3 Moderate developed</p> <p>Level 2 somewhat developed</p> <p>Level 1 Beginning stage</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:</p> <p>Level 4 > 29.3</p> <p>Level 3 > 31.7</p> <p>Level 2 > 20.4</p> <p>Level 1 > 18.6</p>
<p>English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate English Learners</p> <p>Fluent English Proficient Students redesignated FEP</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM- Status - Level - Change)</p> <p>All Students (ALL): Yellow(-63.3) - increased - low 13.2</p> <p>English Learners (EL): Yellow(-81.1) - increased - low 13.4</p> <p>Hispanic (Hisp): Yellow(-73.1_ - increased - low 10.2</p> <p>African American (AA): Orange(-113.2) - incr.sig. very low 23.3</p> <p>Socioeconomically Disadvantaged (SED): Yellow(-74.8) - incr. sig. - low 15.5</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Increase 8th grade Math SBAC proficiency by 4% from 2018 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.	Students with Disabilities (SWD): Orange (-172.7)- increased - very low 7 8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) Standard exceed level 4 > 10.37 Standard exceed level 3 > 12.45 Standard nearly met level 2 > 24.48 Standard not met level 1 > 52.7
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Determine baseline performance on April 2018 Interim Test for "all students" and each student group	(Percent of Students who Met or Exceeded Standard) % Prof All (SW) 28% % Prof EL 16% % Prof SWD's 12% % Prof AA's 12%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
COLLABORATION - PLANNING Teaching staff will be allotted additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum and create or modify assessments.	Certificated staff used collaboration time working together using the guided planning template to create differentiated instructional practices /plans to ensure the following components; therefore, ensuring students access at all learning levels. Opening I do we do you do close > tickets out the door. S Staff will be provided collaboration and planning time at least 22-4, on 2-1-2 days. Rigor is planned	Monthly collaboration calendar that will drive collaborative meetings/. 1000-1999: Certificated Personnel Salaries LCFF 2100 Calendar and arrange release or extra duty time for teachers for grade level and subject area collaboration and visiting classrooms. 5000-5999: Services And Other Operating Expenditures LCFF 2500	Monthly collaboration calendar that will drive collaborative meetings/. 1000-1999: Certificated Personnel Salaries LCFF 2100 Calendar and arrange release or extra duty time for teachers for grade level and subject area collaboration and visiting classrooms. 5000-5999: Services And Other Operating Expenditures LCFF 1500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	which will be supported by learning walks with data outcomes analyzed during DRS for each unit of study in ELA, Math.	1000-1999: Certificated Personnel Salaries Title I 10000	1000-1999: Certificated Personnel Salaries Title I 10000
		5000-5999: Services And Other Operating Expenditures LCFF 1000	5000-5999: Services And Other Operating Expenditures LCFF 1000
Math intervention teacher hired to support strategic students in grade 8th grade. .4 sections.	8th-grade students provided opportunities for support in strategic math class, while 6&7 grade students will receive 3-week intervention in a boot camp so students are rotated through a program based on outcomes from unit assessments. Placement is based on student outcomes on identified standards. Students 1-3 standards per unit assessment will receive the intervention.	Intervention Teacher - Math intervention teacher, blended learning, intervention program - Intensive support program in target content. Strategic Math Support during school days. 1000-1999: Certificated Personnel Salaries Title I 23361 3000-3999: Employee Benefits LCFF 11049	Intervention Teacher - Math intervention teacher, blended learning, intervention program - Intensive support program in target content. Strategic Math Support during school day 1000-1999: Certificated Personnel Salaries Title I 23361 3000-3999: Employee Benefits LCFF 11049
TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES: Extended Learning-Teacher, classified extra duty resources for interventions. Extended Learning Intervention-to support EL, RSP, subgroups below the line, and students at risk. To include ahead of game targeted intervention for EL, and students below	Interventions in Math using a boot camps format where students are rotated in three-week cycles based on unit outcomes scoring below the line. The cut point for entry is to target students performing below the line in unit assessments on unit standards. (mainstream, TSI, EI, and target subgroups. JUMP program / Ahead of the game tutoring for CORE content and Mathia. Target groups based on standards assessed on	After school extended learning opportunities to provide support and targeted intervention. 1000-1999: Certificated Personnel Salaries LCFF 5000 Certificated, classified collaboration time for intensive instruction, Newcomer, EL Support collaboration and Lexia Strategies, and intervention programs, technology, software, licenses, materials and supplies.	After school extended learning opportunities to provide support and targeted intervention. 1000-1999: Certificated Personnel Salaries 5000 Certificated, classified collaboration time for intensive instruction, Newcomer, EL Support collaboration and Lexia Strategies, and intervention programs, technology, software, licenses, materials and supplies.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
benchmark in SBAC. During the school day, after school and extended learning.	each unit assessment. Students only mastering 1-2 standards will be target group which included EL and RSP students.	2000-2999: Classified Personnel Salaries LCFF 1500	2000-2999: Classified Personnel Salaries LCFF 1500
Certificated and classified district hourly rate, stipend, to support CORE program and interventions and support.		EL, targeted students, Interventions and support programs, classified funding for support CORE program. 1000-1999: Certificated Personnel Salaries Title I 15000	EL, targeted students, Interventions and support programs, classified funding for support CORE program. 1000-1999: Certificated Personnel Salaries Title I 1500
"Ahead of the Game" intervention in CORE subject matters. This is an after-school tutoring program targeted for Mathia, reading plus and CORE support.		Intensive instruction and monitoring/mentoring support to EL through counseling department, certificated, classified staff. Program to include academic/social/emotion al guidance and recognition.	Intensive instruction and monitoring/mentoring support to EL through the counseling department, certificated, classified staff. Program to include academic/social/emotion al guidance and recognition.
TARGETED EL STUDENT SUPPORT: 2 Additional Hours for 120 days supplemental student Support. To include but not limited to instructional intervention, STEAM Edcamps.	Supported during the day to support STEAM initiatives and planning for targeted subgroups. To include but not limited to Ed Camps, EL extended day, Technology, maker space family nights. The library supported all extended day / during day support with STEAM theme days to include Technology night, Maker Space Night, Bookfair, and Science Fair.	Provide instructional supplemental support, instructional intervention, STEAM Edcamp activities. 2000-2999: Classified Personnel Salaries LCFF 2500	Provide instructional supplemental support, instructional intervention, STEAM Edcamp activities. 2000-2999: Classified Personnel Salaries LCFF 2500
		3000-3999: Employee Benefits LCFF 349	3000-3999: Employee Benefits LCFF 349
SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES	Academic intervention instructional materials, supplies, resources. To included but not limited to the following: technology, supplemental literacy support materials,	Instructional materials, supplies resources to support targeted subgroups	Instructional materials, supplies resources to support targeted subgroups
Academic intervention instructional materials, supplies, resources. To		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
included but not limited to the following: technology, supplemental literacy support materials, supplemental CORE standards support materials, training materials, library learning hub support material, technology license. and supplies for life skills program. STEAM initiatives	supplemental CORE standards support materials, training materials, library learning hub support material, technology license. and supplies for the life skills program. STEAM initiatives ReadingPlus software purchased and provided for all students.	Title I 40000 4000-4999: Books And Supplies LCFF 6815	Title I 30000 4000-4999: Books And Supplies LCFF 6815
Tier I, II, III supplemental support programs and materials, technology and software to support ELA, Math,	Tier I, II, III supplemental support programs and materials, technology and software to support ELA, Math, including iready, ReadingPlus, Lexia for MM students, E&R support.		
Professional Development - Focus areas to support work with Principal's Exchange. , Productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards.	Professional Development - Staff was trained on the focus areas to support work with Principal's Exchange. , Productive partnering routines, collaborative and academic student conversations, the release of responsibility model to increase rigor through the planning process.	Majority will be administered by district TOSA's, administration and Principal's Exchange. 1000-1999: Certificated Personnel Salaries LCFF 5000	Majority will be administered by district TOSA's, administration and Principal's Exchange. 1000-1999: Certificated Personnel Salaries LCFF 2000
Teachers, administration, counselors will attend PD to support differentiation of instructional practices and instructional rigor. Specific conferences will identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, Technology	Teachers, administration, counselors will attend PD to support differentiation of instructional practices and instructional rigor. Specific training took place on a robust "we do" portion of the release model.	Write from the Beginning and Beyond, RACE, preparation for the Common Core. Provide literacy intervention opportunities during the school day, after school, intensive programs and Saturday STEAM Edcamps	Write from the Beginning and Beyond, RACE, preparation for the Common Core. Provide literacy intervention opportunities during the school day, after school, intensive programs and Saturday STEAM Edcamps
Areas of intervention which include but not limited STEAM initiatives, CORE, for	Areas of intervention which include but not limited STEAM initiatives for under-performing subgroups in Math, ELA. Specific practices		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
underperforming subgroups PD for staff in first best instruction ongoing job-embedded instructional coaching cycle.	included a focus 1st best instruction, intervention during the day in Math based on mastery of standards and after school Ahead of the game tutoring through Mathia Monday's. and CORE tutoring support.	Areas of intervention which include but not limited to STEAM initiatives, supplemental materials for under performing subgroups 5000-5999: Services And Other Operating Expenditures Title I 20681	Areas of intervention which include but not limited to STEAM initiatives, supplemental materials for under performing subgroups 5000-5999: Services And Other Operating Expenditures Title I 15000
ENRICHMENT OPPORTUNITIES Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support / supplemental materials for all ENCORE programs, including transportation. Supplies - Band, drama, technology, coding, E&R, Art, VAPA, Digicom. Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6th grade Intervention / enrichment in ELA, Math, Science, ENCORE Enrichment will be provided to students in exploring of STEAM areas. To include but not limited Coding, E&R, Digicom Film Club, Library Media Center. Support will include Teacher Stipend and transportation.	Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support / supplemental materials for all ENCORE programs, including transportation. Project-based learning was funded in visual art, chorus, E&R, which included local art contest, E&I drones, robots, simulations. Continued investment in E&R which include drones used in the mainstream and Newcomer extended day three days a week. Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6th-grade Intervention/enrichment in ELA, Math, Science. This was coordinated through preventions specialist, AP office targeting EL's Newcomers, AA and RSP students.	Provide support for VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R 4000-4999: Books And Supplies LCFF 5443 1000-1999: Certificated Personnel Salaries LCFF 9000	Provide support for VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R 4000-4999: Books And Supplies LCFF 6000 1000-1999: Certificated Personnel Salaries LCFF 6000
COLLEGE AND CAREER READY -	Extended, exploration, enrichment learning opportunities for students.	Counseling department will host workshops on career academies and programs. Extended	Counseling department will host workshops on career academies and programs. Extended

