

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rancho Mirage Elementary School
Address	42-985 Indian Trail Road Rancho Mirage, CA 92270-4102
County-District-School (CDS) Code	33-67173-6032445
Principal	Mr. J. Shane Hagar
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/23 - 6/30/24

Schoolsite Council (SSC) Approval Date

10-24-2023

Local Board Approval Date

12-12-2023

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Vision Statement: Rancho Mirage Elementary is committed to being a school where every student is empowered to achieve their fullest potential in a safe, inclusive, and equitable learning environment. We strive to create a community of learners who embrace diversity and value each other's unique perspectives and contributions.

Mission Statement: Rancho Mirage Elementary is dedicated to providing high-quality education, focusing on students' academic excellence and personal growth. We prioritize student safety and well-being while fostering a sense of belonging and inclusion for all. We celebrate diversity and promote equity in all aspects of our school community. We strive to cultivate critical thinking, creativity, and collaboration skills that prepare our students for success in an ever-changing world.

School Profile

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Sharing the responsibilities and providing support for instruction is the basis for the California Department of Education's frameworks and standards for each grade and subject matter. As a part of the Palm Springs Unified School District, Rancho Mirage Elementary School provides a variety of instructional support that has been instrumental in leading us to be classified under the new California Accountability Model on the California Dashboard as ranking green (ELA) and yellow (Math) before the pandemic.

Rancho Mirage School is dedicated to providing a rich curriculum in which the California state standards are taught with high expectations that students will perform with mastery. Students are supported to meet or exceed state standards, and each student's progress is continuously monitored. Also, rigorous intervention programs are in place for students who do not yet at standards met. Our goals are aligned with the Common Core State Standards in Reading and Math. Each year, we progress towards having all students proficient as measured by the development of grade-level units of study, district STAR assessment (5 times a year), and the California Assessment of Student Performance and Progress (CAASPP). Parents are notified regarding their child's progress through the units of study, their proficiency on each STAR assessment, and SBAC scores by mail and are encouraged at Back to School Night and our school communication platform (Class Dojo) to set up appointments to speak with school staff regarding their child's achievement levels. Weekly messages sent through Class Dojo keep families abreast of instructional progress.

Students are recognized for their hard work and dedication to meet/exceed standards performance in various ways throughout the school year. We celebrate student achievement during Accelerated Reader Assemblies and Trimester Awards. Kindergarten and First Grade classes have monthly award assemblies to recognize students that have made progress learning to read sight words. Additionally, students who receive Ramhorn Tickets have their names in a drawing for a weekly prize. We resumed programs such as Hand Chimes as an after-school program with our Music Teacher. Tools for Tomorrow is a program that has continued as well. Our site has taken student involvement to another level by offering a multitude of after-school clubs that promote a student-to-school connection based on student interests. We now provide the sewing club, gardening club, hockey club, knitting club, gaming club, multi-cultural art club, general art club, cooking club, and our leadership clubs (RamStar Way and Girl Power). We also offer a year-long Robotics program for Grades 3-5. Our partnership with Musical Theater University at Rancho Mirage High School is going on our 4th year; in MTU-Junior students in grades 1-5 are offered performance classes in dancing, singing, and acting (the instructors for each course are from Broadway). Finally, a yearly Science Fair has been held in which students participate.

Special Education Instruction may occur within a collaborative service delivery model that reflects content and performance standards and ensures all students access the core curriculum daily.

Students are assessed with district-adopted STAR assessments and teacher-developed unit assessments based on essential state standards. Students are then grouped for instructional purposes according to their assessed performance. Following a review of the assessment data, students receive Reading and/or Mathematics instruction and support at their ability level utilizing a variety of service delivery models, including small group instruction, collaboration, and a needed instructional strategy (Tier II support, Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.). Identified special education services are delivered through pull-out programs or within the regular education classes through co-teaching, classroom support, and/or consultation from special education personnel. The materials utilized for the collaboration model will be purchased jointly through the Special Education Department and site funds.

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, one Kindergarten teacher from each elementary school will meet three times yearly with ECE teachers to discuss the necessary skills needed for a successful ECE to Kindergarten transition. These meetings will be held at the District Office and facilitated by the ECE Principal, who shall gather input from the elementary school principals and/or Kindergarten department leads.

In the spring of each year, the parents of ECE students will have the opportunity to attend an informational Kindergarten meeting at the elementary school to meet the Principal and Kindergarten teachers. The ECE parents will receive instructional materials and supplies to assist their students over the summer. The incoming ECE students will also be able to visit the Kindergarten classrooms in the spring. These articulation efforts and meetings will be supported through centralized Title I funds.

A comprehensive school plan is written with an eye toward all students' success. This Single Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage Elementary School Site Council (SSC) and monitored throughout the year.

Our school evaluates the effectiveness of our SPSA shortly after standardized scores are released, and our SSC and other leadership groups have had the opportunity to review all student achievement data. Parent, teacher, and student surveys are analyzed and addressed in the SPSA. Parents who replied to the survey are pleased with their student's progress at Rancho Mirage. We have a safe environment and high-quality teaching staff. Their children like going to school. They feel well-informed about the standards their students are expected to master in each grade. They also think the school communicates well with them about student progress. Asked to list the school's best attributes, parents gave the highest scores to excellent teachers, good principal, safe school, involved parents, and a school-wide belief that all children can learn. Parents gave high marks, as well, to school-to-home communication and family engagement events.

The SPSA addresses this need with Math and Reading programs delivered through computer technology, instructional staff support, and increased class time with tier II math and reading interventions. The SSC will monitor the implementation of our SPSA throughout the year. Revisions to our SPSA and subsequent Board of Education approval will occur if substantial budget and/or material changes occur during the school year. During School Site Council meetings, members will be updated on progress toward goals and financial status.

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
- Homeless and 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.

Rancho Mirage Elementary School Site Council (SSC) meets at least five times during the school year to review and update the school plan, including proposed expenditures of Title I funds. School goals are based on a comprehensive needs assessment that analyzes verifiable state data, including information 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. All data sets are reviewed by staff and School Site Council Members to assist in goal development (8-29-23, 9-26-23, 10-26-23, 1-30-24, 3-12-24, 4-23-24). School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Our site has been identified as needing additional targeted support and improvement (ATSI)

regarding students identified as homeless and students identified as students with disabilities. The overall school performance and the data from ATSI have been shared and discussed with staff, parents, and the school site council. Input and advice are solicited from school advisory committees, including the ELAC and School Leadership team. The RMES School Plan addresses how LCFF and Title I funds will be utilized to support the improvement of the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Nomination and Election Process:

Requests will be sent out to parents/community for nominations for SSC. These requests are disseminated to stakeholders via phone calls, Parent Square, and Blackboard. Once names are collected, ballots will be sent, and the due date of August 18, 2023, is set. Nomination flyers and responses will be collected via Google Forms, and a Google form ballot will be distributed via Class Dojo with a due date of August 25, 2023.

SSC Election Dates and Results: Community / Parents (Nominations August 18, 2023; Ballot August 25, 2023)

Both staff and parent elections will be held because it is the end of year 2 for several positions on SSC.

Our SSC and ELAC are a combined committee, and our ELAC parent representative provides district DLAC dissemination of information at each of our SSC meetings.

SSC / ELAC Meeting Dates and Topics for the 22-23 school year:

September 19, 2022: It was discussed that we continue to keep SSC and ELAC merged into a comprehensive group because of our small population of EL students, which limits our ability to form an independent ELAC. ELAC Representative discussed goals for 22-23. ; RMES Mission Statement shared; SPSA-School Funds discussion about SSC parent positions for SSC. Newly elected members were introduced, and SSC Roles were reviewed.

October 11, 2022: SSC technical training was provided by Dr. Jim Feffer for all SSC members. No ELAC information has been shared; newly elected member introduced; Reviewed SSC Roles; reviewed Purpose of Title 1 Funds: PPT. The Cycle of Continuous Improvement;

Allocation and Expenditures: discuss SPSA expenditures. SSC reviewed and approved the organizational by-laws.

January 24, 2023- Virtual Meeting, Approval of meeting minutes from 10-11-2022. ELAC presentation was given outlining updates shared at the district level meetings (topic: summative ELPAC results, designated ELD vs. Integrated concerning our tier II site approach, reclassification, and LCAP presentation regarding expenditures related to LCAP goals. Title I funding and restrictions were reviewed regarding the current SPSA. A proposal to have a working 23-24 draft by the March meeting was discussed that would reflect the appropriate budget allocations taken into consideration. Budget adjustments in both LCAP and Title I funding sources were examined for the 23-24 school year and what to expect for the 24-25 school year.

March 14, 2023-

The SPSA is being worked on by Mr. Hagar currently. Funding sources are based on enrollment. We now have 321 students enrolled. LCAP will be increased, but there will be a 10% decrease in Title I funding. ELAC information for the meeting (reviewed the ELPAC site testing plan)

A complete report on the 23-24 proposed budget was not given because some personnel changes may significantly impact all funding sources. Another meeting was scheduled for April 25- 2023, to review a completed draft of the SPSA by the SSC before submission in May.

April 25-2023 (scheduled at the March Meeting): This meeting aims to review the completed draft of the 23-24 SPSA before submission in May. The review of the SPSA was completed and agreed upon. ELAC information was reviewing the school-wide EL master plan. SSC recommendations for the SPSA were to support teacher planning days before the start of school, to continue to support increased hours for paraprofessionals and supervision aides,

May 9, 2023- Virtual Meeting, Approval of meeting minutes from 4-25-2023, ELAC report regarding additional support for EL students, Continue implementing PLC model. Teachers will utilize data to drive instructional planning and practices. Through collaboration, teams will backward map trimester standards, develop SMART Goals specific to EL students' data and needs, and develop and implement instructional practices specific to EL students (with/ designated and

integrated ELD instruction); Teachers will be provided professional development and coaching, along with resources supported by district EL Coordinator, district and site TOSA's, district funded TOSA support for instruction (Kris Tom/High Impact Math) and Instructional Coach. Keep the increase in supervision salaries and paraprofessional wages, provide money for teacher planning time (units of study and writing), continue to allocate funds for extra duty (afterschool enrichment), and TOSA salaries and benefits increase to reflect a 0.6 workweek. All residual money will be placed in materials and supplies in LCFF.

October 24, 2023- Virtual Meeting: there was no need to approve minutes because there was no full council at the previous meeting. All SSC and other RMES family members participated in the Title I presentation. They completed a comprehensive discussion regarding school funding sources and the differences and parameters based on each funding source. The group reviewed and approved the SSC by-laws for the 2023-2024 school year. The SPSA was reviewed by action item and activity. SSC agreed that there is a need for support for tier II intervention in the classroom and approved using the new Title I allocations for extra duty for support staff. Mr. Hagar reported on the status of ELAC development independently.

SSC recommendations for the SPSA were to support teacher planning days before the start of school, to continue to support increased hours for paraprofessionals and supervision aides, Expand on this

Panorama Survey (Student) Winter 2022-2023

Climate Survey Results from Grades 3-5 (151 responses)

- Climate for Academic Learning 84%, -1
- Knowledge and Fairness of Discipline, Rules, and Norms 74%, -4
- Sense of Belonging 74% -4
- Safety 59% -5

Panorama Survey (Student) Winter 2022-2023

SEL Survey Grades 3-5 (151 responses)

- Grit 56%, -3
- Growth Mindset 59%, -6
- Self-Efficacy 51%, -2
- Self-Management 58%, -9
- Social Awareness 66%, +1

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results:

Dashboard Status and Percentage –

40% Level 4 Standard Exceeded

40% Level 3 Standard Met

15% Level 2 Standard Nearly Met

5% Level 1 Standard Not Met

Family School Connectedness via Panorama Family Climate Survey

(ALL) (122 Responses)

Knowledge & Fairness of Discipline, Rules, and Norms- 90% -4

The Climate of Support for Academic Learning- 93% same

Sense of Belonging- 95% +1

Safety 96% same

RMES has a multitude of activities on site that welcomes families to engage &/or recognize students in various ways: awards assemblies, information sessions (Back to School Night), Spelling Bee, AR Assemblies, and PTG Events, Flag Assemblies, Turkey Trot, Trimester Awards, school track meet, Coffee with the Principal, Talent Show, etc.

RMES continues to work with our school counselor to implement Socio-Emotional Learning practices, including Coach Wooden's Pyramid of Success program, Second-Step Anti-Bullying, Inner Explorer, and other grade-level practices that promote positive student interaction and connectedness to campus life.

Resource Inequities

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

The issue of resource inequities is particularly pronounced for homeless students and students with disabilities, who often face significant barriers to accessing the educational resources and support they need to succeed. While efforts at RMES have been made to address these inequities, such as chronic absenteeism, there is still much work to be done to ensure that all students have equal access to the resources and opportunities they need to thrive and reduce the rates of chronic absenteeism for RMES students, who are homeless (39.7% high) and students with disabilities (45.5% very high).

Students with disabilities are disproportionately suspended at higher rates than their non-disabled peers. This is an inequitable situation that can have serious negative consequences for these students, including loss of instructional time, disengagement from school, and an increased risk of dropping out. Studies have shown that students with disabilities may be more likely to be suspended for subjective offenses such as disobedience, disrespect, and noncompliance, rather than for objective violations of school rules.

Moreover, students with certain disabilities may be particularly at risk for suspension and may require intentionally planned support at a tier II level. These students may struggle with self-regulation and may have difficulty following rules and norms, which can lead to behavior dysregulation in the school setting. However, research suggests that suspensions are not an effective way to address these underlying issues and may even exacerbate them.

The over-representation of students with disabilities in suspension data points to a systemic problem within schools that needs to be addressed. We at RMES must work to provide appropriate support and accommodations for students with disabilities to prevent behavior issues from arising in the first place. Additionally, we need more specific training and support to better understand the needs of students with disabilities and to develop more effective, proactive strategies for addressing their behavior. By addressing the root causes of behavior issues, schools can reduce the need for suspensions and create a more equitable and inclusive learning environment for all students.

Needs Assessment – Review of Performance

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

2022-2023: Rancho Mirage has worked to address K-5 literacy utilizing STAR assessment data to determine leveled groups and has tier II intervention in the classroom and the reading intervention class. Through progress monitoring, unit assessments, teacher collaboration, and planning, SMART Goals have been met, and students have shown growth. Assessment Data from School City has shown to be the most effective indicator of student progress due to teacher collaboration and intentional and individualized planning. Each grade level focused achievement of each identified sub-group, such as SWD, socio-economically disadvantaged, Hispanic (leveled), and African-American students. The purpose of the analysis of sub-group achievement was to assist in weekly lesson development that met the individual needs of all students within the learning environment.

