School Year: **2024-25**

# 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<br>Rancho Mirage, CA 92270-4102 |
| **County-District-School (CDS) Code** | 33-67173-6032445 |
| **Principal** | Dr. J. Shane Hagar |
| **District Name** | Palm Springs Unified School District |
| **SPSA Revision Date** | 9-19-2024 |

| **Schoolsite Council (SSC) Approval Date** | 9-19-2024 |
| **Local Board Approval Date** | 11/12/2024 |

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.

# Table of Contents

# School Vision and Mission

Vision Statement: At Rancho Mirage Elementary, our goal is to foster an environment where every student can realize their maximum potential within a secure, inclusive, and fair learning setting. We aim to establish a community of learners who embrace differences and appreciate each other's distinct viewpoints and contributions.

Mission Statement: Rancho Mirage Elementary is committed to delivering top-tier education, with a focus on both academic excellence and personal development for our students. We prioritize the safety and well-being of our students while cultivating a sense of belonging and inclusivity for everyone. We celebrate diversity and advocate for fairness in all aspects of our school community. Our mission is to nurture critical thinking, creativity, and collaboration skills that equip our students for success in a constantly evolving world.

# School Profile

Vision Statement: At Rancho Mirage Elementary, our goal is to foster an environment where every student can realize their maximum potential within a secure, inclusive, and fair learning setting. We aim to establish a community of learners who embrace differences and appreciate each other's distinct viewpoints and contributions.

Mission Statement: Rancho Mirage Elementary is committed to delivering top-tier education, with a focus on both academic excellence and personal development for our students. We prioritize the safety and well-being of our students while cultivating a sense of belonging and inclusivity for everyone. We celebrate diversity and advocate for fairness in all aspects of our school community. Our mission is to nurture critical thinking, creativity, and collaboration skills that equip our students for success in a constantly evolving world.

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

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

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

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

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

# Purpose and Description

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

> X Schoolwide Program
>
> X 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.

> The Rancho Mirage Elementary School Site Council (SSC) convenes at least five times annually to assess and revise the school plan, which encompasses proposed allocations of Title I funds. The establishment of school objectives stems from a thorough needs assessment that scrutinizes verifiable state data, incorporating insights from the CA School Dashboard. Supplementary district and school data, such as interim evaluations, are employed to continually gauge and oversee progress throughout the academic year. These datasets undergo scrutiny by both staff and School Site Council Members to aid in goal formulation. The scheduled meetings for review occurred on August 29, 2023, September 26, 2023, October 26, 2023, January 30, 2024, March 12, 2024, and April 30, 2024. School objectives harmonize with PSUSD LCAP goals, encompassing identical metrics and indicators. Our institution has been pinpointed for additional targeted support and improvement (ATSI) concerning homeless students and students with disabilities. The overall school performance and ATSI data have been disseminated and deliberated upon with staff, parents, and the school site council. Feedback and guidance are sought from school advisory committees, including the ELAC and School Leadership team. The RMES School Plan delineates how LCFF and Title I funds will be deployed to enhance the academic performance of all students and bridge achievement gaps among student groups.

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

> Nomination and Election Process:
> Requests for nominations for SSC will be sent to parents and the community. 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 19, 2024, is set. Nomination flyers and responses will be collected via Google Forms, and a Google form ballot will be distributed via Parent Square with a due date of August 26, 2024.
>
> 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 not combined committees this year, and our ELAC parent representative was to have distributed district DLAC information at each of our scheduled ELAC meetings.
>
> SSC Meeting Dates and Topics for the 23-24 school year:
>
> August 29, 2023: It was confirmed that we would be attending the SSC training on 8-30-2023.
>
> September 26, 2023: It was discussed that we continue to separate SSC and ELAC into two comprehensive groups to promote equity of EL students. ELAC RMES Mission Statement shared; SPSA-School Funds discussion about SSC parent positions for SSC. SSC by-laws were
>
> October 24, 2023: Title I Parent Information Presentation. Mr. Hagar reviewed Title I and how the funds are allocated, and we will discuss what to do with additional funds received this year. SSC members asked clarifying questions. The SSC reviewed and Updated SSC By-Laws. Each SSC member received the current By-Laws in an email before the meeting. We will review the current By-Laws and make any needed updates. The SSC reviewed the School Plan for Student Achievement (SPSA) for 2023-2024 and reviewed current budget allocations. Mr. Hagar reviewed the different funding sources in the SPSA and the new amount of money allocated to Title I.