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitations	Resources support for certificated staff. College visitations. Students visited UCR, UCI, Crafton College.	opportunities for career exploration. college visit. 1000-1999: Certificated Personnel Salaries LCFF 1700	opportunities for career exploration. college visit. 1000-1999: Certificated Personnel Salaries LCFF 700
College and career ready awareness and foundation information for students and parents. Supplies materials for planned activities	Subs and transportation provided for college and career exploration.	Extended opportunities for career exploration. Provide JUMP (Junior Medical, Upcoming Professionals) activities and field trips	Extended opportunities for career exploration. Provide JUMP (Junior Medical, Upcoming Professionals) activities and field trips
Subs, transportation support materials as needed.		4000-4999: Books And Supplies LCFF 1500	4000-4999: Books And Supplies LCFF 1500
		Student - parent workshops to provide information on University of California/California State University A-G entrance requirements	Student - parent workshops to provide information on University of California/California State University A-G entrance requirements
		transportation for college, career ready, and academic field trips 5000-5999: Services And Other Operating Expenditures LCFF 1000	transportation for college, career ready, and academic field trips 5000-5999: Services And Other Operating Expenditures LCFF 1000
EDUCATIONAL TECHNOLOGY			
Technology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and Insurance	Technology refreshed, replaced and purchased to be utilized by in Science and History content areas, to support student learning in classroom instruction. Licenses and Insurance.	Laptops to support subject matter collaboration, technology supplies, toner, printing supplies. 1000-1999: Certificated Personnel Salaries LCFF 7200	Laptops to support subject matter collaboration, technology supplies, toner, printing supplies. 1000-1999: Certificated Personnel Salaries LCFF 7200
Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted	Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions including but	4000-4999: Books And Supplies LCFF 7686	4000-4999: Books And Supplies LCFF 7686