Strategies that led to success will be maintained in the following ways:
ELA: Tier II intervention remains in place for the 23/24 school year. Teachers will utilize interim and STAR assessment data to determine student grouping and instruction for guided reading (materials: Wonders, Bridges, and other supplements); PD: Site Level High Impact Math Gr. TK, K, 1, 2, 3, 4, and 5; Universal Design for Learning (UDL), Rigor and Depth of Knowledge; Engagement for English Language Learners, Professional Learning Community practices (collaboration, data analysis, SMART Goals, Units of Study development, best first instruction; grade level pacing guides for designated ELD with Science integration); level grouping for designated ELD (Kagan Strategies)

Regarding intentional and quality collaboration during PLC designated time, teachers have worked diligently to use data to drive instruction by engaging in the backward mapping of the standards schedule each trimester, identifying claims/targets of focus, creating short-cycle assessments based on SMART Goals, and agreed-upon best instructional practices. Targeted lessons are provided to specific sub-groups such as SWD, socio-economically disadvantaged, Hispanic (leveled), and African-American students for Tier 2 intervention in small groups during guided reading and Math. Teachers were also provided ongoing professional development refresher opportunities in gradual release lesson delivery to generate grade-level

Reflections: Success

instructional agreements to support the ELA units of study and high-impact math for grades TK-5.

Panorama Survey (Student) Winter 2022-2023

Climate Survey Results from Grades 3-5 (151 responses)

- Climate for Academic Learning 84%, -1 Green
- Knowledge and Fairness of Discipline, Rules, and Norms 76%, -4 orange
- Sense of Belonging 74% -4 Green
- Safety 59% -5 Red

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

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

Absenteeism Rates: Teachers, staff, and the principal worked daily to contact chronically absent students/families through multiple means such as Class Dojo, Blackboard, daily phone calls, daily emails, and home visits. We also utilized our learning hub to focus on the students with insufficient attendance rates.

School-wide, the attendance rate is approximately 89.2%. 46.3% of students fall in the chronically/severely chronically absent range, down from 51.2%.

The following standards showed “below standard met” for each grade level. However, our interim STAR assessment data was utilized as a consistent standard for student achievement throughout the 2022-2023 school year.

Fall 2023 STAR data has been utilized as a critical piece of measurable data that drives the review and planning of content area interventions that will directly impact student achievement for all students at RMES. Go through to state need instead of talking about the data Comprehensive STAR Data in Reading (SW)

Star Early Literacy Current Student Growth Percentile - 62.8%

Star Early Literacy Proficiency Rate- 52.6%

Star Math Current Student Growth Percentile- 33.3%

Star Math Proficiency Rate- 60.4%

Star Reading Current Student Growth Percentile- 66.7%

Star Reading Proficiency Rate- 53.8%

2022-2023 CAASPP Data Reported

Grade 3: ELA

Standards Exceeded: 28%

Standards Met: 12%

Standards Nearly Met: 22%

Standards Not Met: 38%

Grade 3: Math

Standards Exceeded: 26%

Standards Met: 19%

Standards Nearly Met: 17%

Standards Not Met: 38%

Grade 4: ELA

Standards Exceeded: 28%

Standards Met: 21%

Standards Nearly Met: 19%

Reflections: Identified Need

Standards Not Met: 32%

Grade 4: Math

Standards Exceeded: 21%
Standards Met: 25%
Standards Nearly Met: 17%
Standards Not Met: 37%

Grade 5: ELA

Standards Exceeded: 27%
Standards Met: 22%
Standards Nearly Met: 22%
Standards Not Met: 29%

Grade 5: Math

Standards Exceeded: 16%
Standards Met: 14%
Standards Nearly Met: 37%
Standards Not Met: 33%

Grade 5: CAST

Standards Exceeded: 14%
Standards Met: 19%
Standards Nearly Met: 57%
Standards Not Met: 10%

Grade 3:

Units of Study were developed at this grade level based on the 25 most essential standards for ELA. Units of the study were comprised of 5 units of study, unit assessments were given, and data were reviewed. The results of the data drove the intervention component in ELA.

Reading: Target 3 (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with a primary focus on determining to mean based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence, or cause/effect) or distinguish the author's point of view. Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text. Writing: Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs explaining the ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and a reasonable conclusion. Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts. Listening: Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information

Math: Concepts & Procedures: Target I - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (Priority Target); Target C - Generate and analyze patterns.

Grade 4:

Units of Study were developed at this grade level based on the 25 most essential standards for ELA. Units of the study comprised 5 units of study, unit assessments were given, and data were reviewed. The results of the data drove the intervention component in ELA. Reading: Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text. Target 7 (Literary Text) LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone. Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, timelines, animations) to interpret or explain information.

Math: Concepts & Procedures: Target A - Use the four operations with whole numbers to solve problems.

(Priority Target); Target L - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5:

Units of Study were developed at this grade level based on the 25 most essential standards for ELA. Units of the study comprised five units of study, unit assessments were given, and data were reviewed. The results of the data drove the intervention component in ELA.

Reading: Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative languages such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with a primary focus on determining to mean based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text. Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information. Writing: Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft relevant to purpose (closure, detailing characters, plot, setting, or an event).

Math Concepts & Procedures: Target A - Write and interpret numerical expressions.; Target B - Analyze patterns and relationships; Target C - Understand the place value system. (Priority Target); Target D - Perform operations with multi-digit whole numbers and decimals to hundredths. (Priority Target); Target E - Use equivalent fractions to add and subtract fractions. (Priority Target); Target G - Convert like measurement units within a given measurement system; Target K - Classify two-dimensional figures based on their properties.

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

Before the pandemic, Rancho Mirage Elementary did not have a student group that was two or more performance levels below the "all student" performance level. Actions that are in place address the needs of all students for ELA and Math. Actions in place also specifically address the needs of students with specific literacy gaps during our Tier 2 intervention instructional times. As well we address the needs of all of our students. Our goal is to show growth for all student groups. We also address Math needs through Conceptual Math PD. (Both ELA and Math monitoring with PLC practices). By doing so, we analyze data to pinpoint performance gaps, plan for & deliver instruction, assess for growth and determine if instructional practices in place are working for students in meeting SMART Goals.

Post-pandemic CAASPP data is used to identify two student groups that fell two or more performance levels below all student performance. SWD (ELA- 136.2 points below standard/17 students) and African American students (Suspension- 7.7%/13 students) were identified as student groups two levels below the "all students" group. These two identified groups substantiate a need for intentional intervention to be developed and implemented to address the needs of each group.

RMES will also continue to promote a "Climate of Support for Academic Learning," in which teachers want students to be successful by setting goals, being treated fairly, and reinforcing academic and behavioral expectations. In the Student Socio-Emotional Learning Survey for "Self-Management," students would like more skills such as paying attention in class and staying organized and prepared for class. In the area of "Social Awareness," students would also like to be able to express their feelings about themselves and others. Activities for all students will assist in supporting AA students, who are an identified student group in need of support to improve the suspension rate. All staff will work with the administration and the school counselor to provide needed student support: 5th-grade virtual PowWow lessons, socio-emotional lessons, weekly check-in on discipline and academics, TK & K-socio-emotional lessons, anti-bullying lessons TK-5, organization skills, study skills, etc. Recognition of students will continue to be used to encourage self-motivation to read, endure, and reach benchmarks (ex/ Ramhorn drawings, AR, attendance, trimester academics (ex/ ELA, Math, STEAM, etc.).

Identified need to combat chronic absenteeism: We as a staff will continue to work daily to contact chronically absent students/families through multiple means such as Parent Square, Blackboard, daily phone calls, daily emails, and home visits. We will also utilize student services as a resource to reach our families. Developing parent engagement opportunities/classes of interest for our disengaged families will create a relationship based on interest to bridge the gap between home and school. Students and families will have a vested interest in the school.

Student achievement in grades k-5: Teachers have continued work on developing targeted units of study

based on essential standards. The purpose of developing the units of study is to allow all students to find academic success. The teachers have developed unit assessments that assess student deficits regarding essential standards. SWD is an identified student group of need, which will be a focus for both tier I and tier II lesson development for teachers. The teachers will continue to participate in data review sessions after each of the units of study to analyze student data by specified population, which will drive the direction of instruction in the classroom. This has provided and will continue to provide teachers with useful data when developing intervention groups in ELA and Math.

Panorama Survey (Student) Winter 2021-2022
SEL Survey Grades 3-5 (169 responses)

- Grit 59%, - 5
- Growth Mindset 65%, -8
- Self-Efficacy 53%, -8
- Self-Management 67%, -5
- Social Awareness 65%, -3

Panorama Survey (Student) Winter 2022-2023
SEL Survey Grades 3-5 (151 responses)

- Grit 56%, -3
- Growth Mindset 59%, -6
- Self-Efficacy 51%, -2
- Self-Management 58%, -9
- Social Awareness 66%, +1

This data set shows that four of the five subcategories for the student-generated SEL survey showed a drop in percentages from the previous survey administration. The most dramatic drop is regarding growth mindset and self-management.

The Climate of Support for Academic Learning via Panorama Family
Climate Survey
(ALL) (122 Responses)

A subgroup with no data 4 3%
Hispanic or Latino 57 47%
White 32 26%
Two or More Races/Ethnicities 26 21%
Confidentiality protected 6 5%

Comprehensive STAR Data in Reading (SW)

Star Early Literacy Current Student Growth Percentile - 62.5%
Star Early Literacy Proficiency Rate- 42.1%
Star Math Current Student Growth Percentile- 42.1%
Star Math Proficiency Rate- 55.8%
Star Reading Current Student Growth Percentile- 73.7%
Star Reading Proficiency Rate- 51.7%

As we get higher by grade, the percentage of proficient students decreases significantly in both ELA and Math. This will be year 2 of the CAASPP assessment that will be readministered in the spring for growth comparison purposes.

RMES has been designated as an ATSI school site based on the results from 2 different student groups: The current concrete gaps in performance at RMES are in two specified groups (homeless and SWD), related to chronic absenteeism and suspension rate.

Proposed Goals for the 2023-2024 school year: Chronic absenteeism will decrease by 1.0% in both categories of homeless and SWD. The suspension rate in chronic absenteeism and SWD categories will also decrease by 1.0%.

The district will continue providing a reading intervention teacher focusing on grades 1-5 intensive students. Rancho Mirage Elementary will continue to provide math intervention in each classroom via tier-II group development. A variety of assessment opportunities will be used to select intervention groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.61%	0.32%	2	2	1
African American	3.6%	3.94%	2.91%	13	13	9
Asian	1.9%	1.52%	1.29%	7	5	4
Filipino	0.6%	0.30%	0.32%	2	1	1
Hispanic/Latino	65.2%	63.94%	66.02%	238	211	204
Pacific Islander	0.6%	0.30%	0.32%	2	1	1
White	26.3%	27.27%	26.21%	96	90	81
Multiple/No Response	1.4%	2.12%	2.59%	5	7	8
Total Enrollment				365	330	309

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	49	66
Grade 1	52	55	36
Grade 2	52	53	55
Grade 3	51	51	53
Grade 4	67	52	50
Grade 5	80	70	49
Total Enrollment	365	330	309

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	129	89	71	29.5%	23.2%	19.50%
Fluent English Proficient (FEP)	41	66	57	9.4%	17.2%	15.60%
Reclassified Fluent English Proficient (RFEP)	18	36	20	11.2%	27.9%	28.2%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
330	90.6	24.5	0.9
Total Number of Students enrolled in Rancho Mirage Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	24.5
Foster Youth	3	0.9
Homeless	39	11.8
Socioeconomically Disadvantaged	299	90.6
Students with Disabilities	26	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.9
American Indian	2	0.6
Asian	5	1.5
Filipino	1	0.3
Hispanic	211	63.9
Two or More Races	7	2.1
Pacific Islander	1	0.3
White	90	27.3

Conclusions based on this data:

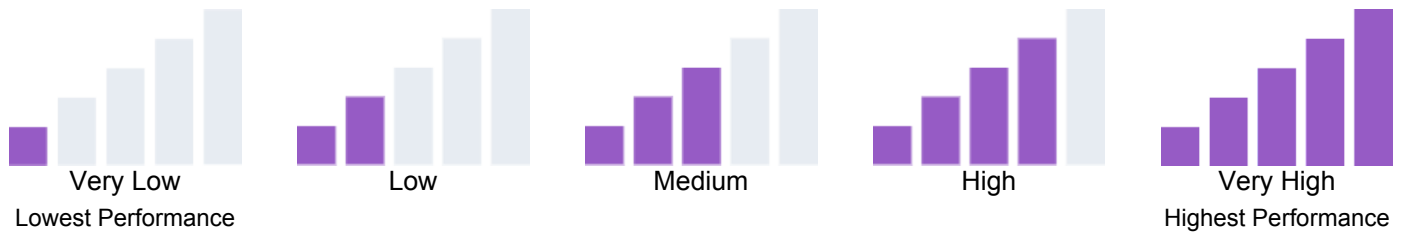
1. The vast majority of our students are socio-economically disadvantaged.
2. Our percentage of EL students is less than in previous years.