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

January 30, 2024- Virtual Meeting, Approval of meeting minutes from 10-24-2023.  Title I funding and restrictions regarding the current SPSA were reviewed. A proposal to have a working 24-25 draft by the March meeting that would reflect the appropriate budget allocations taken into consideration was discussed. Budget adjustments in both LCAP and Title I funding sources were examined for the 23-24 school year, and what to expect for the 24-25 school year. 3 ELAC members also attended the meeting and participated in the discussion surrounding the budget and student attendance concerns.

March 12, 2024—Mr. Hagar is currently working on the SPSA, which has funding sources based on enrollment. The SSC reviewed the STAR growth report and the attendance rates for the subgroups that are the focus of the Additional Targeted Supplemental Improvements. The April meeting is scheduled to review the SPSA budgetary allocations.

April 30-2024: This meeting allowed the SSC time to review the proposed budget alignment allocations for the 24-25 school year before submitting the completed draft of the 23-24 SPSA before submission in May. The review of the SPSA was completed and agreed upon. SSC recommendations for the SPSA were to support teacher planning days before the start of school, to continue to support increased hours for paraprofessionals and supervision aides,

SSC recommendations for the SPSA were to support teacher planning days before the start of school, continue to support student and teacher support from site-funded TOSA, continue to allocate funds for AR and Math Shelf programs, and continue to support increased hours for paraprofessionals and supervision aides, all for the purpose of student support in an MTSS model based on ongoing formative and summative assessment data provided by teachers. To support the ATSI-designated groups of homeless and SWD chronically absent, the SSC recommends providing families with opportunities to get involved in school through school-connected organizations or family enrichment programs/classes that will emphasize the importance of school attendance and how the family unit can be supported. The family engagement center was also discussed as a possible resource to support the ATSI-designated groups.

September 19, 2024: The SSC convened to review the SPSA and discuss allocating the extra funds from Title I for the fall revisions. The SSC decided that the funds were to be directed to teacher planning for student achievement along with more in-class support with tier II instruction.

School administration met with district Coordinator Robin Hinchliffe to work towards constructing an autonomous ELAC at RMES.

Nominations and election procedures were applied the week of October 2 through 6.

11-14-2023: This was the first ELAC meeting, and the attending members participated in the required compliance training. As a group, we also discussed the importance of the group having representation and a voice based on both student performance and attendance. Student performance concerning EL students at RMES was a concern, and this group is currently performing in the red in ELA (very low and 74 points below the standard)based on CAASPP data. However, the same group is green with medium in English Language Proficiency Improvement +9.3%, sitting at 51.9% at standard.

1-30-2024: Three ELAC members attended our SSC meeting via Zoom to discuss budgetary information, student achievement data, and attendance data.

2-13-2024: One ELAC member attended this meeting, which was held via Zoom, so the topics of budget and attendance were tabled for a future meeting.

3-19-2024: No ELAC members could attend this meeting due to scheduling conflicts.

9-13-2024: EL excellence awards was held to honor all of our EL students at RMES. It was also an avenue that was used to discuss the development of ELAC at RMES and how to be involved and how much commitment it would take. There were 20 families who signed up to be involved with ELAC. Our FACES person resigned and RMES will be working with another representative from the family engagement center to develop a strong ELAC at RMES.

Throughout the school year, the Instructional Leadership Team and School Site Council groups have been informed of the Additional Targeted Support and Improvement (ATSI) designation at RMES.
ATSI designated groups by data set: chronic absenteeism for ALL RMES students very high (38.6% +5.9), homeless very high (47.1%, which is a 7.4% increase), and students with disabilities very high (53.8%, which is an 8.4% increase).