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students through interventions including but not limited to support software will be purchased for students two grade levels below baseline, and newcomer support. Support under-performing students through STEAM initiatives to include literacy support.	not limited to support software will be purchased for students two grade levels below baseline, and newcomer support. ReadingPlus licenses purchased for all students for use in mainstream and intervention through "ahead of the game" tutoring.	Instructional Technology and Supplies, technology, licenses, Teachers attend and report out on CUE or other target technology, leadership conference subs provided as needed	Instructional Technology and Supplies, technology, licenses, Teachers attend and report out on CUE or other target technology, leadership conference subs provided as needed
1:1 Computer deployment support and resources.	.	5000-5999: Services And Other Operating Expenditures LCFF 2500	5000-5999: Services And Other Operating Expenditures LCFF 2500
Technology hardware to support literacy and math intervention, support for EL's and underperforming subgroups.	Technology hardware to support literacy and math intervention, support for Special Education, MM, MS programs.	Provide Tech Club Enter student videos in Digicom competition 4000-4999: Books And Supplies Title I 20000	Provide Tech Club Enter student videos in Digicom competition 4000-4999: Books And Supplies Title I 15000
		Software licenses - Purchase differentiation software for CORE subjects, Dreambox and Lexia as part of intervention support systems.	1500
		Hardware to support literacy and math intervention and best practices.	
		5000-5999: Services And Other Operating Expenditures Title I 25000	

Analysis

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

Overall the strategies outlined are aligned with our five units of study in ELA and Math school-wide. The outcomes in our unit assessments show an upward trajectory in our targeted subgroups. In ELA, CAASPP outcomes for EL's and AA' outpaced district outcomes. RCMS SWD 6th grade outperformed district levels and outcomes and 7th and 8th grades fell just short of district outcomes. Our Orenda Education outcomes showed a steady increase as assessments were taught. The outcomes indicate our work with Orenda Education and established interventions are having an impact on student outcomes. While 6th grade Math is ahead of the learning curve. both 7th and 8th grades and RSP are making

the needed adjustment to use data as a flashlight to drive instructional agreements. Interventions during the school day is a focused area we see benefiting students. Previous years outcome we lower in all three grade levels. Student wide CAASPP realized a 13.6 point increase which was the highest increase of all PSUSD secondary schools. As the data indicates, our EL, SWD and AA subgroups are benefiting from our current approach to instruction and intervention.

Our work with Orenda Education outcomes indicates that our instructional alignment, assessment instructional approach, and interventions show we are making adequate progress with mainstream and targeted subgroups. It should be noted that our AA subgroup is making substantial gains in both Math and ELA.

Math

Unit 3

Target %	Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
6th - 43%	43%	10%	9%	42%
7th 35%	29%	3%	14%	13%
8th 29%	20%	6%	7%	24%
total 36%	31%	6%	10%	27%

Unit 4

Target %	Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
6th 43%	48%	23%	16% 3	0%
7th 35%	20%	3%	8%	7%
8th 29%	28%	16%	12%	12%
Total 36%	32%	14%	12%	16%

Unit 5

Target %	Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
6th 43%	45%	19%	10%	29%
7th 35%	23%	0%	7%	7%
8th 29%	25%	2%	7%	21%
Total 36%	31%	7%	8%	19%

ELA

Unit 3

Target %	Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
6th 49%	27%	8%	9%	9%
7th 47%	45%	0%	7%	43%
8th 42%	19%	4%	0%	26%
Total 46%	30%	2%	4%	34%

Unit 4

Target%	Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
49%	20%	8%	10%	8%
47%	48%	8%	21%	62%
42%	47%	12%	0%	46%
46%	38%	10%	11%	54%

Unit 5

Target%	Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
6th 49%	42%	5%	10%	29%
7th 47%	18%	0%	0%	17%
8th 42%	28%	10%	7%	25%
Total 46%	29%	5%	4%	21%

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

While there are differences in the identified expenditures and allotted money. We achieved the identified goal. We found we didn't need the entire amount allotted as we look to be fiscally responsible in our spending.

One of the differences we realized was in the area of Technology PD. Intended workshops doubled in price; therefore, we canceled plans to attend. The target funding sources was shifted to 1120 to pay for additional teacher support for our core "ahead of the game" tutoring.

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.

One of the changes that will be made will include a narrow focus on SWD. RCMS has developed and created a TSI (Targeted Support for Improvement) for SWD. We will also narrow our focus on providing teachers pullout days in order to align curriculum and scaffolding strategies.

The TSI plan is based on the following indicators.

SWD	ELA	Math	Chronic absenteeism	Suspension rate	ELPI
increased	increased		maintained	Increased	0% in level 4
29	7			5.8	

TSI Plan includes:

ELA/Math alignment for 3-grade level

Increase in collaboration time and planning of current units of study.

RSP push in the program will be modified to reflect teacher caseloads in synergy and school city. This will allow for closer monitoring and instructional modification and support

Paraprofessionals expectations within the classroom setting. Para's will document student progress as a source of data each day.

RSP teacher will play in a greater role in Data review process and progress monitoring.

A2A reports focusing on SWD, Monthly suspension reports for SWD

We found that our plan to achieve goal #1 was sound with strong initiatives. We will establish a tighter timeline for expenditures in order to utilize our established resources earlier as soon as the year beings.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

There is a definite link between attendance and academic achievement. RCMS attendance goals: The current attendance rate is 94.36%, with a goal of 94.35%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL) > Goal of 94.35 or higher for 3-4 reporting periods	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 94.35% attendance rate.	Student Attendance Rates All Students (ALL) 94.35%
California Dashboard - Chronic Absenteeism indicator rates for the following. All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) > 17.8% English Learner (EL) > Hispanic (Hisp) >15.6% African American (AA) >27.8% Socioeconomically Disadvantaged (SED) > 18.8% Students with Disabilities (SWD) > 26.7%
Panorama survey - Indicator for Family Connectedness to school. All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) > 92% English Learner (EL) Hispanic (Hisp) > 94% African American (AA) > 89% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) White > 94% Filipino > 100%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PARENT PARTICIPATION Connection Activities:	Parent Center - A variety of parent workshops Including but not limited to home academic support, supplemental programs,	Provide parent training in CCSS and SBAC Provide parent training in school website use	Provide parent training in CCSS and SBAC Provide parent training in school website use