School and Student Performance Data

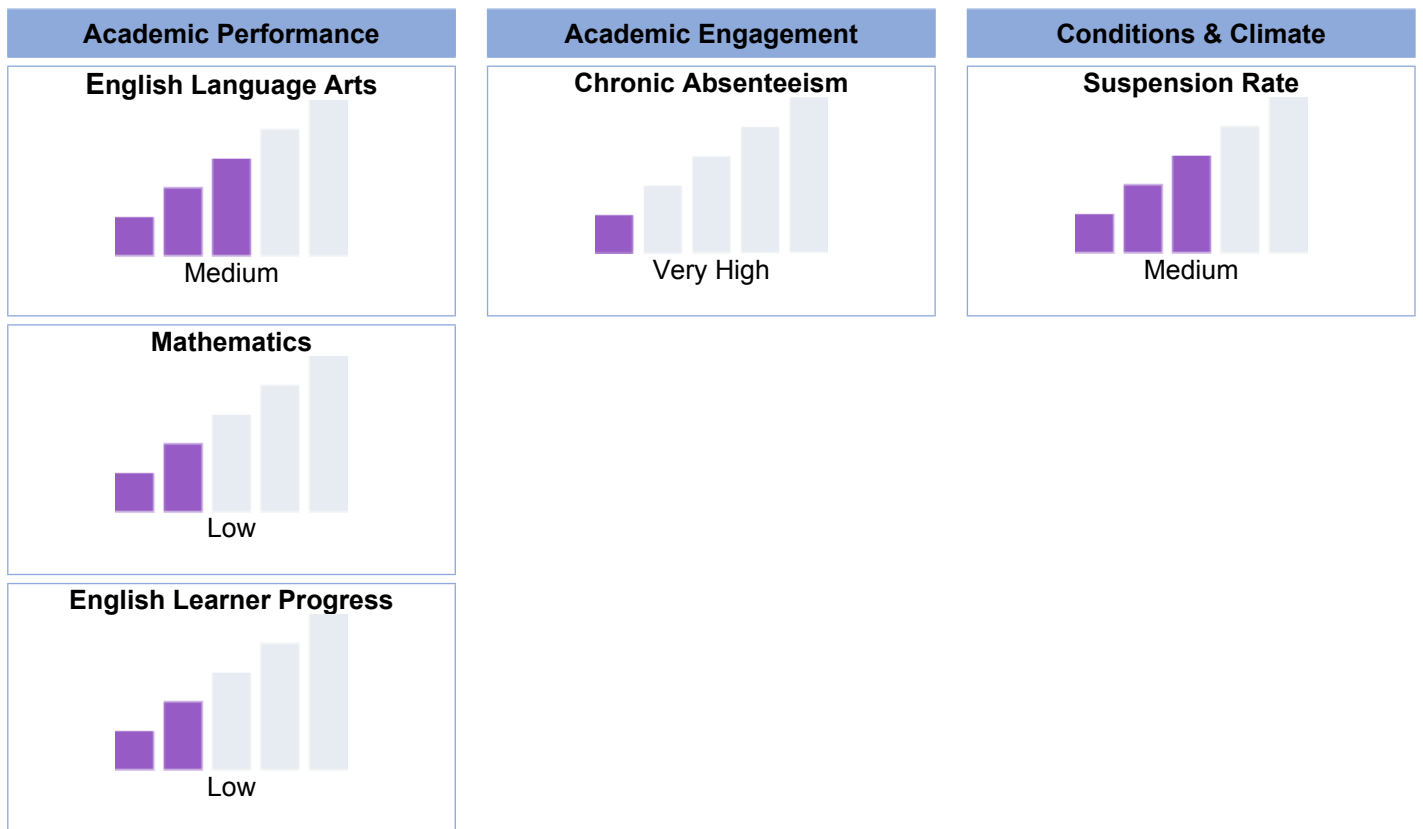
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our suspension rate is an area in which to focus.
2. As a learning community we need to focus on promoting the increase of student proficiency in Math.

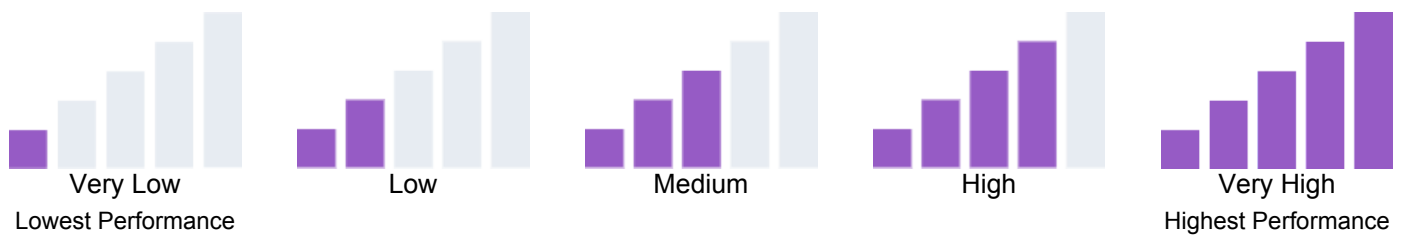
3. As a learning community we need to focus on promoting the increase of English language proficiency for English Language Learners.

School and Student Performance Data

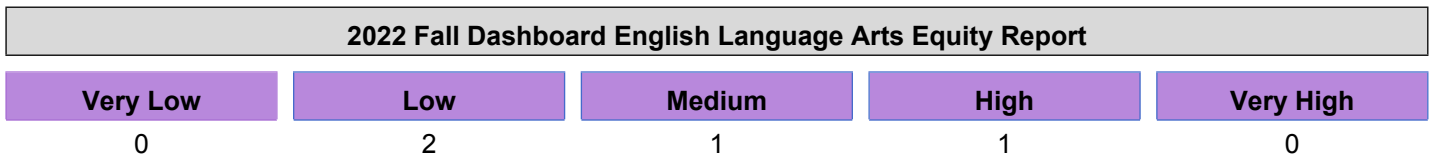
Academic Performance English Language Arts

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

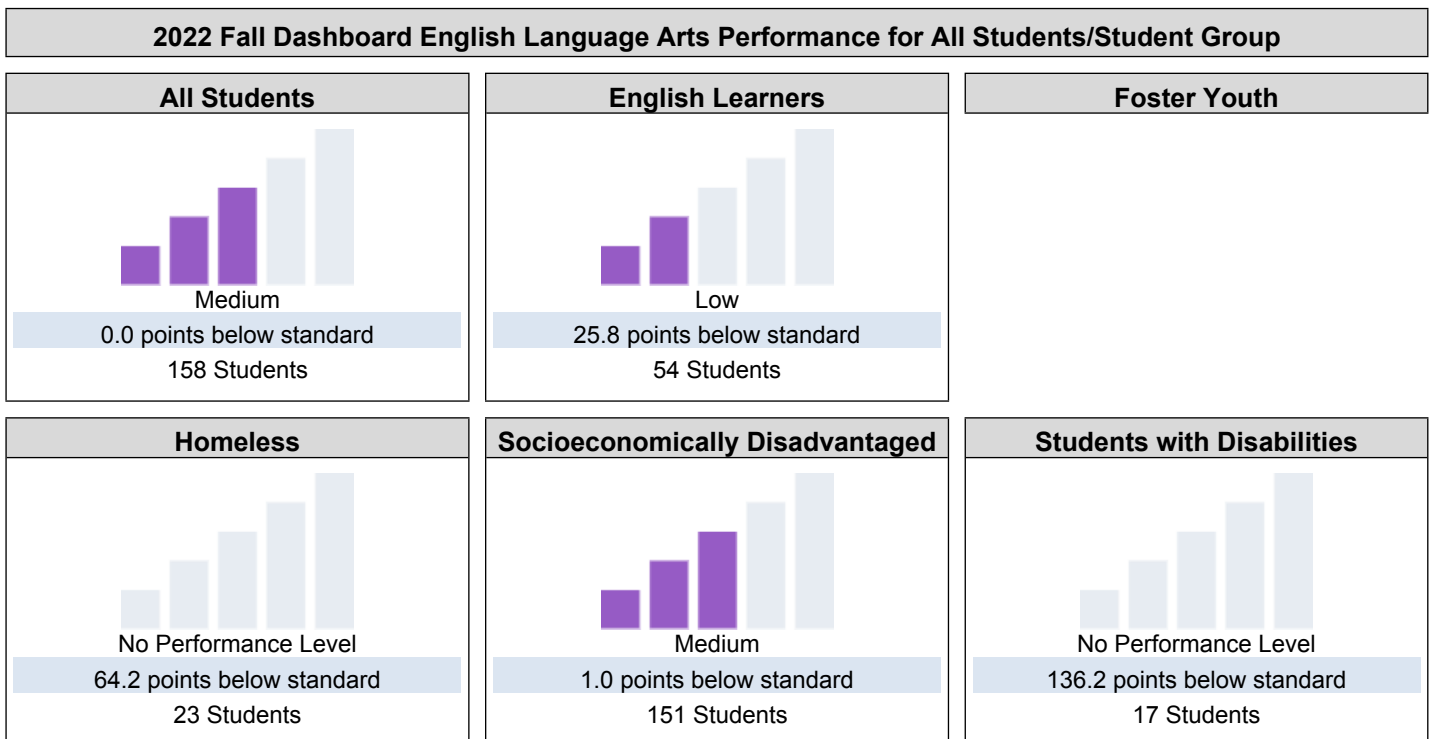
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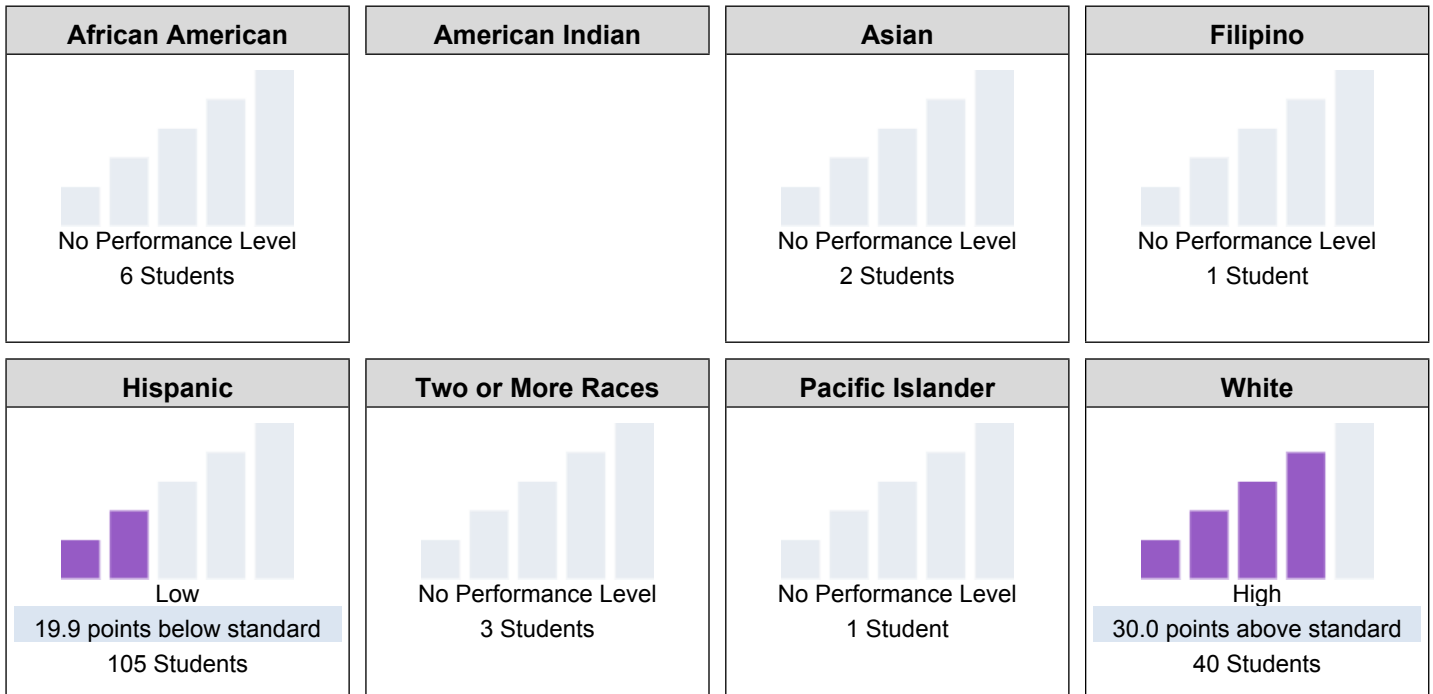
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.3 points below standard 24 Students	34.6 points above standard 30 Students	18.2 points above standard 98 Students

Conclusions based on this data:

1. Our reclassified EL students are making progress.
2. Almost a third of our students, who are Hispanic are scoring below grade level proficiency.
3. Socio-economically disadvantaged students are scoring below grade level proficiency.

School and Student Performance Data

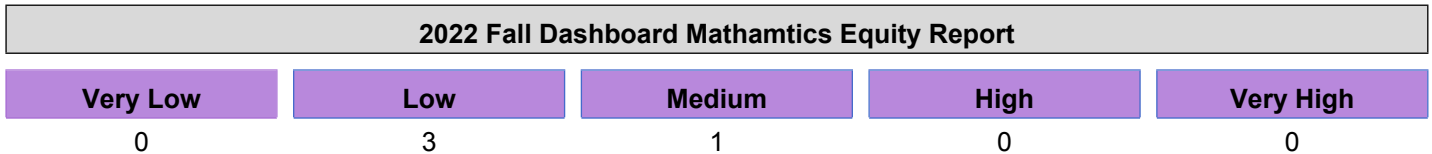
Academic Performance Mathematics

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

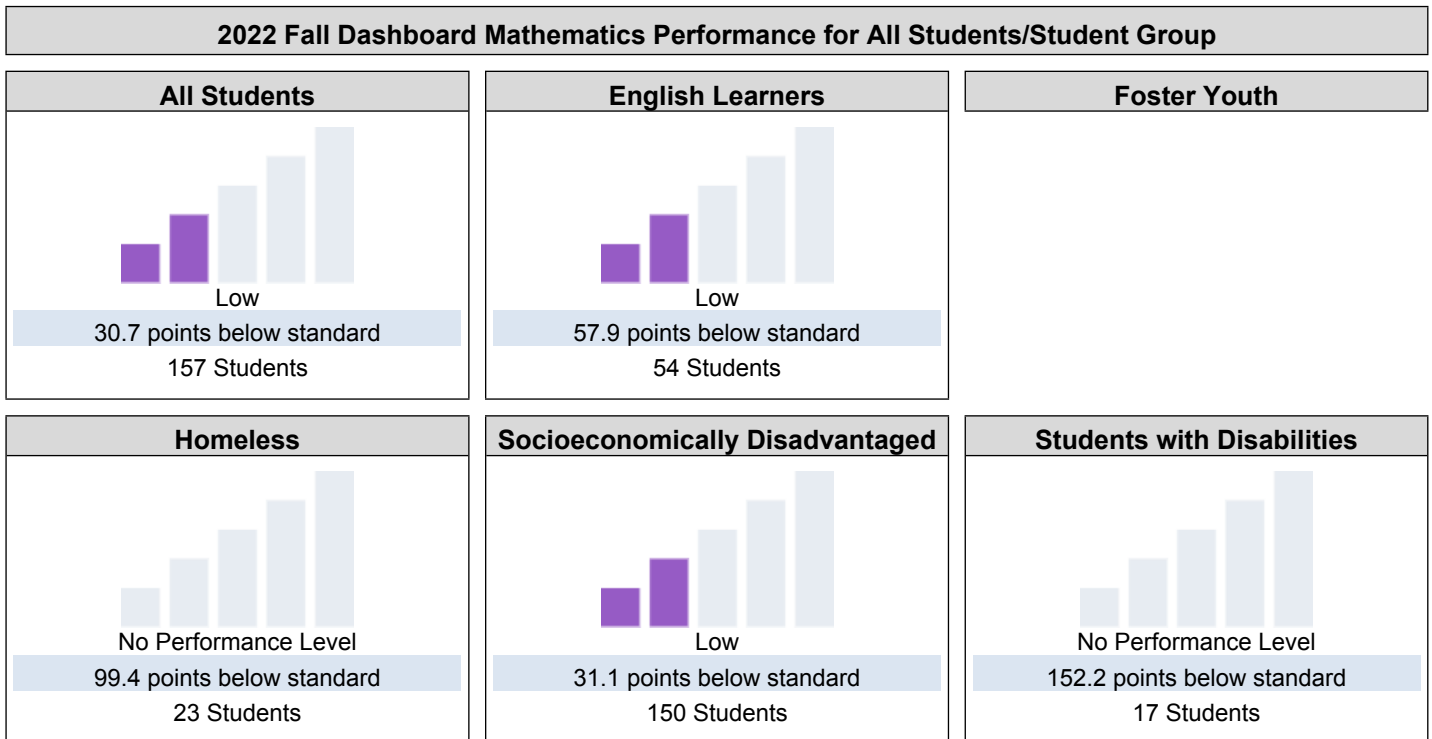
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