English Language Learners (ELs) have very low ELA performance based on CAASPP data (74 points below standard with a decrease of 48.1 points). The three student groups, homeless students, students with disabilities, and ELs, partnered with chronic absenteeism and low academic performance, qualify our school for Additional Targeted Support and Improvement (ATSI).

# Resource Inequities

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

The issue of resource inequities is based on the California State Dashboard student group report. Is particularly pronounced for English Learners, 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 student achievement and chronic absenteeism, there is still much work to be done to ensure that all students have equal access to the resources and opportunities they need to thrive and reduce the rates of chronic absenteeism for ALL RMES students (38.6% +5.9), homeless (47.1% which is a 7.4% increase) and students with disabilities (53.8% which is an 8.4% increase). There is also much more targeted work to be done to support our English Learner population, who scored at least 2 levels below standard in ELA (-74 points below standard), a decrease of 48.1 points. The three student groups, homeless students and students with disabilities, partnered with chronic absenteeism, qualify our school for Additional Targeted Support and Improvement (ATSI).

## Needs Assessment – Review of Performance

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

| **Reflections: Success** | 2023-2024: 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 and STAR testing are the most effective indicators of student progress due to teacher collaboration and intentional and individualized planning. Each grade level focused on the achievement of each identified sub-group, such as SWD, homeless, and English Learners. 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:<br>ELA: Tier II intervention remains in place for the 24/25 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 Plan with LES as a focus, Gr. TK, K, 1, 2, 3, 4, and 5; Universal Design for Learning (UDL), UFLI, Heggerty, Science of Reading, Rigor and Depth of Knowledge; Engagement for English Language Learners, Professional Learning Community practices (collaboration, data analysis, SMART Goals, Units of Study development, best first instruction; grade level pacing guides for designated ELD with Science integration); level grouping for designated ELD (Kagan Strategies) |
| | Regarding intentional and quality collaboration during PLC designated time, teachers have worked diligently to use data to drive instruction by engaging in 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, homeless, and English Learners for Tier 2 intervention in small groups during guided reading and Math. Teachers were also provided ongoing professional development refresher opportunities in gradual release lesson delivery to generate grade-level instructional agreements to support the ELA units of study and high-impact math for grades TK-5. |
| | The student perceptions of the 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, sense of belonging, and safety. Teachers, school administration, and counseling will focus on the climate |

for student learning during teacher-led SEL each school day. School counseling created, developed, supported, and applied this process during monthly SEL classes for all grade levels.

(Student) Winter 2024-2025

Climate Survey Results from Grades 3-5 (157 responses)
- Climate for Academic Learning 83%, -1 Green
- Knowledge and Fairness of Discipline, Rules, and Norms 78%, +2 orange
- Sense of Belonging 75% +1 Green
- Safety 60% +1 Red

Family School Connectedness via Panorama Family Climate Survey

(ALL) (129 Responses)
Knowledge & Fairness of Discipline, Rules, and Norms- 95% +5
The Climate of Support for Academic Learning- 97% +3
Sense of Belonging- 97% +2
Safety 99% +3

During the 2024 panorama survey window, Rancho Mirage Elementary School recorded 129 responses in the family survey. The results demonstrated favorable results in all five areas, scoring between 9% and 99% favorable. Our highest areas in the survey were the climate of support for academic learning, sense of belonging, and school safety, with 97% and 99%, respectively.
The 2022- 23 California dashboard indicates a suspension rate in the orange/medium range, where the suspension rate for SWD is in red. The 2023-24 California dashboard indicates that all student groups' suspension rates are in the blue/very low range, which is a dramatic improvement. The improvement may be attributed to the efforts by teachers, administration, and counselors to provide students with opportunities for therapeutic options rather than punitive ones. The more proactive approach has been a focus at RMES and will continue to be a focus in assisting with student behavior across all areas of the school.