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Center - Including but not limited to Workshops, home academic support, supplemental programs, Technology training, supplies, materials, and support for parent participation and partnership will be provided by the school.	Technology training, understanding your student, Spanish class, parent classes, book clubs, and sponsored workshop for district parent center. Materials and support for parent participation and partnership will be provided by the school. Childcare provided for all programs. Averaged between 10-20 parents per session.	Provide parent training in use of Student Information System (SIS) Parent trainings to support students, school efforts to increase student achievement. Provide parent training in 5th to 6th grade transition meetings Provide parent training in 8th to 9th grade transition meetings Send parents to trainings and conferences Purchase instructional materials to provide parent training	Provide parent training in use of Student Information System (SIS) Parent trainings to support students, school efforts to increase student achievement. Provide parent training in 5th to 6th grade transition meetings Provide parent training in 8th to 9th grade transition meetings Send parents to trainings and conferences Purchase instructional materials to provide parent training
Extra duty for translation and child care will be available.			
Parent partnership activities, programs, and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of the school community. Snacks for parent trainings. parent/school connection evening programs	Parent engagement through - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC, 5th-grade transition meeting - parents/students. This was held over multiple days with 50-100 attending each day.	4000-4999: Books And Supplies Title I Part A: Parent Involvement 3504 Classified Support staff - Provide food, child care, and translation for training activities 2000-2999: Classified Personnel Salaries LCFF 1824	4000-4999: Books And Supplies Title I 1704 Classified Support staff - Provide food, child care, and translation for training activities 5000-5999: Services And Other Operating Expenditures LCFF 1000
Parent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC,			
5th-grade transition meeting - parents/students.		Purchase instructional, and support materials to provide parent training, and theme nights. 4000-4999: Books And Supplies LCFF 867	Purchase instructional, and support materials to provide parent training, and theme nights. 4000-4999: Books And Supplies LCFF 867
		At Back to school night, provide. Social / Academic activities.	At Back to school night, provide. Social / Academic activities.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Parent participation plan will be created and implemented Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings @ Cree	Parent participation plan will be created and implemented Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings @ Cree
		5000-5999: Services And Other Operating Expenditures Title I 6792	5000-5999: Services And Other Operating Expenditures Title I 2000
Counselors, administrators will create an incentive program that will increase attendance rates and reduce chronic absenteeism.	RCMS won the "Get Schooled" attendance and college challenge. Nationwide content focused on attendance. Each trimester a school-wide celebration for attendance and academic excellence. Trimester celebration and token economy system to support achievement.		
Students will be encouraged to attend Saturday School/Ed Camp to make up lost days due to attendance and to assist in improving student grades.	RCMS hosted 9 EdCamps for supplemental instruction and attendance recovery. These EdCamps connected students to school through Science and E&I sessions.		
Student Recognition Events and Ceremonies - Supplemental supplies, resources for staff, student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.	Student Recognition Events and Ceremonies - Supplemental supplies, resources for staff, student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials	parent / community / student recognition 4000-4999: Books And Supplies LCFF 2562	parent / community / student recognition 4000-4999: Books And Supplies LCFF 1500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student support for English Learners 1.0 FTE Bilingual office specialist-Salary/Fringes	Student support for English Learners. Liaison for parent workshops, Spanish translation at IEP's, Bilingual parent and student support. 1.0 FTE Bilingual office specialist-Salary/Fringes	Learners-Supplement district LCAP support for a 1.0 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services 2000-2999: Classified Personnel Salaries LCFF 36740 Site LCAP 1.0 3000-3999: Employee Benefits LCFF 25621 Identifies newcomers and EL students in need of support. Coordinates extended day learning opportunities.	Learners-Supplement district LCAP support for a 1.0 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services 2000-2999: Classified Personnel Salaries LCFF 36740 Site LCAP 1.0 3000-3999: Employee Benefits LCFF 25621 Identifies newcomers and EL students in need of support. Coordinates extended day learning opportunities.

Analysis

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

It is our objective to increase our student attendance rate yearly. We have traditionally made two out of 4 reporting periods. Actions place on providing students with a rigorous academic program, and reward system and a focus on connecting students to school have helped us realize our goal of achieving 3- 4 reporting periods. Additionally, we used incentives and rewards systems to connect students to school. RCMS competed in a nationwide contest > "Get Schooled" to support attendance and college readiness, which we won. The winning prize was \$2,000 to use as part of our reward system.

We hosted a variety of 4 different parent workshops, which provided 4 sessions per workshop. They were will attend with an average 20-25 parents. Daycare was provided to support parents. We hosted Geeky Game Night, and Maker space parent nights which were will be attended with 20-30 parents at each session. Our baseline for parent attendance is 20 adults per session. The success of our parent center has reached a point where we have partnered with the district parent center to host multiple workshops. Additionally, parents from our feeder schools(2-3) regularly attend workshops at RCMS.

Our student recognition program is connected to academic excellence. Reward systems - school celebrations centered around music and game day themes to recognized students twice a trimester. Each celebration was attended by 500 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.

Differences in expenditures and implemented strategies include resources spent on connecting parents to the learning process. Funds not spend were not moved to other initiatives, specifically for the purchase of additional supplementary instructional materials.

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 we are pleased with the direction strategies to connect parents and students to school, we are going to ramp up our efforts with chronic absences. Changes will include early identification of incoming 6th graders, and next year's 7th and 8th-grade students so connections and communication with at-risk students begin in September. We will use a2a reports to identify attendance trends and increase school to home meetings with the highest at-risk group. The changes can be found in goal #2 of our SPSA.

Our chronic absenteeism will focus on subgroups which will include: SWD, AA subgroups, Hispanic subgroup, American Indian, white subgroup. The follow are present chronic absenteeism rates for identified subgroups. Our focus will include individual identified student approach, parent meeting, C. A. focus groups supported by school-wide recognition connecting targeted students to the educational process.