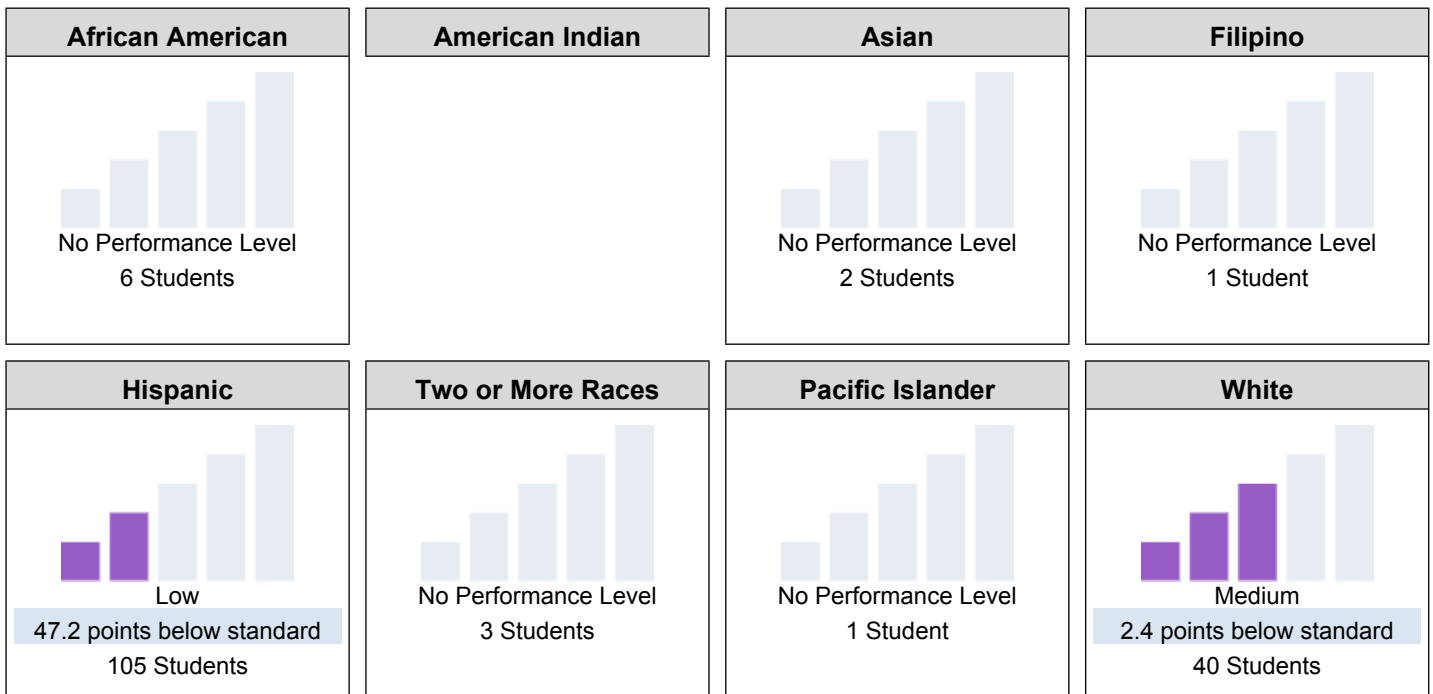
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">120.3 points below standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">8.1 points below standard</p> <p>30 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">13.9 points below standard</p> <p>97 Students</p>

Conclusions based on this data:

1. The deficits in math are across the board and demonstrate a need for intentional tier II interventions during core Math time.

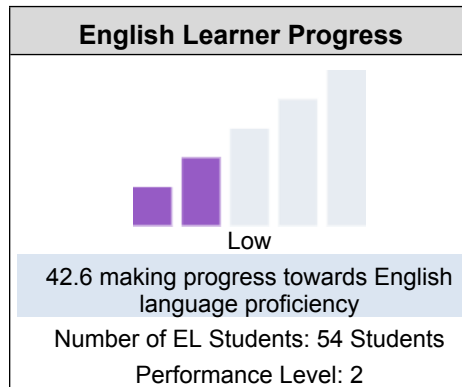
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.3%	24.1%	0.0%	42.6%

Conclusions based on this data:

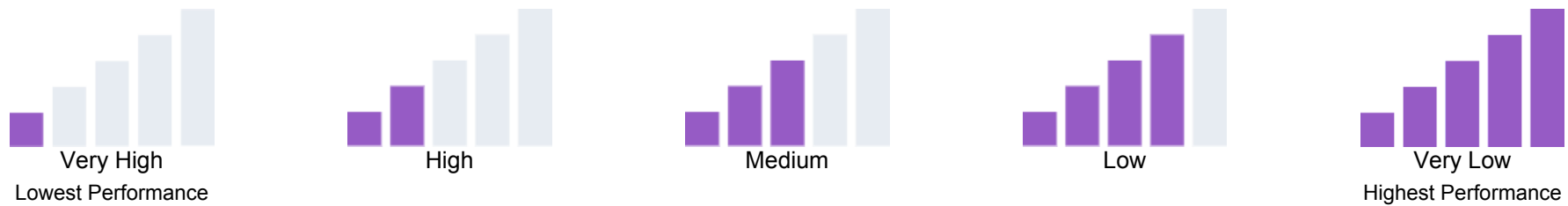
1. One third of our EL population decreased one ELPI level.
2. Nearly 2/5 of our EL population has progressed at least one ELPI level

School and Student Performance Data

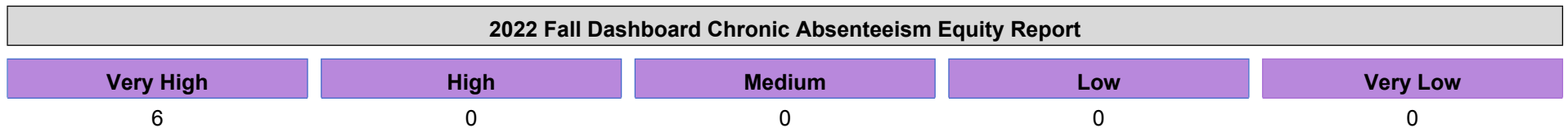
Academic Engagement Chronic Absenteeism

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

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

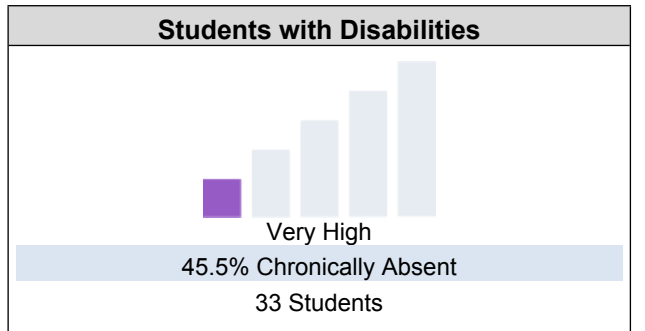
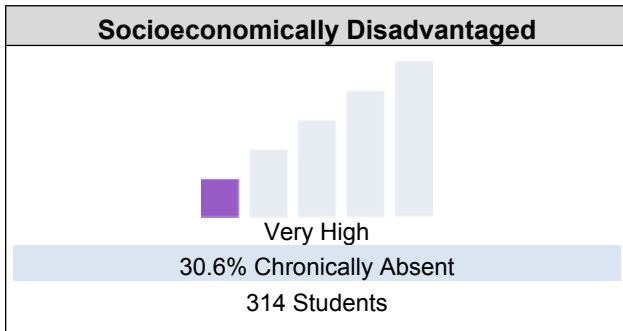
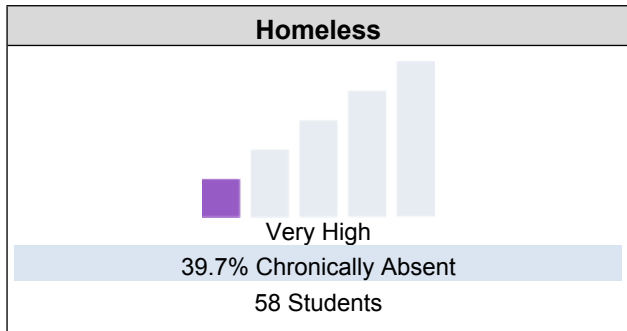
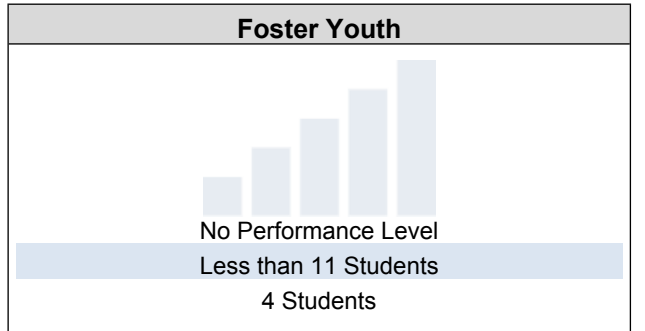
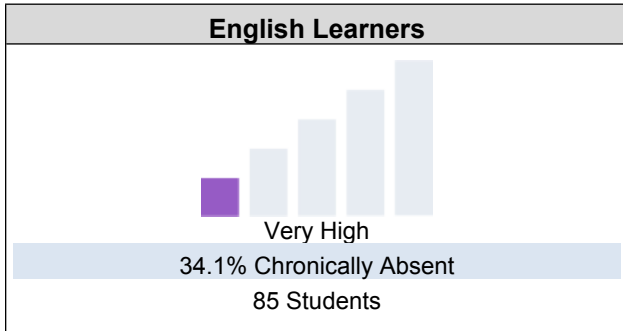
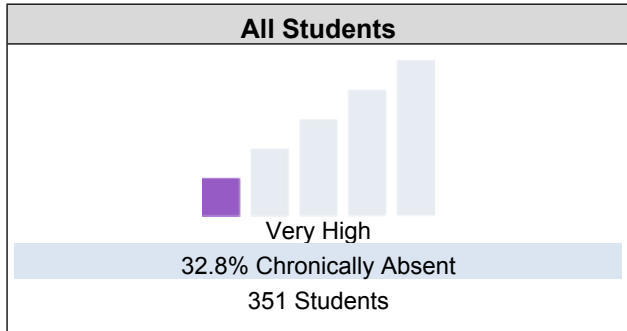


This section provides number of student groups in each level.

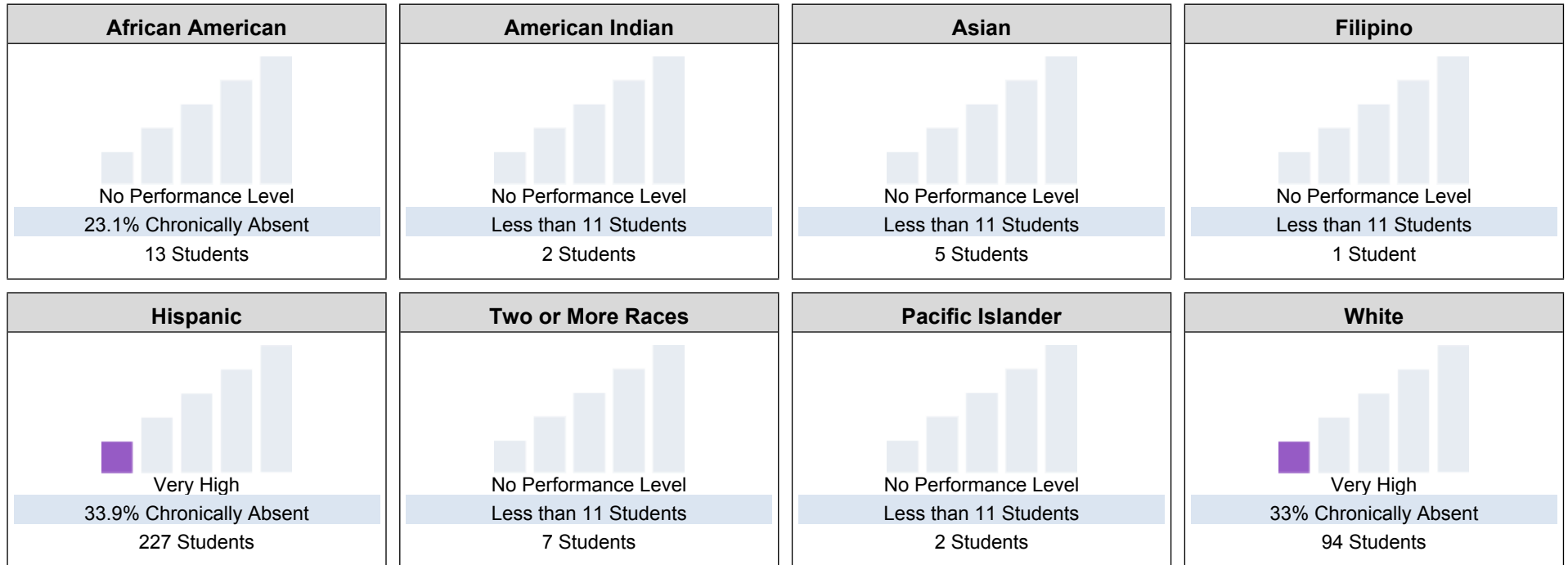


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

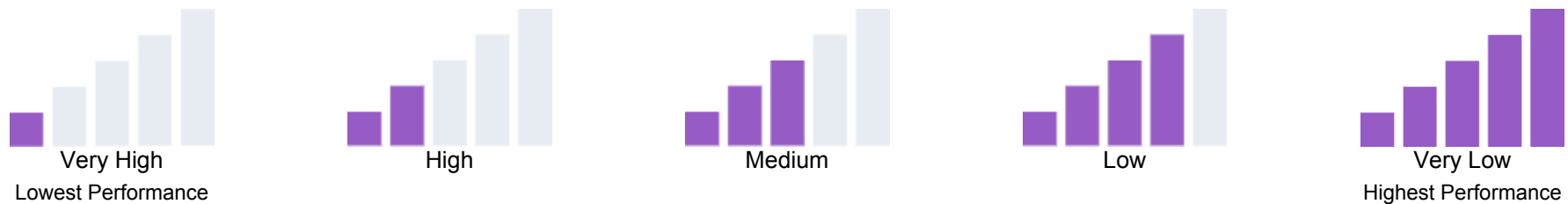
1. Chronic absenteeism is very high across the board.