RMES has been identified as a school site that qualifies for Additional Targeted Support and Improvement (ATSI) for three specific student groups: ELA student achievement for EL students and chronically absent for homeless students and students with disabilities. ATSI designated groups by data set: chronic absenteeism for ALL RMES students very high (38.6% +5.9), homeless very high (47.1%, which is a 7.4% increase), and students with disabilities very high (53.8%, which is an 8.4% increase). English Language Learners (ELs) have very low ELA performance based on CAASPP data (74 points below standard with a decrease of 48.1 points). The three student groups, homeless students, students with disabilities, and ELs, partnered with chronic absenteeism and low academic performance, qualify our school for Additional Targeted Support and Improvement (ATSI).

Supporting Actions:

The work done with school administration, teachers, and counseling to develop school-wide expectations for behavior has been an action that may have contributed to the dramatic decrease in student suspension rate, especially in the student group of students with disabilities. Also, school supervision aides have assisted inside and outside classrooms, monitored student behavior, and worked as facilitators for student achievement. Having multiple visible adults available for students helps decrease situations in which students could get into situations that could cause them to be suspended.

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

In reflection on our California dashboard status of blue regarding student suspension, we will continue to work as a learning community by gaining feedback from families, students, teachers, and other supporting staff members to develop a solid multi-tiered system of support that is geared toward positive and proactive interventions rather than punitive measures regarding student behavior. Our positive and productive approach appears to be reflected positively in our student and family panorama data, demonstrating favorable percentages.

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

**Reflections: Identified Need**

RMES has been identified as a school site that qualifies for Additional Targeted Support and Improvement (ATSI) for three specific student groups: ELA student achievement for EL students and chronically absent for homeless students and students with disabilities. ATSI designated groups by data set: chronic absenteeism for ALL RMES students very high (38.6% +5.9), homeless very high (47.1%, which is a 7.4% increase), and students with disabilities very high (53.8%, which is an 8.4% increase). English Language Learners (ELs) have very low ELA performance based on CAASPP data (74 points below standard with a decrease of 48.1 points). The three student groups, homeless students, students with disabilities, and ELs, partnered with chronic absenteeism and low academic performance, qualify our school for Additional Targeted Support and Improvement (ATSI).

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

ELA proficiency for EL: Again, this student group is identified via the California dashboard as having at least two or more performance levels below the "all student" performance, scoring red and 74 points below standard, with a decrease of 48.1 points. However, our EL students scored (green indicator) medium +51.9% towards making significant language development progress according to the ELPI.

The attendance rate is approximately 91% school-wide. Chronically absent (ALL RMES students (38.6% +5.9), homeless (47.1%, which is a 7.4% increase), and students with disabilities (53.8%, which is an 8.4% increase) are areas that need extra focus.

Academics:

ELA performance indicators were evident in the 2022-23 California dashboard. In the area of ELA, all students scored (yellow indicator), which is the medium range, showing -3.9 points below standard proficiency. EL students scored (red indicator) in a very low range, showing -74 points below standard proficiency. The SED student group scored (orange indicator) in the low range, showing -6.7 points below standard proficiency. Hispanic students also scored (orange indicator) in the low range, showing -26.1 points below standard proficiency. However, White students scored (green indicator) +44.9 points above standard proficiency.

Math performance indicators were evident in the 2022-23 California dashboard. All students scored (yellow indicator) in math in the medium range of -25.7 points below standard proficiency. EL students scored (orange indicator) low – 28.7 points below standard proficiency. Hispanic students scored (orange indicator) low -53 points below standard proficiency. However, white students scored (green indicator) +35 points above standard proficiency.

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

Spring STAR data 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 - 63.5%
Star Early Literacy Proficiency Rate- 45.5%
Star Math Current Student Growth Percentile- 51.7%
Star Math Proficiency Rate- 53.8%
Star Reading Current Student Growth Percentile- 64.2%
Star Reading Proficiency Rate- 53.8%

Supporting Actions:

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

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

RMES will also continue to promote a "Climate of Support for Academic Learning" across the campus through general education classes and through identified monthly SEL lessons provided by the school counselor. Universal Design for Learning emphasizes the importance of goal setting, and teachers want students to be successful by setting goals, being treated fairly, and reinforcing academic and behavioral expectations. 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 needing 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 and families through multiple means, such as Parent Square, Blackboard, daily phone calls, daily emails, and home visits. Teachers do not have to do recess duty to provide them with time to personally contact families of absent students. We will also utilize student services as a resource to reach our families. Developing parent engagement opportunities/classes with the parent engagement center that interest 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.