Number of Students CA	%
SDC > 5	20.8
RSP > 12	50%
Hispanic > 70	12.28%
AA > 13	17.68%
White > 20	15.7%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others. Suspension rates will be used as one of the tools to measure student connection to the school as measured in California Dashboard and monthly discipline reports.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Suspension Rate indicator results are displayed "performance level (status change from prior year) All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2017-2018 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) > Red 13.6% - Very High - Increased +1.9% English Learner (EL) > Red 13.3% - Very high - Increased 5.1% Hispanic (Hisp) Red 12.8% - Very High - Increased 3.1% African American (AA) - Orange 26.5% - Very High - Declined 7.3% Socioeconomically Disadvantaged (SED) Red 14.6% - Very High - Increased 1.5% Students with Disabilities (SWD) > Red 26.5% - Very High - Increased 1.5%</p>
2018-2019 District Expulsion rate report. All Students (ALL) Hispanic (Hisp) African American (AA)	<p>Expulsion Rate Targets ALL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5%</p>	<p>Expulsion Rates All Students (ALL) 0.45% Hispanic (Hisp) 0.33% African American (AA) 0%</p>
Panorama Survey - School Connectedness All students: EL: AA: Hisp: Sped:	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 59% EL: 63% AA: 52% Hisp: 60% Sped: 63%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL: AA: Hisp: Sped:	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students:61% EL: 62% AA: 50% Hisp: 64% Sped: 49%:
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance - Met	Williams Facilities Inspection Results - Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Sun bus passes will be provide for students to allow them to participate in enrichment and intervention opportunities.	Sun bus passes allowed students to participate in enrichment and intervention opportunities. This services allowed for students to attend after-school interventions and allow them to participate in student clubs, sports and VAPA, and STEAM activities.	Purchase and distribute sun bus passes to students participating in after school interventions, and enrichment opportunities. 5800; Professional/Consulting Services And Operating Expenditures LCFF 500	Purchase and distribute sun bus passes to students participating in after school interventions, and enrichment opportunities. 5000-5999: Services And Other Operating Expenditures LCFF 2000
Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Marching Band, AV@Cree stipends to support student connections to school.	Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Marching Band stipends to support student connections to the school. Behavior support system through a schoolwide token economy system using Super Students. The SS are redeemed for school supplies, swag, and book fair items.	Provide reward activities, attend all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options Develop and communicate new criteria for participation in end of year activities Hold end of trimester awards assemblies	Provide reward activities, attend all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options Develop and communicate new criteria for participation in end of year activities Hold end of trimester awards assemblies
Safety initiatives to provide global wellness and security measures for the well being of school stake holders student communities.	Safety initiatives to provide global wellness and security measures for the well being of school stakeholders student communities which	4000-4999: Books And Supplies LCFF 3300 Marching Band, AV@Cree stipends to support student connections to school. 1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies LCFF 6000 Marching Band, AV@Cree stipends to support student connections to school. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	include student ID's, planned celebration days for academic and attendance excellence.	LCFF 7000	LCFF 3000
		Safety Initiatives; Supplemental Resources 5000-5999: Services And Other Operating Expenditures LCFF 500	Safety Initiatives; Supplemental Resources 5000-5999: Services And Other Operating Expenditures LCFF 1000
Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Marching Band, AV@Cree stipends to support student connections to the school.	Marching Band stipends to support student connections to the school.	Certificated extra duty resources 1000-1999: Certificated Personnel Salaries LCFF 1000	Certificated extra duty resources 1000-1999: Certificated Personnel Salaries LCFF 300
Safety initiatives to provide global wellness and security measures for the well being of school stakeholders student communities	Extra duty for academic collaboration, planning on academic celebration events, which include reaching out to feeder school through ASB.	Refine MTSS Systems Provide parent education and outreach programs, mentoring, Implement student led school culture programs including PLUS and Peer Leadership	Refine MTSS Systems Provide parent education and outreach programs, mentoring, Implement student led school culture programs including PLUS and Peer Leadership
Mental Health support - clinician	Counseling initiatives bully prevents, proactive socials events, which includes "Stop the Hate", "suicide prevention", "kindness week."	4000-4999: Books And Supplies LCFF 2500	4000-4999: Books And Supplies LCFF 1000
	Spirit wear as incentives for academic, behavior and attendance incentives.	Plus Training-Counselor 5000-5999: Services And Other Operating Expenditures LCFF 1300	Plus Training-Counselor 5000-5999: Services And Other Operating Expenditures LCFF 1300
	Mental health counselor hosting two groups a week.	Mental Health Clinician, counselors, prevention specialist. 5000-5999: Services And Other Operating Expenditures Title I 14000	Mental Health Clinician, counselors, prevention specialist. 5000-5999: Services And Other Operating Expenditures Title I 14000

Analysis

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

Our previous methods of using ISS has a consequence increased our number of suspension recorded. During the 18-19 school year we used OTL as an intervention for one class period. Our student recognition program and focus on restorative practices with the classroom has established our school culture and vibe as positive and supportive based on our panorama survey results of students feeling connected to school. Monthly discipline reports were used to progress monitor our approach. year to date we have used full day OTL three times and our suspension rate by duplicated count decreased by 3.6% versus the impervious year.

Our efforts to connect students to school included a quarterly recognition program for academics, behavior, and attendance. 600-700 students were recognized through our student recognition program which also contributed to reduction in suspensions and ISS/OTL.

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

Difference between intended implementation and budget expenditures include 50% of resources from "stop the hate", "suicide prevention" and "kindness week" to incentives and recognition program and school wide token economy system.

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.

We are going provide teachers with PD on restorative practices within the classroom setting in order to build on existing relationships and how to increase the level safety and trust between staff and students. In our updated plan stakeholder input we will be investing a larger amount of funding to support our various programs to connect students to school. The details can be found in the goal 3 three section of this SPSA. The goals of the restorative practices is two fold. One, for staff to make connections and better understand subgroups and lower suspension rates on key subgroups.

Current Suspension rates to be monitored

Sped

RSP > 18

SDC > 18

MS > 5

Ethnicity

AA > 61

Hisp > 61

White > 15

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Palm Springs Unified School District Long Term Academic Achievement Goal:

All students attending Raymond Cree Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, social studies and science, as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2018/19 school year the LCAP aligned school goal is to increase student achievement between 4% and 6% in the number of students meeting/exceeding proficiency standards in both mathematics and language arts.

LCAP Goal

Provide all students with a rigorous academic program that is aligned with unit assessments in ELA and Math. We will provide a tiered approach with a focus on 1st best instruction in the CORE and interventions during the day and after school based on student outcomes in unit assessments. We will continue to use DRS practices to make the needed modifications to instructional practices. Supplemental support will be provided for key subgroups > EL, AA, SWD. Additional support will be provided for our SWD utilizing planned actions within our TSI (Targeted support and improvement.