School and Student Performance Data

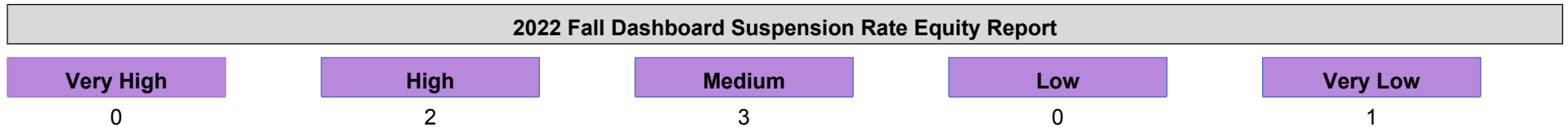
Conditions & Climate Suspension Rate

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

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

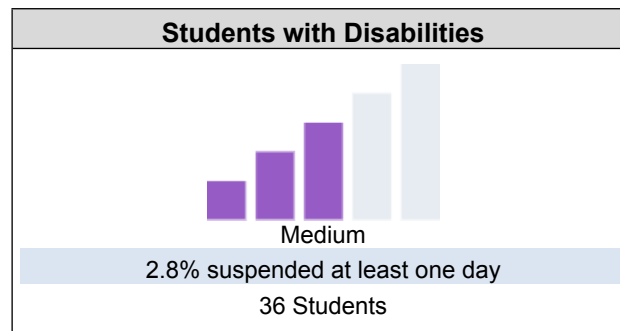
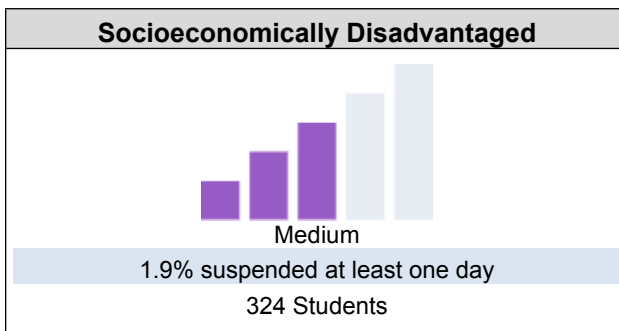
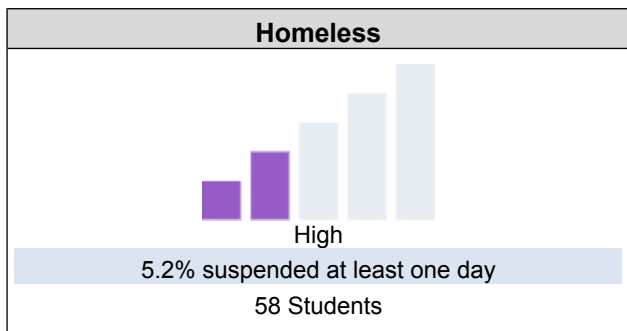
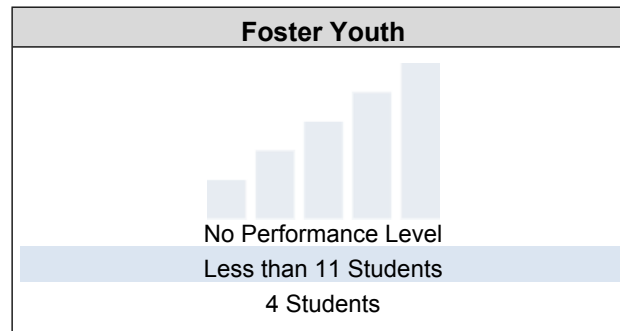
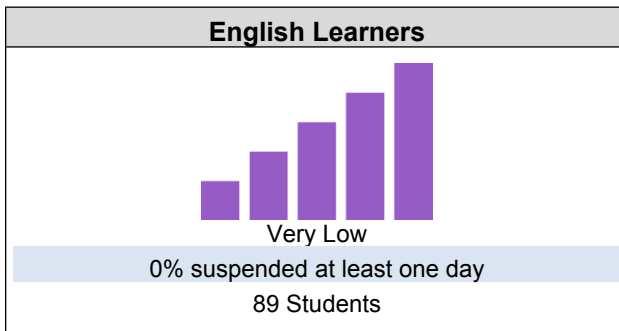
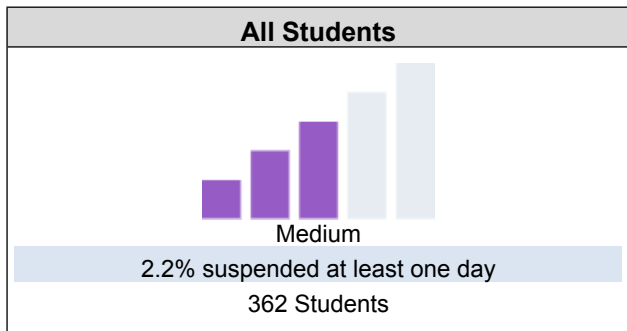


This section provides number of student groups in each level.

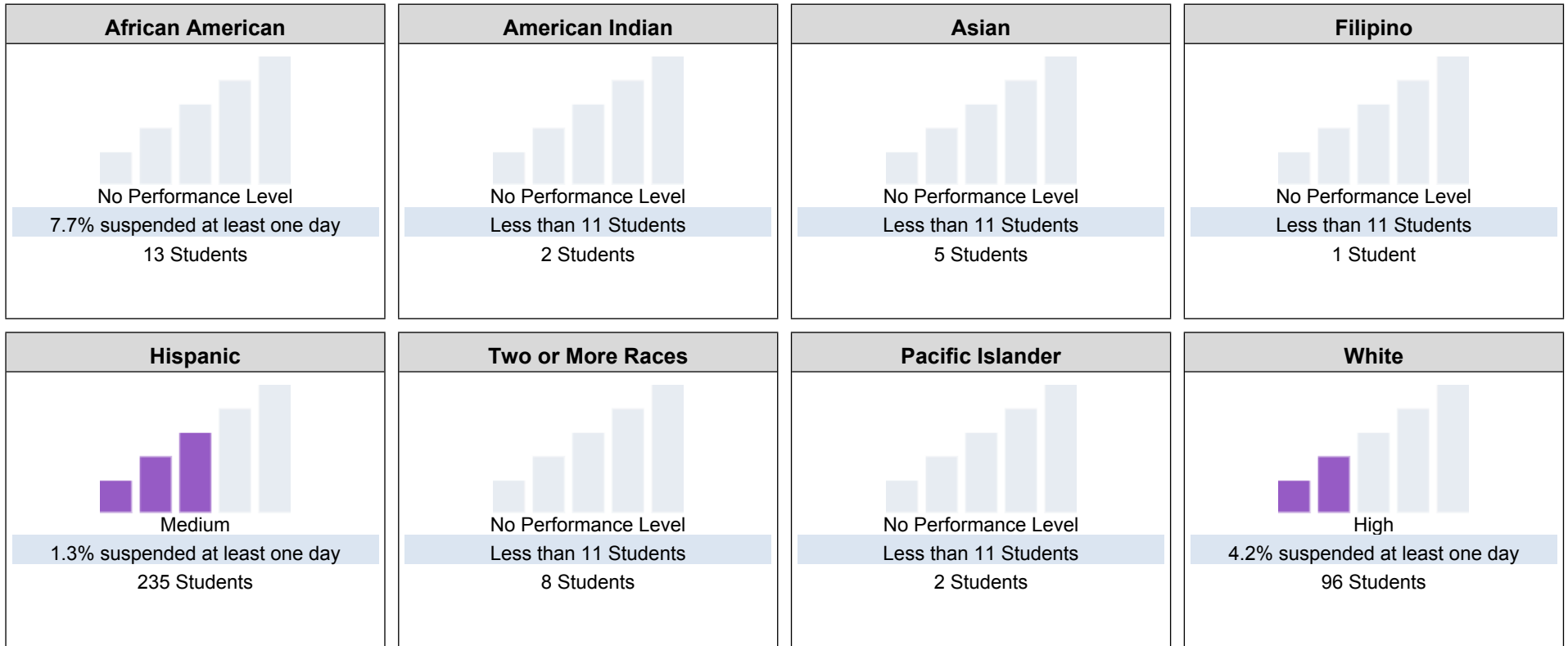


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The suspension rate of homeless is high.
2. The suspension rate of socio-economically disadvantaged and SWD is medium

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Teachers will plan and instruct students based on the California State Standards in English Language Art, English Language Development, Math, and Science. Students will show progress in meeting or exceeding the standards each year. Teachers will plan for and instruct by utilizing 21st Century Skills (Collaboration, Creativity, Critical Thinking, and Communication). Teacher will incorporate Professional Learning Community (PLC) practices within the collaboration process for data meeting to address the needs of all students (ex/ Tier 2 intervention, GATE, and English Language Learners).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) Homeless)	St. Group	Color	DFS/Percentage	Change	Academic Indicator for English Language Arts NPD- means no performance data due to a small number of students All Students (ALL) 0 from meets standard English Learners (EL) -28.5 points below meets standards (Low) Hispanic (Hisp) -19.9 points below meets standards (Low) African American (AA) NPD Socioeconomically Disadvantaged (SED) NPD (Medium) Students with Disabilities (SWD) -136.4 points below meets standards (Very Low) Homeless -64.2 points below meets standards
	All	Green	10 points above standard	Increase ++3 points	
	EL	Yellow	22.3 points below standard	Increase ++3 points	
	Hisp	Yellow	12 points below standard	Increase ++3 points	
	SED	Green	5 points above standard	Increase ++3 points	
	SWD	No Performance Color			
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) Homeless	St. Group	Color	DFS/Percentage	Change	Academic Indicator for Mathematics NPD- means no performance data due to a small number of students All Students (ALL) -30.7 points below meets standards (Low) English Learners (EL) -57.9 points below meets standards (Low) Hispanic (Hisp) -47.2 points below meets standards (Low) African American (AA) NPD Socioeconomically Disadvantaged (SED) -31.1 points below meets standards (Low) Students with Disabilities (SWD) -152.2 (Very Low) Homeless -99.4 points below meet standards (Very Low)
	All	Yellow	4.5 points below standard	Increase ++3 points	
	EL	Yellow	25.7 points below standard	Increase ++6 points	
	Hisp	Yellow	24.7 points below standard	Increase ++3 points	
	AA	No Performance Color			
	SED	Green	13.7 points below standard	Increase ++3 points	
	SWD	No Performance Data			