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 Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **American Indian** | 0.61% | 0.32% | 0.30% | 2 | 1 | 1 |
| **African American** | 3.94% | 2.91% | 3.57% | 13 | 9 | 12 |
| **Asian** | 1.52% | 1.29% | 0.89% | 5 | 4 | 3 |
| **Filipino** | 0.30% | 0.32% | 1.49% | 1 | 1 | 5 |
| **Hispanic/Latino** | 63.94% | 66.02% | 63.39% | 211 | 204 | 213 |
| **Pacific Islander** | 0.30% | 0.32% | 0.30% | 1 | 1 | 1 |
| **White** | 27.27% | 26.21% | 26.79% | 90 | 81 | 90 |
| **Multiple/No Response** | 2.12% | 2.59% | 3.27% | 7 | 8 | 11 |
| | | | **Total Enrollment** | 330 | 309 | 336 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 21-22 | 22-23 | 23-24 |
| **Kindergarten** | 49 | 66 | 48 |
| **Grade 1** | 55 | 36 | 54 |
| **Grade 2** | 53 | 55 | 50 |
| **Grade3** | 51 | 53 | 55 |
| **Grade 4** | 52 | 50 | 60 |
| **Grade 5** | 70 | 49 | 59 |
| **Total Enrollment** | 330 | 309 | 336 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **English Learners** | 81 | 70 | 76 | 19.50% | 24.5% | 22.6% |
| **Fluent English Proficient (FEP)** | 43 | 34 | 32 | 15.60% | 13.0% | 9.5% |
| **Reclassified Fluent English Proficient (RFEP)** | | | | 28.2% | | |

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **309** | **85.8** | **22.7** | **0.6** |
| 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. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 70 | 22.7 |
| **Foster Youth** | 2 | 0.6 |
| **Homeless** | 47 | 15.2 |
| **Socioeconomically Disadvantaged** | 265 | 85.8 |
| **Students with Disabilities** | 26 | 8.4 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 9 | 2.9 |
| **American Indian** | 1 | 0.3 |
| **Asian** | 4 | 1.3 |
| **Filipino** | 1 | 0.3 |
| **Hispanic** | 204 | 66 |
| **Two or More Races** | 8 | 2.6 |
| **Pacific Islander** | 1 | 0.3 |
| **White** | 81 | 26.2 |

**Conclusions based on this data:**

1. The vast majority of our students are socio-economically disadvantaged.

2. Our percentage of EL students has increased over the last year but designated instruction continues to be a strong focus in each classroom boosting student achievement.

# School and Student Performance Data
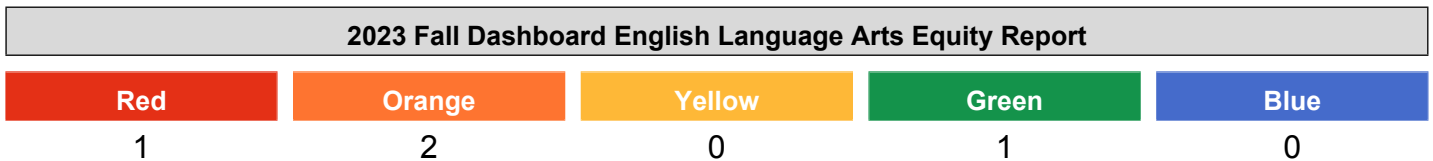
## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|

Lowest Performance                                                                                                    Highest Performance

| 2023 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** <br> Yellow | **Chronic Absenteeism** <br> Red | **Suspension Rate** <br> Blue |
| **Mathematics** <br> Yellow | | |
| **English Learner Progress** <br> Green | | |

**Conclusions based on this data:**

1. Over the past year, Rancho Mirage Elementary School has witnessed a remarkable decline in suspension rates, a crucial factor that may have contributed to this improvement could be the intentional creation and focus on a multi-tiered system of support. The development of deliberate and strategic interventions implemented by teachers, supportive administration, and committed support staff has been applied in a positive and proactive manner. Through ongoing data analysis and collaborative efforts, teacher and staff have proactively identified students' needs and provided timely and targeted interventions to address behavioral challenges. This holistic approach to

student support not only fosters a positive school environment but also ensures that every student receives the necessary support to grow academically and socially.