Identified Need

Identified needs include additional support during the day for subgroups > EL, AA, Hispanic, SED, SWD, which will be provided through first best instructional practices, interventions during the day and after school. We will utilize a combination of data-driven identification of students and standards, with additional support utilizing technology software. Current performance levels for measurable indicators are as follows which triggered the identified need

Alignment of standards in Math and ELA will support all students, subgroups, EL, Sped to realize the established goals of a 4.5% increase in the number of students in that met or exceeded standards. Progress will be monitored using a common unit assessment and California Dashboard.

TSI plan will utilize a co-teaching delivery for RSP teachers to have access to grades, attendance, class rosters for progress monitoring and for use with SchoolCity as a progress monitoring tool. The plan will also utilize intervention during the day using Math boot camps in grades 6, 7, and strategic classes for 8. Common assessment will be used to identify standards that students are struggling with. Pre and post-test will be utilized as a progress monitoring tool. Goal will be for RSP students to increase CAASPP outcomes for RSP students by 4.5% in Math and ELA.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM - Status - Level - Change) All Students: (-27.7) Increased 19.9 points) Low, increased significantly English Learners (EL): Yellow(-46.4)-inc.sig - low 24.3 Hispanic (Hisp): Yellow (-37.1) - Incr. sig, low 18	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM - Status - Level - Change) All Students: Yellow (-24.7) Low, increased +3 English Learners (EL): Yellow(-43.4)-increased - low +3 Hispanic (Hisp): Yellow (-34.1) - Increased, low +3

Metric/Indicator	Baseline	Expected Outcome
	African American (AA): Yellow(-65.6) - Inc.sig low 28.3 Socioeconomically Disadvantaged (SED): Yellow(-37.2) - Incr. sig. low 24.1 Students with Disabilities (SWD): Orange(-130.8) - Incr.sig. very low 29	African American (AA): Yellow(-62.6) - Increased low +3 Socioeconomically Disadvantaged (SED): Yellow(-37.2) - Incr. sig. low 24.1 Students with Disabilities (SWD): Orange(-115.8) Very Low - Incr.sig. +15
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)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM- Status - Level - Change) All Students (ALL): Yellow(-63.3) - increased - low 13.2 English Learners (EL): Yellow(-81.1) - increased - low 13.4 Hispanic (Hisp): Yellow(-73.1) - increased - low 10.2 African American (AA): Orange(-113.2) - incr.sig. very low 23.3 Socioeconomically Disadvantaged (SED): Yellow(-74.8) - incr. sig. - low 15.5 Students with Disabilities (SWD): Orange (-172.7)- increased - very low 7	California School Dashboard - Academic Indicator for Mathematics (Color (DFM- Status - Level - Change) All Students (ALL): Yellow(-60.3) - increased - low +3 English Learners (EL): Yellow(-78.1) - increased - low +3 Hispanic (Hisp): Yellow(-70.1) - increased - low +3 African American (AA): Orange(-98.2) - incr.sig. very low +15 Socioeconomically Disadvantaged (SED): Yellow(-71.8) - increased - low +3 Students with Disabilities (SWD): Orange (-157.7)- increased Sig. - very low +15
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Level 4 > 29.3 Level 3 > 31.7 Level 2 > 20.4 Level 1 > 18.6	California School Dashboard - English Learner Progress Indicator Maintain or Increase Levels Baseline Results: Level 4 > 29.3 Level 3 > 31.7 Level 2 > 20.4 Level 1 > 18.6
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9.6%	English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate 11%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students That Met or Exceeded Standard) All Students (ALL) 29.16 English Learners (EL) 4.7 Hispanic (Hisp) 20.2 African American (AA) 21.1 Socioeconomically Disadvantaged (SED) 25 Students with Disabilities (SWD) 0	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 30.47 English Learners (EL) 6 Hispanic (Hisp) 22.2 African American (AA) 23.0 Socioeconomically Disadvantaged (SED) 26.8 Students with Disabilities (SWD) 2.4
8th Grade Mathematics Polaris Initiative	8th Grade Mathematics Interim Assessments	8th Grade Mathematics Orenda Education

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL)	(Percent of Students who Met or Exceeded Standard)	(Percent of Students who Met or Exceeded Standard)
English Learners (EL)	All Students (ALL) 36%	All Students (ALL) 43%
Hispanic (Hisp)	English Learners (EL) 5%	English Learners (EL) 6.0
African American (AA)	Hispanic (Hisp) 26.48	Hispanic (Hisp) 27.67
Socioeconomically Disadvantaged (SED)	African American (AA) 20.31	African American (AA) 27
Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) 25	Socioeconomically Disadvantaged (SED) 27
	Students with Disabilities (SWD) 3.8	Students with Disabilities (SWD) -5.0
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

COLLABORATION - PLANNING

Teaching staff will be allotted collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum. Support for teachers will include but not limited to the following actions, pullout days for guided planning, aligning curriculum, visiting classrooms. Focus TSI plan which includes Math intervention boot camps for RSP, SDC targeted subgroups based on Polaris unit assessments standards mastery. Boot camp to include post-assessment on the identified standards. RSP, and SDC certificated staff will be allotted collaboration pullout days for differentiated planning.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

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

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

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Monthly collaboration calendar that will drive collaborative meetings/.
Amount	1000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Calendar and arrange release or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning days to include support for all subgroups.
Amount	6602
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	team planning, developing assessment, aligning curriculum, and guided planning, intervention bootcamps

Strategy/Activity 2

Math intervention teacher hired to support strategic students in 8th grade.
.4 sections.

Students to be Served by this Strategy/Activity

- ☒ Students with Disabilities
- ☒ Specific Student Groups:
African American

Timeline

7/1/2019-6/30/20

Person(s) Responsible

Administration, staff, and intervention teacher will participate with other members of the Math team to identify students using CAASPP results and unit assessment results.

Intervention process will be coordinated by Assistant Principals, guidance counselors, Intervention Specialist, Content teams, and secretaries.