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5-__% (-- students tests) Level 4 Standard Exceeded Level 3 Standard Met Level 2 Standard Nearly Met Level 1 Standard Not Met	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 All Students (ALL) 46.2% English Learners (EL) 0% Hispanic (Hisp) 43.9% African American (AA) 100% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) 0%
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – % Level 4 Well Developed % Level 3 Moderately Developed % Level 2 Somewhat Developed % Level 1 Minimally Developed	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 42.6% making progress toward proficiency 12.5% Level 4 Well Developed 34.7% Level 3 Moderately Developed 38.9% Level 2 Somewhat Developed 13.9% Level 1 Minimally Developed Overall 47.2% RFEP 100% 4 of 4 ELL- 40% 24 of 60 IFEP 0%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate -11%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate RFEP 100% 4 of 4
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance -in compliance	Williams Textbook/Materials Compliance -in compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher collaboration time per grade level to create instructional sequences for units of study and	Teacher collaboration time per grade level to create instructional sequences for units of study and the development of unit	extra pay for planning and collaboration beyond the work day.	extra pay for planning and collaboration beyond the work day.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the development of unit assessments	assessments, but was unable to fund more collaboration time in the Spring.	1000-1999: Certificated Personnel Salaries LCFF 14040.00 Fringes for extra pay for planning and collaboration beyond the work day. 3000-3999: Employee Benefits LCFF 3563.00	1000-1999: Certificated Personnel Salaries LCFF 21330.00 Fringes for extra pay for planning and collaboration beyond the work day. 3000-3999: Employee Benefits LCFF 5413.00
The library will be open before school for students to use the computers, research, and check out books.	The library was rarely open prior to school but was open at the conclusion of the school day for student use for research, book check out, and school club meeting place.	Classified extra pay 2000-2999: Classified Personnel Salaries LCFF 2747 Classified benefits 3000-3999: Employee Benefits LCFF 1999	Classified extra pay 2000-2999: Classified Personnel Salaries LCFF 3013.00 Classified benefits 3000-3999: Employee Benefits LCFF 2192.00
Supplemental materials and supplies for classroom instruction, including <ul style="list-style-type: none"> • Classroom supplies for instruction for all subjects • STEAM materials to support designated and integrated ELD • Technology for teacher and student use 	Supplemental materials and supplies for classroom instruction, including <ul style="list-style-type: none"> • Classroom supplies for instruction for all subjects • STEAM materials to support designated and integrated ELD • Technology for teacher and student use 	Supplemental Materials 4000-4999: Books And Supplies Title I 11575.44	Supplemental Materials 4000-4999: Books And Supplies Title I 11575.44
Literacy Planning, intervention, and coaching provided by TOSA Extra duty for TOSA to provide support for data meetings,	Literacy Planning, intervention, and coaching provided by TOSA Extra duty for TOSA to provide support for data meetings, intervention strategies, and	TOSA Salary 1000-1999: Certificated Personnel Salaries Title I 37253.16	TOSA Salary 1000-1999: Certificated Personnel Salaries Title I 40465.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervention strategies, and classrooms support	classroom support through the SST process for identified students.	TOSA Benefits 3000-3999: Employee Benefits Title I 16837.29	TOSA Benefits 3000-3999: Employee Benefits Title I 18470.00
		TOSA Stipend 1000-1999: Certificated Personnel Salaries Title I 2794.11	TOSA Stipend 1000-1999: Certificated Personnel Salaries Title I 2794.11
		TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF 32863.16	TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF 36050.00
		TOSA Benefits 3000-3999: Employee Benefits LCFF 14853.44	TOSA Benefits 3000-3999: Employee Benefits LCFF 16293.00
		TOSA Stipend 1000-1999: Certificated Personnel Salaries LCFF 2464.79	TOSA Stipend 1000-1999: Certificated Personnel Salaries LCFF 2464.79
		Extra Duty/After school Enrichment Classes 1000-1999: Certificated Personnel Salaries Title I 3936	Extra Duty/After school Enrichment Classes 1000-1999: Certificated Personnel Salaries Title I 3936
		Paraprofessional-Bilingual: provide instructional support for EL students and intervention. (Salary & Extra Pay) Instructional classroom aides will provide the extra duty to support instruction.	Paraprofessional-Bilingual: provide instructional support for EL students and intervention. (Salary & Extra Pay) Instructional classroom aides will provide extra duty to support instruction.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Paraprofessional Bilingual Benefit 3000-3999: Employee Benefits LCFF 8647.11	Paraprofessional Bilingual Benefit 3000-3999: Employee Benefits LCFF 9485.00
Educational Technology and Educational Instruction materials and technology Teacher and/or Student use-Support In Class intervention (Tier 2), at-home support, &/or Reading & Math vocabulary, phonics, and comprehension skills Translating for school-wide parent meetings including Back to school nights, IEP's, 504's, and SST's	Educational Technology and Educational Instruction materials and technology Teacher and/or Student use-Support In Class intervention (Tier 2), at-home support, &/or Reading & Math vocabulary, phonics, and comprehension skills.	Paraprofessional II Salaries 2000-2999: Classified Personnel Salaries LCFF 1339	Paraprofessional II Salaries 2000-2999: Classified Personnel Salaries LCFF 1528.00
		Paraprofessional II Benefit 2000-2999: Classified Personnel Salaries LCFF 473.84	Paraprofessional II Benefit 2000-2999: Classified Personnel Salaries LCFF 519.00
		Instructional materials and technology 4000-4999: Books And Supplies LCFF 47108	Instructional materials and technology 4000-4999: Books And Supplies LCFF 47108
		Reading Intervention/ Accelerated Reader 4000-4999: Books And Supplies LCFF 3800	Reading Intervention/ Accelerated Reader 4000-4999: Books And Supplies LCFF 3800
		Supplemental instructional materials and supplies 4000-4999: Books And Supplies LCFF 17904.66	Supplemental instructional materials and supplies 4000-4999: Books And Supplies LCFF 17904.66

Analysis

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

Grade-level planning beyond the school day was provided prior to the beginning of the school year. Teachers were able to review and revise units of study and unit assessments to be better prepared for the school year. The revisions of the units of study allowed teachers the time to adjust their instructional practices within the units to better cater to individual student needs. The site TOSA salary allocation was 0.6 FTE and has continued to be an effective way to support students and teachers through intentional coaching, testing articulation, and administration support. Student assessment protocols, Co-teaching, and student supplementary support are all ongoing actions that have dramatically impacted student learning in a positive and productive manner with the utilization of the TOSA position. Para II and para-bilingual positions have been increased in time per day. The positions support both the kindergarten classes and resource classes daily. The increase of hours of the support staff has provided each classroom with more opportunities to adopt and utilize tier II content implementation in both reading and math. A significant amount of money was allocated to buy each teacher a laptop for use in and out of the classroom to support planning and lesson development. The purchase of the laptops has been beneficial to allowing teachers adequate access to online planning, lesson development, and assessment analysis both in school and out of school.

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

The intended implementation of the budgeted monies was consistent and effective. Teachers were granted time prior to the beginning of the start of the school year to review and revise units of study by grade level. One dramatic difference and need that was identified is that teachers were more proficient in effectively reviewing and revising their respective units of study, but needed more allocated time to develop school-wide protocols in the area of writing. All school employees were granted a raise in pay, which is reflected in the actual expenditures in the goal review section.

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 major change that will be reflected in this plan is that more LCFF funds will be allotted for materials and supplies and not for computers.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Rancho Mirage Elementary will work to increase teamwork between the school and home to improve attendance and academic levels. We will home-school connections by providing translations for school meetings (ex/ Back to School Night, Parent-Teacher conferences, etc), Provide opportunities for parents to share in celebrations of student's success academically and socio-emotionally, promote positive attendance and work diligently to decrease chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 198 surveys	Parent Participation in Stakeholder Input Processes - 122 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey (ALL) (198 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 94% Green The climate of Support for Academic Learning- 93% Green Sense of Belonging- 94% Green Safety 96% Green	Family School Connectedness via Panorama Family Climate Survey Knowledge & Fairness of Discipline, Rules, and Norms- 90% -4 The Climate of Support for Academic Learning- 93% same Sense of Belonging- 95% +1 Safety 96% same
The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	The climate of Support for Academic Learning via Panorama Family Climate Survey (ALL) (198 Responses) A subgroup with no data 4 2% Asian 6 3% Hispanic or Latino 108 55% White 47 24% Two or More Races/Ethnicities 19 10% Other 5 3% Confidentiality protected 9 5%	The Climate of Support for Academic Learning via Panorama Family Climate Survey (ALL) (122 Responses) A subgroup with no data 4 3% Hispanic or Latino 57 47% White 32 26% Two or More Races/Ethnicities 26 21% Confidentiality protected 6 5%

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

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Substitutes for SST Meetings for Parent Meetings (Intervention, Student Academic Support; Behavior Support)	We used our roving sub and other certificated personnel to support during meetings.	None Specified None Specified 0	None Specified None Specified 0
Materials and supplies for parent meetings, training, and events	We had no outstanding materials that were needed for any parent meetings, trainings, and other events.	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1349	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0

Analysis

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

The money was provided to support parent participation in this strategy/activity. No monetary expenses were accrued in the promotion of family engagement. Families were invited and participated in during school and after school opportunities for engagement such as coffee with the principal, after school programs and other meetings to discuss school issues.

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

No money was used to promote this strategy/activity. Administration provided families with supplies and food items for specified meeting with his own money.

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.

Administration will make the appropriate effort to utilize funds to support parent involvement. This will be reflected in goal 2 for the 2023-2024 school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates (2022-2023-as of 3/10/2023) All Students (ALL) -96.2% Hispanic: 96% African American: 97% EL: 95% SWD: 97%	Student Attendance Rates (2022-2023-as of 3/10/2023) Chronically Absent- 32.8% Very High All Students (ALL) -32.8% Very High Hispanic: 33.9% Very High African American: 23.1% Very High EL: 34.1% Very High SWD: 45.5% Very High SED: 30.6% Very High Homeless: 39.7% Very High																												
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>10.8</td> <td>Decline -0.5</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>1</td> <td>Decline -0.5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>12.6</td> <td>Decline -0.5</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>25.6</td> <td>Decline -0.5</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>12.2</td> <td>Decline -0.5</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>19.2</td> <td>Decline 0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	10.8	Decline -0.5	EL	Yellow	1	Decline -0.5	Hisp	Yellow	12.6	Decline -0.5	AA	No Performance Color	25.6	Decline -0.5	SED	Yellow	12.2	Decline -0.5	SWD	Yellow	19.2	Decline 0.5	
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All	Yellow	10.8	Decline -0.5																											
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>0.5</td> <td>Maintain 0.5</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0</td> <td>Maintain 0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	0.5	Maintain 0.5	EL	Blue	0	Maintain 0	Suspension Rates 0% All Students (ALL): 2.2% White: 4.2% English Learner: (EL) 0% Hispanic (Hisp): 1.3% African American (AA): 7.7%																
St. Group	Color	DFS/Percentage	Change																											
All	Green	0.5	Maintain 0.5																											
EL	Blue	0	Maintain 0																											

Metric/Indicator	Expected Outcomes	Actual Outcomes																
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <tr> <td>Hisp</td> <td>Blue</td> <td>0</td> <td>Maintain 0</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>0.5</td> <td>Maintain 0.5</td> </tr> <tr> <td>SED</td> <td>Blue</td> <td>0</td> <td>Maintain 0</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>0</td> <td>Maintain 0</td> </tr> </table>	Hisp	Blue	0	Maintain 0	AA	No Performance Color	0.5	Maintain 0.5	SED	Blue	0	Maintain 0	SWD	Yellow	0	Maintain 0	SED: 1.9% SWD: 2.8% Homeless: 5.2%
Hisp	Blue	0	Maintain 0															
AA	No Performance Color	0.5	Maintain 0.5															
SED	Blue	0	Maintain 0															
SWD	Yellow	0	Maintain 0															
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%																
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 80% English Learner: 80% AA: 75% Hisp: 80%	Panorama Survey - School Connectedness All students: 80% English Learner: 80% AA: 75% Hisp: 72%																
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 75% EL: 82% AA: 73% Hisp: 82% SED: 90%	Panorama Survey - School Safety All students: 75% EL: 82% AA: 68% Hisp: 57% SED: 90%																
Williams Facilities Inspection Results	Williams Facilities Inspection Results - in compliance	Williams Facilities Inspection Results - in compliance																

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teach and review the blocks of Coach Wooden's Pyramid of Success; Students will learn about and exhibit attributes of the pyramid (ex/ hard work, friendship, self-control, determination, skill, poise, confidence, etc) as they exhibit their personal best</p> <p>Students will receive RamStar and Ram Horn awards and exhibit attributes of the pyramid of success in being their personal best.</p>	<p>Teach and review the blocks of Coach Wooden's Pyramid of Success; we have intentionally continued to focus on the attributes of the pyramid (ex/ hard work, friendship, self-control, determination, skill, poise, confidence, etc) as they exhibit their personal best in relation to their own student success.</p> <p>Our Ram Horn weekly award drawings have continued to be a major motivator for students in self-monitoring their actions and behavior both in and outside of the classroom.</p>		
<p>Students will be provided an anti-bullying lesson at the beginning of the school year. Ongoing lessons will be provided through the school year.</p> <p>"Second Step Bully Prevention" A site counselor will support students in providing school connectedness (Safety-- Belongingness) according to the Panorama Survey. Students will engage in lessons on peer-to-peer relations, impact of teasing, name-calling, etc.</p>	<p>Students were provided anti-bullying lessons throughout the school year.</p> <p>"Second Step Bully Prevention" and other Second Step lessons have been provided to students by their classroom teacher and monthly lessons have been provided by our school counselor. A site counselor used the school Panorama Survey data as a guide to the SEL wellness of students in relation to tier 1 support at every grade level.</p>		
<p>School Climate and Culture: Safe School Campus; Supervision Aide</p>	<p>School Climate and Culture: Safe School Campus; Supervision Aide</p>	<p>Supervision Classified Salary</p>	<p>Supervision Classified Salary</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(Closed Campus-support)-supervision aides will provide students with an important opportunity to connect with more positive and caring adults on campus. Their ability to provide visibility and availability to students during non-classroom time will promote the social emotional well being of students during non-structured student to student interaction time.</p>	<p>(Closed Campus-support)-supervision aides have provided students with an important opportunity to have more positive and caring adults to connect with on campus through their increased supervision time across the school campus. The visibility and availability of our students have generated stronger relationships between students and staff and have positively impacted student behavior.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 21540</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF 2978</p>	<p>2000-2999: Classified Personnel Salaries LCFF 23629.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF 3267.00</p>
<p>Attendance will be monitored and students will be recognized for perfect attendance with certificates.</p>	<p>Attendance was monitored by administration and office personnel and students were recognized for perfect attendance with extra recess.</p>	<p>Monitoring attendance for to prevent chronic absenteeism.</p> <p>0</p>	<p>Monitoring attendance for to prevent chronic absenteeism.</p> <p>0</p>

Analysis

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

Coach Wooden's Pyramid of Success continues to be a daily tool for students, teachers, administration, and other support staff to promote personal best in and out of the classroom. Daily the building blocks of the pyramid are discussed and are used by teachers to expand SEL opportunities. This provides school continuity in a common message. Ram Horn awards continue to be a school incentive that drives student engagement and behavior regarding student behavior. The weekly awards have provided the students with motivation to positively maneuver through the daily situations that students face. Our counselor schedules monthly SEL lessons in each class across the school and there is a focus on anti-bullying and the promotion of kindness.

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

There was no difference in the implementation of the activities that have been planned. Money was allocated to increase campus supervision that assists with developing relationships with all students in and out of the classroom. No school money has been used to support the goals. The school counselor and the school principal have used their own funds to buy prizes for the Ram Horn weekly drawings.

The intended implementation of the supervision increase had the positive impact that was predicted. It also opened up better communication between teachers, administration, and supervision. A major budget difference was reflected in the 9.7% staff raise that was applied during the 2022-2023 school year.

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

The number of student recognition opportunities will increase in frequency based on the positive feedback provided by teachers and students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Teachers will plan and instruct students based on the California State Standards in English Language Art, English Language Development, Math, and Science. Students will show progress in meeting or exceeding the standards each year. A multi-tiered system of support will promote intentional lesson development based on individual student needs in all content areas. Teachers will plan for and instruct by utilizing 21st Century Skills (Collaboration, Creativity, Critical Thinking, and Communication). The teachers will incorporate Professional Learning Community (PLC) practices within the collaboration process that highlights and analysis of student performance data to address the needs of all students (ex/ Tier 2 intervention, GATE, and English Language Learners).

LCAP Goal

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

Identified Need

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

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

Academic Indicator for English Language Arts

NPD- means no performance data due to a small number of students

All Students (ALL) 0 from meets standard

English Learners (EL) -28.5 points below meets standards (Low)

Hispanic (Hisp) -19.9 points below meets standards (Low)

African American (AA) NPD

Socioeconomically Disadvantaged (SED) NPD (Medium)

Students with Disabilities (SWD) -136.4 points below meets standards (Very Low)

Homeless -64.2 points below meets standards

Academic Indicator for Mathematics

NPD- means no performance data due to a small number of students

All Students (ALL) -30.7 points below meets standards (Low)

English Learners (EL) -57.9 points below meets standards (Low)

Hispanic (Hisp) -47.2 points below meets standards (Low)

African American (AA) NPD
 Socioeconomically Disadvantaged (SED) -31.1 points below meets standards (Low)
 Students with Disabilities (SWD) -152.2 (Very Low)
 Homeless -99.4 points below meet standards (Very Low)

California Science Test - Percent of Students Who Meet or Exceed Standard
 Grade 5

All Students (ALL) 46.2%
 English Learners (EL) 0%
 Hispanic (Hisp) 43.9%
 African American (AA) 100%
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD) 0%

English Learner Redesignated Fluent English Proficient (RFEP)
 Reclassification Rate

Overall 47.2%
 RFEP 100% 4 of 4
 ELL- 40% 24 of 60
 IFEP 0%

English Learner Proficiency Levels (54 students)
 Progressed at least one proficiency level- 42.6%
 Maintained a level of 4- 0%
 Maintained a level of 1 through a level of 3- 24.1%
 Decrease a level- 33.3%


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

Measuring and Reporting Results

Metric/Indicator

California School Dashboard -
 Academic Indicator for English
 Language Arts
 All Students (ALL)
 English Learners (EL)
 Hispanic (Hisp)
 African American (AA)

Baseline

St. Group	Color	DFS/Percentage	Change
All		0.0 points below standard	

Expected Outcome

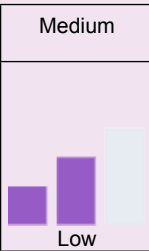

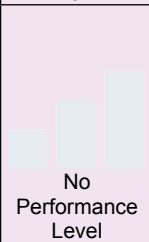

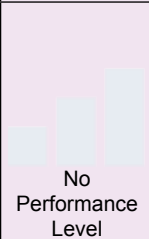
St. Group	Color	DFS/Percentage	Change
All	Medium	3 points above standard	+3
EL	Low	23.5 points below standard	+3
Hisp	Low	16.9 points below standard	+3

Metric/Indicator

Baseline


Expected Outcome

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

	Medium		
EL		25.8 points below standard	
Hisp		19.9 points below standard	
AA			
SED		1.0 points below standard	
SWD		136.2 points below standard	

AA	No Performance Level		
SED	SED	2 points above standard	+3
SWD	No Performance Level	126.2 points below standard	+10

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)

St. Group	Color	DFS/Percentage	Change
All		30.7 points below standard	




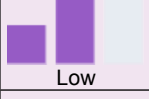

St. Group	Color	DFS/Percentage	Change
All	Low	27.7 points below standard	+3
EL	Low	54.9 points below standard	+3
Hisp	Low	44.2 points below standard	+3

Metric/Indicator

Baseline

Expected Outcome

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

	Low		
EL		57.9 points below standard	
Hisp		47.2 points below standard	
AA			
SED		31.1 points below standard	
SWD		152.2 points below standard	

AA	No Performance Level		
SED		28.1 points below standard	+3
SWD	No Performance Level	142.2 points below standard	+10

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5
All Students (ALL) 46.2%
English Learners (EL) 0%
Hispanic (Hisp) 43.9%
African American (AA) 100%

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5-40% (90 students tests)
14% Level 4 Standard Exceeded
30% Level 3 Standard Met
44% Level 2 Standard Nearly Met
12% Level 1 Standard Not Met

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5-__% (50 students tests)
20% Level 4 Standard Exceeded
35% Level 3 Standard Met
35% Level 2 Standard Nearly Met
10% Level 1 Standard Not Met

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) 0%		
California School Dashboard – English Learner Progress Indicator (ELPI) Overall- 42.6% moving towards proficiency	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 33% Level 4 Well Developed 35% Level 3 Moderately Developed 25% Level 2 Somewhat Developed 7% Level 1 Minimally Developed	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 40% Level 4 Standard Exceeded 40% Level 3 Standard Met 15% Level 2 Standard Nearly Met 5% Level 1 Standard Not Met English Learner Proficiency Levels (54 students) Progressed at least one proficiency level- 42.6% Maintained a level of 4- 0% Maintained a level of 1 through a level of 3- 24.1% Decrease a level- 33.3%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Overall 47.2% RFEP 100% 4 of 4 ELL- 40% 24 of 60 IFEP 0%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 18 students (11.2%)	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate -15%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: in compliance	Williams Textbook/Materials Compliance -in compliance

Planned Strategies/Activities

Strategy/Activity 1

Teacher collaboration time is planned per grade level to create instructional sequences for review and revision of units of study, development of unit assessments, developing intentional tier II protocols, and review and revision of site developed writing program.

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Principal, Grade Level Leads, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	14040.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra pay for planning and collaboration beyond the work day.
Amount	3579.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for extra pay for planning and collaboration beyond the work day.

Strategy/Activity 2

The library will be open before school for students to use the library resources to build literacy, research, and to check out books.

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Librarian and Principal

Proposed Expenditures for this Strategy/Activity

Amount	3253
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra pay
Amount	452
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits

Strategy/Activity 3

Supplemental materials and supplies for classroom instruction, including assessments for all content areas

- Classroom supplies for instruction for all subjects
- Assessment materials for all subjects, such as paper and individual student headphones for testing accommodations both embedded and non-embedded
- STEAM materials to support designated and integrated ELD
- Technology and computer program licenses for teacher and student use

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	22756
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials

Strategy/Activity 4

Literacy Planning, intervention, and coaching provided by TOSA

Extra duty for teachers, support staff, and TOSA to provide student enrichment and support, intervention strategies, and classroom support focusing mainly but not only on students who are underperforming.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Tier 2 Intervention Reading and Math

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

TOSA, Principal, Teachers, Aides

Proposed Expenditures for this Strategy/Activity

Amount	36779
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA Salary
Amount	17102
Source	Title I

Budget Reference	3000-3999: Employee Benefits
Description	TOSA Benefits
Amount	46265
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA Salary
Amount	21512
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	TOSA Benefits
Amount	4920
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty/After school Enrichment Classes
Amount	1254
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fringes for Extra Duty/After school Enrichment Classes

Strategy/Activity 5

Paraprofessional-Bilingual: provide instructional support for EL students and intervention. (Salary & Extra Pay)
 Instructional classroom aides will provide extra duty to support instruction. Classified supervisory positions will provide supervisory support for ALL student during recess, lunch, and tier II designated time in which support is needed.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
Tier 2 Reading Intervention; Classroom Support for all student groups

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Amount	27206
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional Bilingual Salary and Extra Pay
Amount	3779
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional Bilingual Benefit
Amount	4502
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional II Salaries

Amount	625
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional II Benefit
Amount	29127
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	classified extra pay
Amount	12085
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	classified extra pay
Amount	1678
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	classified benefits

Strategy/Activity 6

Educational Technology and Educational Instruction materials, program subscriptions, and technology
 Teacher and/or Student use-Support In Class intervention (Tier 2), at-home support, &/or Reading & Math vocabulary, phonics, and comprehension skills

Students to be Served by this Strategy/Activity

- Foster Youth
- Low Income
- Students with Disabilities

X All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1600
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Math Shelf subscription for TK-K
Amount	3800
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Reading Intervention/ Accelerated Reader

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Rancho Mirage Elementary will work to increase teamwork between the school, home, and community to improve attendance and academic levels. We will improve the school, home, and community connections by providing multiple opportunities and accessibility for school meetings (ex/ Back to School Night, Parent-Teacher conferences, family support events, etc), Provide opportunities for parents to share in celebrations of student's success academically and socio-emotionally, promote positive attendance and work diligently to decrease chronic absenteeism.

LCAP Goal

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

Identified Need

To increase teamwork between school, home, and community as we continue to improve academic levels and student socio-emotional learning, Rancho Mirage Elementary will work collaboratively with parents by doing the following:

- Providing meetings that discuss family intervention strategies for academic levels and behavioral concerns in English and Spanish: meetings for the 2023-2024 school year 9-19-2023, 10-10-2023, 1-16-2024, 3-12-2024, 4-16-2024. Translation will be provided at all school meetings/events, as needed (as available)
- Inviting parents and current community partners to volunteer and/or participate in school events and/or school-connected organizations (PTG-monthly, SSC(8-29-23, 9-26-23, 10-31-23,1-30-24, 2-27-24, 4-23-24, 5-28-24), ELAC-report from parent representative, or as designated by safety guidelines, family engagement/support activities)

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150 surveys	Parent Participation in Stakeholder Input Processes - 122 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) (215 Responses) Knowledge & Fairness of Discipline, Rules, and Norms 90% The climate of Support for Academic Learning is 90%	Family School Connectedness via Panorama Family Climate Survey (ALL) (122 Responses) Knowledge & Fairness of Discipline, Rules, and Norms- 90% -4 The Climate of Support for Academic Learning- 93% same Sense of Belonging- 95% +1

Metric/Indicator	Baseline	Expected Outcome
	Sense of Belonging (Connected) 80% Safety 75% English Learner (EL) 75% Hispanic (Hisp) 80% African American (AA) 75%	Safety 96% same
The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 98% (200 Responses) English Learner 100% Hispanic (Hisp) 98% African American (AA) 98% Asian 100% Two or more races 90% All other 100%	The Climate of Support for Academic Learning via Panorama Family Climate Survey (ALL) (122 Responses) A subgroup with no data 4 3% Hispanic or Latino 57 47% White 32 26% Two or More Races/Ethnicities 26 21% Confidentiality protected 6 5%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site- approx. 300	Number of Parent Attendees attending 1 or more site/parent center sponsored events - approx. 350

Planned Strategies/Activities

Strategy/Activity 1

Substitutes for SST meetings, fees and expenses for academic and behavioral consultants and other meetings for parents and community members (Intervention, Student Academic Support; Behavior Support) based on the two identified student groups (Homeless and SWD) related to chronic absenteeism.

Students to be Served by this Strategy/Activity

- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/01/2023-6/30/2024

Person(s) Responsible

Principal, Site TOSA, Assistant Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funding for family and community consultants

Strategy/Activity 2

materials, and supplies for parent meetings, training, and events

Students to be Served by this Strategy/Activity

All

Timeline

7/01/2023-6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1387
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Rancho Mirage Elementary will teach students to respect themselves and others as well work together to create a healthy and safe and nurturing school environment by promoting anti-bullying, corrective behavior, and growth mindset all taught through Coach Wooden's Pyramid of Success, and Drops in the Bucket programs.

Goal Statement

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

LCAP Goal

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

Identified Need

To maintain a healthy and safe learning environment, Rancho Mirage Elementary will work to improve students' feelings of belongingness. According to the Panorama Survey, students need a better connection to peers. (School Connectedness); To increase teamwork between school and home as we continue to improve chronic absenteeism for all students along with the ATSI-identified groups (Homeless and SWD) and reduce suspension rates for (SWD), and academic levels, Rancho Mirage Elementary will work collaboratively with staff, families, and community members by doing the following:

- Providing meetings that discuss intervention strategies for attendance and academic needs
- English and Spanish: meetings for 2022-2023 school year 9-19-2023, 10-10-2023, 1-16-2024, 3-12-2024, 4-16-2024.
- Translation/accessibility will be provided at all school meetings/events, as needed (as available)
- Increase supervision in structured and non-structured times during the school day
- Inviting parents to volunteer and/or participate in school events and/or school-connected organizations (PTG, SSC/ELAC, etc)
- Supporting the two identified student groups in ATSI (Homeless and SWD)

Panorama Survey (Student) Winter 2022-2023

Climate Survey Results from Grades 3-5 (151 responses)

- Climate for Academic Learning 84%, -1
- Knowledge and Fairness of Discipline, Rules, and Norms 76%, -4
- Sense of Belonging 74% -4
- Safety 59% -5

Panorama Survey (Student) Winter 2022-2023

SEL Survey Grades 3-5 (151 responses)

- Grit 56%, -3
- Growth Mindset 59%, -6

- Self-Efficacy 51%, -2
- Self-Management 58%, -9
- Social Awareness 66%, +1

Panorama survey student demonstrates a decrease in 4 of 5 categories: Grit, Growth Mindset, Self-Efficacy, and Self-Management. More student support is needed from staff and parents through the possible implementation of programs and incentive programs that will assist in combating the deficits. RMES also qualifies for ATSI in

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Population All Students (ALL) -351 Hispanic: 227 African American: 13 EL: 85 SWD: 33 Homeless: 314 White: 94	Student Attendance Rates (2022-2023-as of 3/10/2023) All Students (ALL) -96.2% Hispanic: 96% African American: 97% EL: 95% SWD: 97%																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Very High</td> <td>32.8%</td> <td></td> </tr> <tr> <td>EL</td> <td>Very High</td> <td>34.1%</td> <td></td> </tr> <tr> <td>Hisp</td> <td>Very High</td> <td>33.9%</td> <td></td> </tr> <tr> <td>AA</td> <td>Very High</td> <td>23.1%</td> <td></td> </tr> <tr> <td>SED</td> <td>Very High</td> <td>30.6%</td> <td></td> </tr> <tr> <td>SWD</td> <td>Very High</td> <td>45.5%</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Very High	32.8%		EL	Very High	34.1%		Hisp	Very High	33.9%		AA	Very High	23.1%		SED	Very High	30.6%		SWD	Very High	45.5%		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Very High</td> <td>30%</td> <td>-2</td> </tr> <tr> <td>EL</td> <td>Very High</td> <td>32%</td> <td>-2</td> </tr> <tr> <td>Hisp</td> <td>Very High</td> <td>31%</td> <td>-2</td> </tr> <tr> <td>AA</td> <td>Very High</td> <td>21%</td> <td>-2</td> </tr> <tr> <td>SED</td> <td>Very High</td> <td>28%</td> <td>-2</td> </tr> <tr> <td>SWD</td> <td>Very High</td> <td>43%</td> <td>-2</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Very High	30%	-2	EL	Very High	32%	-2	Hisp	Very High	31%	-2	AA	Very High	21%	-2	SED	Very High	28%	-2	SWD	Very High	43%	-2
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Metric/Indicator	Baseline				Expected Outcome			
	SED	Medium	1.9%		SED	Very Low	0	-1.9
	SWD	Medium	2.8%		SWD	Very Low	0	-2.8
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%				Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness Baseline Data: 82% All students: 72% (-1pt) 201 responses English Learner: 77% AA: 50% Hisp: 76%				Panorama Survey - School Connectedness All students: 80% English Learner: 80% AA: 75% Hisp: 80%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: 72% All students: 70% (+3pts) 201 responses EL: 76% AA: 65% Hisp: 76% SED: 76%				Panorama Survey - School Safety All students: 75% EL: 82% AA: 73% Hisp: 82% SED: 90%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results in compliance				Williams Facilities Inspection Results - in compliance			

Planned Strategies/Activities

Strategy/Activity 1

Teach and review the blocks of Coach Wooden's Pyramid of Success; Students will learn about and exhibit attributes of the pyramid (ex/ hard work, friendship, self-control, determination, skill, poise, confidence, etc) as they exhibit their personal best. The programs offered will directly relate to the criteria outlined in ATSI that targets all students,

Students will receive incentives such as recognition awards, RamStar behavior awards, and Ram horn awards when exhibiting attributes of the pyramid of success in doing their personal best.