Proposed Expenditures for this Strategy/Activity

Amount	23298.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Teacher - Math intervention teacher, blended learning, intervention program - Intensive support program in target content. Strategic Math Support during school days to include targeted subgroups, EL / Newcomer, Special Education, and students performing at levels below proficiency.
Amount	3058
Source	Title I

Budget Reference 3000-3999: Employee Benefits

Strategy/Activity 3

TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:

Extended / intervention, Learning-Teacher, classified extra duty resources for interventions in ELA and Math.

Extended Learning Intervention-to support EL/ELD students. This will consist of ELD strategic class during the day. Extended day will include "ahead of the game" tutoring which is a targeted intervention using Mathia, ReadingPlus, and CORE support. TSI plan to include ahead of game targeted intervention to support students below benchmark in SBAC and Unit assessmentsn.

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

ReadingPlus modules and assessment tools will be used as a progress monitoring tool.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, Office Specialist, secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school extended learning opportunities to provide support and targeted intervention.
Amount	1000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Certificated, classified collaboration time for intensive instruction, Newcomer, EL Support collaboration and Lexia Strategies, and intervention programs, technology, software, licenses, materials and supplies.
Amount	2500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

EL, targeted students, Interventions and support programs, classified funding to support CORE program.

Strategy/Activity 4

TARGETED EL STUDENT SUPPORT:

2 Additional Hours of classified support time for 120 days to provide supplemental student support. This may include, but not limited to, instructional intervention and STEAM Edcamps.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, librarian, secretary

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide instructional supplemental support, instructional intervention, STEAM Edcamp activities.
Amount	1668
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES

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

Tier I, II, III supplemental support programs and materials, technology and software to support ELA, Math.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, secretary, counseling team, CORE teachers.

Proposed Expenditures for this Strategy/Activity

Amount	37158
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Including but not limited to Instructional materials, supplies resources to support targeted subgroups.

Strategy/Activity 6

Professional Development - Focus areas to support work with Orenda Education, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for TSI.

Teachers, administration, counselors will attend PD to support differentiation of instructional practices and instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, Technology. We will be sending a team to the ISTE conference with a focus on differentiation on the use of technology.

Areas of focus which include but not limited STEAM initiatives for under-performing subgroups

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	2684
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A majority will be administered by district TOSA's, administration and Orenda Education and professional agencies.
Description	Write from the Beginning and Beyond, RACE, preparation for the Common Core. Provide literacy intervention opportunities during the school day, after school, intensive programs and Saturday STEAM Edcamps
Amount	15990
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Areas of focus which include but not limited to STEAM initiatives and supporting under performing subgroups to include TSI initiatives.

Strategy/Activity 7

Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to assist in improving student grades. Ed Camps will provide students with STEAM exposure and opportunities.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/20

Person(s) Responsible

Administration, support staff, certificated staff.

Counselors, Administration,

Prevention Specialist and

Saturday School Staff will be responsible for promotion and participation in Saturday School/Ed Camp

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ENRICHMENT OPPORTUNITIES

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

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

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

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, teachers, librarian, secretary, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	5443
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide support for VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R

Amount	4000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

COLLEGE AND CAREER READY -

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

College and career ready awareness and foundation information for students and parents. To include college visits. Supplies materials for planned activities

Subs, transportation support materials as needed.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Counselors, Teachers
Secretary, administration, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counseling department will host workshops on career academies and programs. Extended opportunities for career exploration and college visits.

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Extended opportunities for career exploration. Provide JUMP (Junior Medical Upcoming Professionals) activities and field trips

Description	Student - parent workshops to provide information on University of California/California State University A-G entrance requirements
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Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

transportation for college, career ready, and academic field trips

Strategy/Activity 10**EDUCATIONAL TECHNOLOGY**

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

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

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, teachers, Secretary, librarian, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Laptops / digital resources to support subject matter collaboration, technology supplies, toner, printing supplies.
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	2500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Instructional Technology and Supplies, technology, licenses, certificated staff and administration to attend technology conferences or other technology leadership conferences. Subs provided as needed.
Amount	20000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Supplemental technology to support instruction and student learning
Amount	25000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase differentiation software for CORE subject and software support as part of intervention support systems. Hardware to support literacy and math intervention and best first instruction practices.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

There is a definite link between attendance and academic achievement. RCMS attendance goals: The current attendance rate is 94.36%, with a goal of achieving attendance goals in 3-4 reporting periods.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 94.36	Student Attendance Rates All Students 96%
California Dashboard for Chronic Absenteeism Rates for: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) 17.8 English Learner (EL) 13.4 Hispanic (Hisp) red 15.6 African American (AA) red 16.2 Socioeconomically Disadvantaged (SED) red 18.8 Students with Disabilities (SWD) red 26.7	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) 15.8 English Learner (EL) 11.43 Hispanic (Hisp) 13.6 African American (AA) 14.2 Socioeconomically Disadvantaged (SED) 16.8 Students with Disabilities (SWD) 24.7
Panorama survey for Family-School Connectedness to measure Family Climate Survey. All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 59% Elementary School Students (ES) Middle School Students (MS) 57% High School Students (HS) English Learner (EL) 1st survey 67%, second survey 59%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 1st survey 80%, second survey 70% Elementary School Students (ES) Middle School Students (MS) 1st survey 75%, second survey 65% High School Students (HS)

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) 1st survey 71%, second survey 60% African American (AA) 1 st survey (AA) 60%, second survey 72%	English Learner (EL)1st survey 71.4%, second survey 63.5% Hispanic (Hisp) 1st survey74.5%, second survey 64.5% African American 1st survey (AA) 64.5%, second survey 76.5%

Planned Strategies/Activities

Strategy/Activity 1

PARENT PARTICIPATION and Connection Activities:

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

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

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

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	3450
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Provide parent training in CCSS and SBAC Provide parent training in school website use Provide parent training in use of Student Information System (SIS) Parent trainings to support students, school efforts to increase student achievement. Provide parent training in 5th to 6th grade transition meetings Provide parent training in 8th to 9th grade transition meetings

Send parents to trainings and conferences
Purchase instructional materials to provide parent training

Amount	800
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Support staff - child care and translation for training activities
Amount	1067
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase instructional and support materials to provide parent training and theme nights. Provide social and academic activities at Back to School Night.
Amount	6792
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent participation plan will be created and implemented Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings will be held at Raymond Cree.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	parent / community

Strategy/Activity 3

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

1.0 FTE Bilingual office specialist-Salary/Fringes

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	39469
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Learners-Supplement district LCAP support for a 1.0 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services
Amount	28821
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others.