Students to be Served by this Strategy/Activity

All

Timeline

7/01/2023-6/30/2024

Person(s) Responsible

All Staff Members

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Supplies for awards and other incentives to build a positive culture and climate

Strategy/Activity 2

Students will be provided anti-bullying with SEL lessons throughout the school year. The administration and the school counselor will provide and plan ongoing lessons.

"Second Step Bully Prevention"

According to the Panorama Survey, a site counselor will support students in providing school connectedness (Safety--Belongingness). Students will engage in lessons on peer-to-peer relations, the impact of teasing, name-calling, etc.

Students to be Served by this Strategy/Activity

All

Timeline

7/01/2023-6/30/2024

Person(s) Responsible

Principal, teachers, and librarian

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

School Climate and Culture: Safe School Campus; Supervision Aide (Closed Campus-support)-supervision aides will provide students with an important opportunity to connect with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during the non-classroom time will promote the connectedness and social-emotional well-being of students during structured and non-structured student-to-student interaction time both in and out of the classroom.

Students to be Served by this Strategy/Activity

All

Timeline

7/01/2022-6/30/2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

20254

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Supervision Classified Salary

Amount

2791

Source

LCFF

Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits

Strategy/Activity 4

Attendance will be monitored and students will be recognized for perfect attendance with incentives to combat chronic absenteeism. Suspension rate will be monitored and students will be recognized with incentives for appropriate behavior to combat suspension of students with disabilities. The programs offered by administration, counseling, and teachers will be directly related to the criteria set forth in ATSI that targets the chronically absent (Homeless and SWD) and suspension rate (SWD).

Students to be Served by this Strategy/Activity

- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/01/2023-6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Monitoring and rewards for improved attendance for combating against chronic absenteeism.
Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Monitoring and rewards for support to decrease suspension rate in students with disabilities

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials	2,962	Title IV

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	\$68,848
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$289,746.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	67,644	0.00
Title I Part A: Parent Involvement	1387	0.00
LCFF	220,715	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	\$67,644.00
Title I Part A: Parent Involvement	\$1,387.00

Subtotal of additional federal funds included for this school: \$69,031.00

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 (\$)
	\$0.00
LCFF	\$220,715.00

Subtotal of state or local funds included for this school: \$220,715.00

Total of federal, state, and/or local funds for this school: \$289,746.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	220,715.00
Title I	67,644.00
Title I Part A: Parent Involvement	1,387.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,258.00
2000-2999: Classified Personnel Salaries	97,052.00
3000-3999: Employee Benefits	50,893.00
4000-4999: Books And Supplies	33,543.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	66,479.00
2000-2999: Classified Personnel Salaries	LCFF	84,967.00
3000-3999: Employee Benefits	LCFF	32,113.00
4000-4999: Books And Supplies	LCFF	32,156.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	36,779.00
2000-2999: Classified Personnel Salaries	Title I	12,085.00
3000-3999: Employee Benefits	Title I	18,780.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,387.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Liz Clark		X			
Marirose Camarillo		X			
Susy Sandoval			X		
Emily Culhan				X	
Andrew Mochulsky				X	
Christian Kirov				X	
Christine Kirov				X	
Derek Markovitz				X	
Mr. J. Shane Hagar	X				
Rigo Figueroa		X			
Numbers of members of each category:	1	3	1	5	

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 10-24-2023.

Attested:

	Principal, Mr. J. Shane Hagar on 10-24-2023
	SSC Chairperson, Emily Culhan on 10-24-2023

Title I and LCFF Funded Program Evaluation

Goal #1:
 Teachers will plan and instruct students based on the California State Standards in English Language Art, English Language Development, Math, and Science. Students will show progress in meeting or exceeding the standards each year. A multi-tiered system of support will promote intentional lesson development based on individual student needs in all content areas. Teachers will plan for and instruct by utilizing 21st Century Skills (Collaboration, Creativity, Critical Thinking, and Communication). The teachers will incorporate Professional Learning Community (PLC) practices within the collaboration process that highlights and analysis of student performance data to address the needs of all students (ex/ Tier 2 intervention, GATE, and English Language Learners).

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Teacher collaboration time is planned per grade level to create instructional sequences for review and revision of units of study, development of unit assessments, developing intentional tier II protocols, and review and revision of site developed writing program.	The teachers have continued to utilize PLC time to develop the grade-level units of study. The data collected from the unit assessments have substantiated a tremendous amount of growth in student performances in both ELA and Math. The teachers need more time outside the regular workday to effectively and comprehensively develop units of study/unit assessments.	There was no time provided outside the instructional day for teachers to continue the revisions and developments of their respective units of study and unit assessments.	Before the beginning of the 23-24 school year, there will continue to have money allocated to pay daily stipends to teachers to sufficiently review and revise the units of study, unit assessments, and school-wide writing program.
The library will be open before school for students to use the library resources to build literacy, research, and to check out books.	The library tech conducted all meetings with students via Zoom.	Because of the COVID 19 restrictions throughout the school year, the library remained closed in the mornings prior to instructions.	The library was opened in the mornings for students to support student literacy and exposure to a literary environment outside of the regular classroom. I am keeping the original goal to ensure it remains in place because we have returned to full-day in-person instruction.
Supplemental materials and supplies for classroom instruction, including assessments for all content areas <ul style="list-style-type: none"> Classroom supplies for instruction for all subjects 	Even during the school closure, distance learning, and hybrid, laptops and ViewSonic were provided by the school district tech department. This significantly impacted our	The budgeted allocation for this action has been limited to fully support classroom instruction.	The budgeted allocation of money for supplemental materials and supplies has been increased to support classroom instruction, as well as to support

<ul style="list-style-type: none"> Assessment materials for all subjects, such as paper and individual student headphones for testing accommodations both embedded and non-embedded STEAM materials to support designated and integrated ELD Technology and computer program licenses for teacher and student use 	<p>site in a positive way. That technology has continued to support the learning environment this year during in-person instruction. Supplemental materials have been purchased to enhance and promote technology and materials that are currently in use at the site.</p>		<p>instructional needs that have been identified by teachers. I am keeping the original goal to ensure that it remains in place because we have returned to full-day in-person instruction.</p>
<p>Literacy Planning, intervention, and coaching provided by TOSA</p> <p>Extra duty for teachers, support staff, and TOSA to provide student enrichment and support, intervention strategies, and classroom support focusing mainly but not only on students who are underperforming.</p>	<p>Even during the school closure. distance learning, and hybrid, the TOSA provided much-needed support to students and teachers both online and in-person. She was able to support student learning by assisting teachers with the development of individualized intervention strategies to meet the needs of identified students. Support by the TOSA during full-time in-person instruction has been instrumental to teacher and student success through PD on lesson design and learning strategies that promote the UDL framework of providing students with intentional opportunities to learn in many different ways.</p>	<p>There is nothing that is not working at this time. Our site TOSA has continued to work on a 0.8 FTE schedule in supporting students and staff.</p>	<p>For the 2023-2024 school year, we will continue utilizing the TOSA position to promote an atmosphere of support and growth for teachers and students. However, her position is 0.6 FTE.</p>
<p>Paraprofessional-Bilingual: provide instructional support for EL students and intervention. (Salary & Extra Pay)</p> <p>Instructional classroom aides will provide extra duty to support instruction. Classified supervisory positions will provide supervisory support for ALL student during recess, lunch, and tier II designated time in which support is needed.</p>	<p>This position was fully utilized during the entirety of the 2021-2022 school year by supporting teachers and students as we resumed full-time in-person instruction.</p>	<p>The classified positions are crucial to effectively managing instruction in both primary classrooms and SPED classrooms. Both the paraprofessional- bilingual and the senior paraprofessional II positions were limited in time allowed to work.</p>	<p>I am keeping the original goal to ensure it remains in place because we have returned to full-time in-person instruction in all content areas. I have continued modifying both positions to ensure that each position works 5.75 hrs each school day.</p>
<p>Educational Technology and Educational Instruction materials, program subscriptions, and technology</p> <p>Teacher and/or Student use-Support In Class intervention (Tier 2), at-home support, &/or Reading & Math vocabulary, phonics, and comprehension skills</p>	<p>During the 2021-2022 school year, funds were used to purchase additional supplemental supplies and materials to best enhance the distance learning and learning process for all students. AR was a program that was utilized school-wide to</p>	<p>This action for technology and instructional materials is working, but we did not provide funded translation support through this action.</p>	<p>I keep the original goal to ensure it remains in place because we have returned to full-time in-person instruction in all content areas. Still, I have modified this action by eliminating the translation piece. I have also allocated more</p>

	<p>promote student literacy to allow more students access to literature in both asynchronous and synchronous learning situations. Technology was provided as needed to support equitable access for families and teachers, especially during specified meeting times such as parent meetings, Back to School Night, IEPs, 504s, and SSTs.</p>		<p>funds for materials and supplies.</p>

Goal #2:

Rancho Mirage Elementary will work to increase teamwork between the school, home, and community to improve attendance and academic levels. We will improve the school, home, and community connections by providing multiple opportunities and accessibility for school meetings (ex/ Back to School Night, Parent-Teacher conferences, family support events, etc), Provide opportunities for parents to share in celebrations of student's success academically and socio-emotionally, promote positive attendance and work diligently to decrease chronic absenteeism.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Substitutes for SST meetings, fees and expenses for academic and behavioral consultants and other meetings for parents and community members (Intervention, Student Academic Support; Behavior Support) based on the two identified student groups (Homeless and SWD) related to chronic absenteeism.</p>	<p>This activity was not performed.</p>		
<p>materials, and supplies for parent meetings, training, and events</p>	<p>This activity was not performed because of the continued restriction to outside people on campus.</p>	<p>There is nothing that is not working at this time, because there was no money spent for this action.</p>	<p>We will use the allocated money to support parent involvement activities for the 2023-2024 school year.</p>

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why?	What is not working and why?	Modification(s) based on evaluation results
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	(Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	(Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
<p>Teach and review the blocks of Coach Wooden's Pyramid of Success; Students will learn about and exhibit attributes of the pyramid (ex/ hard work, friendship, self-control, determination, skill, poise, confidence, etc) as they exhibit their personal best. The programs offered will directly relate to the criteria outlined in ATSI that targets all students,</p> <p>Students will receive incentives such as recognition awards, RamStar behavior awards, and Ram horn awards when exhibiting attributes of the pyramid of success in doing their personal best.</p>	<p>The Pyramid of Success was utilized in limited classrooms this year. 3 classes participated in virtual assemblies that related to the Pyramid of Success. During hybrid, the building blocks of the Pyramid of Success were utilized as a focus topic at daily in-person school-wide meetings every morning.</p>	<p>Not all classes participated in the virtual assemblies. but all grade levels utilized Ramhorn tickets as an incentive and climate builder for all students across the school</p>	<p>I am keeping the original goal to ensure that it remains in place because we have returned to full-time in-person instruction in all content areas.</p>
<p>Students will be provided anti-bullying with SEL lessons throughout the school year. The administration and the school counselor will provide and plan ongoing lessons.</p> <p>"Second Step Bully Prevention" According to the Panorama Survey, a site counselor will support students in providing school connectedness (Safety--Belongingness). Students will engage in lessons on peer-to-peer relations, the impact of teasing, name-calling, etc.</p>	<p>Our school counselor utilized the "Second Step Anti-bullying" lessons during grade level SEL classes during distance learning and hybrid. Songs and video components were also used to support student safety and belonging for all students.</p>	<p>There is nothing that is not working at this time.</p>	<p>I am keeping the original goal to ensure that it remains in place because we have returned to full-time in-person instruction in all content areas.</p>
<p>School Climate and Culture: Safe School Campus; Supervision Aide (Closed Campus-support)-supervision aides will provide students with an important opportunity to connect with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during the non-classroom time will promote the connectedness and social-emotional well-being of students during structured and non-structured student-to-student interaction time both in and out of the classroom.</p>	<p>With the supervision aides having the additional time for their supervision they were utilized this year in a multitude of ways to better meet the needs of RMES stakeholders. Aides were assigned to work in different learning situations to support student learning.</p>	<p>Our supervision aides play a crucial roles in the effective and adequate monitoring of our students. There time is limited in supporting students and teachers during all supervisory opportunities throughout the school day.</p>	<p>Supervision time on campus will continue to be increased to provide students and staff more support during recess, lunch, and during instruction.</p>
<p>Attendance will be monitored and students will be recognized for perfect attendance with incentives to</p>	<p>This activity was not performed.</p>	<p>Because there was no recognition for perfect attendance, this action was</p>	<p>Attendance monitoring and student recognition for perfect attendance</p>

<p>combat chronic absenteeism. Suspension rate will be monitored and students will be recognized with incentives for appropriate behavior to combat suspension of students with disabilities. The programs offered by administration, counseling, and teachers will be directly related to the criteria set forth in ATSI that targets the chronically absent (Homeless and SWD) and suspension rate (SWD).</p>		<p>not utilized to its fullest potential.</p>	<p>will take place each trimester to promote the climate and culture of the school.</p>