LCAP Goal

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

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard - Indicator for Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) > Red 13.6% - Very High - Increased +1.9% English Learner (EL) > Red 13.3% - Very high - Increased 5.1% Hispanic (Hisp) Red 12.8% - Very High - Increased 3.1% African American (AA) - Orange 26.5% - Very High - Declined 7.3% Socioeconomically Disadvantaged (SED) Red 14.6% - Very High - Increased 1.5% Students with Disabilities (SWD) > Red 26.5% - Very High - Increased 1.5%	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) > Orange 13.3% - Very High - Declined -0.3% English Learner (EL) > Orange 13.0% - Very high - Declined -0.3% Hispanic (Hisp) Orange 12.5% - Very High - Declined -0.3% African American (AA) - Yellow 23.5% - Very High - Declined Sig. +3% Socioeconomically Disadvantaged (SED) Orange 14.3% - Very High - Declined -0.3% Students with Disabilities (SWD) > Yellow 26.5% - Very High - Declined Sig. +3%
District/School Discipline reports - Expulsion Rate indicator for: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0.45% Hispanic (Hisp) 0.33% African American (AA) 0%	Expulsion Rates All Students (ALL) 0.25% Hispanic (Hisp) 0.13% African American (AA) 0%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness indicator for students. All students: EL: AA: Hisp: SED:	Panorama Survey - School Connectedness All students: 1st 70% 2nd 59% EL: 63% AA: 52% Hisp: 60% SED:	Panorama Survey - School Connectedness All students: 70% EL: 67% AA: 56% Hisp: 64% SED:
Panorama Survey - School Safety indicator for students. All students: EL: AA: Hisp: SED:	Panorama Survey - School Safety All students: 61% EL: 62% AA: 50% Hisp: 64% SED:	Panorama Survey - School Safety All students: 65% EL: 65% AA: 54% Hisp: 68% SED:
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

Sun bus passes will be provide for students to allow them to participate in enrichment and intervention opportunities, which include sports programs, clubs, VAPA performance groups, enrichment activities such JUMP, GirlPower, Matador Way, and E&R for Newcomers.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, school secretary, and other classified staff members will be in charge of ordering and supplying the bus passes to students.

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Purchase and distribute sun bus passes to students participating in after school interventions and enrichment opportunities.

Strategy/Activity 2

Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school.

Safety initiatives such as school-wide ID's, to provide global security measures for school stakeholders, student communities. This will include raptor technology, school blackboard, and social media communications, and trimester principal communications to families

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide reward activities, attend all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options Develop and communicate new criteria for participation in end of year activities Hold end of trimester awards assemblies
Amount	4000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	staff stipends to support student connections to school.
Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Safety initiatives supplemental resources.

Strategy/Activity 3

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

Material, supplies, and program supports will be purchased to assisting in connecting targeted students to school.

Provide Mental Health Services - Clinician to work with students groups focused on communication, cooperation, & confidence building. Two groups per week for the 19-20 school year.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Counselors, secretary, office specialist, administration will coordinate the development and support for the programs

Administration and counseling staff will coordinate the mental health referral process through student services.

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Refine MTSS Systems Provide parent education and outreach programs, mentoring, Implement student led schoolculture programs including PLUS and Peer Leadership
Amount	1300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Plus Training-Counselor
Amount	14000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Mental Health Clinician, counselors, prevention specialist.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Secondary Math Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	18,856	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
Orenda PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA	69,500	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title IV

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)

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Supplemental School Psychologist	July 1, 2019 - June 30, 2020	Additional psychologists support to provide individual and group counseling and mental health services directly to high needs students	71,942	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	\$170,848
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$291,300.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	167,398	0.00
Title I Part A: Parent Involvement	3,450	0.00
LCFF	120,452	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	\$167,398.00
Title I Part A: Parent Involvement	\$3,450.00

Subtotal of additional federal funds included for this school: \$170,848.00

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	\$120,452.00

Subtotal of state or local funds included for this school: \$120,452.00

Total of federal, state, and/or local funds for this school: \$291,300.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	120,452.00
Title I	167,398.00
Title I Part A: Parent Involvement	3,450.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,784.00
2000-2999: Classified Personnel Salaries	50,269.00
3000-3999: Employee Benefits	33,547.00
4000-4999: Books And Supplies	85,118.00
5000-5999: Services And Other Operating Expenditures	67,082.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	10,384.00
2000-2999: Classified Personnel Salaries	LCFF	49,269.00
3000-3999: Employee Benefits	LCFF	30,489.00
4000-4999: Books And Supplies	LCFF	24,510.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	500.00
1000-1999: Certificated Personnel Salaries	Title I	44,400.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	3,058.00
4000-4999: Books And Supplies	Title I	57,158.00
5000-5999: Services And Other Operating Expenditures	Title I	61,782.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,450.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Silvia Signoret				X	
Georgie Eden				X	
Matthew Martini				X	
Nick Martinez					X
Emily Blackwell					X
Adriana Ayala					X
John Habstritt		X			
Valerie Whitton		X			
Carol Gafney		X			
Claudia Olivares		X			
Gustavo Ochoa			X		
Bernie Marez	X				
Numbers of members of each category:	1	4	1	3	3

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

 Documents (Active | Archived)

Document Name	Document Last Updated	View Document	Document History	Attachments	Roll Up Systems
2019-20 School Plan for Student Achievement	2019-10-17		View	View	40

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You have modified data that has not been saved.

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

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

State Compensatory Education Advisory Committee

☒ English Learner Advisory Committee☐ Special Education Advisory Committee☐ Gifted and Talented Education Program Advisory Committee☐ District/School Liaison Team for schools in Program Improvement☐ Compensatory Education Advisory Committee☐ Departmental Advisory Committee☐ Other:

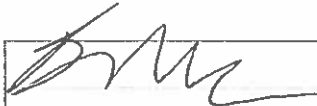
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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All data saved.

This SPSA was adopted by the SSC at a public meeting on 10/15/19

Attested:


Clear


Clear

Principal, Bernie Marez

on 10/17/19

SSC Chairperson, Carol Gafney

on 10/17/19

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