2.  As a learning community, Rancho Mirage Elementary School acknowledges its current status of being in the orange tier for ELA and Math proficiency. While this signifies a level of proficiency, the goal is to shift towards the green tier to ensure comprehensive academic achievement for all students. Moreover, there is a specific emphasis on elevating English Learners' performance from the red tier, signifying the need for targeted interventions and support to facilitate their progress towards proficiency. Our collective focus will be on promoting continuous improvement and equitable opportunities for all students to excel in both Math and ELA.

3.  As a strong learning community, it is imperative that we continue our efforts to enhance English language proficiency among our English Learners (EL) at Rancho Mirage Elementary School. While we celebrate the progress many EL students have made, evidenced by their scoring in the green tier, we recognize the ongoing need for targeted and designated support, as mandated by educational laws and policies. This support is crucial in providing our EL students with the necessary tools, resources, and interventions tailored to their linguistic and academic needs, ensuring they have equitable opportunities to thrive academically and linguistically. Our commitment must be continued in fostering growth and proficiency in English language skills for our EL population through daily, designated, targeted support and strategic interventions.

# School and Student Performance Data

## Academic Performance
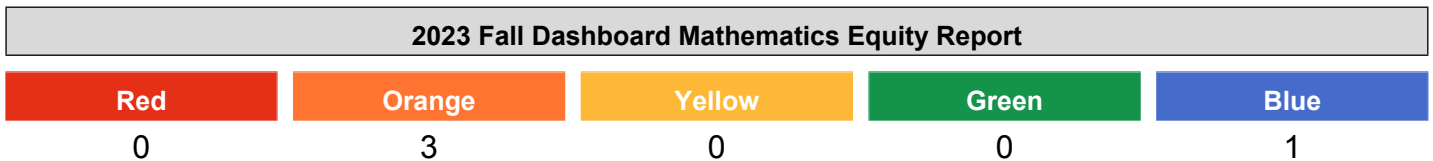## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| **2023 Fall Dashboard English Language Arts Equity Report** | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 2 | 0 | 1 | 0 |

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.

| **2023 Fall Dashboard English Language Arts Performance for All Students/Student Group** | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Red | Less than 11 Students |
| 3.9 points below standard | 74 points below standard | |
| Decreased -3.9 points | Decreased Significantly -48.1 points | 1 Student |
| 144 Students | 38 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 66.6 points below standard | Orange | 131.3 points below standard |
| Maintained -2.5 points | 6.7 points below standard | Increased +8.3 points |
| 17 Students | Decreased -5.7 points | 16 Students |
| | 133 Students | |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 5 Students | 1 Student | 1 Student | 1 Student |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Less than 11 Students | No Performance Color | Green |
| 26.1 points below standard | | 0 Students | 44.9 points above standard |
| Decreased -6.3 points | 4 Students | | Increased +14.9 points |
| 96 Students | | | 37 Students |

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.

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 101.6 points below standard | Less than 11 Students | 17.3 points above standard |
| Maintained -0.3 points | | Maintained -0.9 points |
| 29 Students | 9 Students | 95 Students |

**Conclusions based on this data:**

**1.** As a strong learning community, we must continue to enhance English language proficiency among our English Learners (EL) at Rancho Mirage Elementary School. While we celebrate many EL students' progress, evidenced by their scoring in the green tier, we recognize the ongoing need for targeted and designated support, as educational laws and policies are mandated.

**2.** The English Learners (EL) at Rancho Mirage Elementary School have progressed in their language acquisition journey. Yet, their current performance in ELA falls at least two levels below the established standard of proficiency. This discrepancy highlights their challenges and the urgent need for targeted support and interventions. It is crucial to continue to recognize the specific needs of our EL population and implement targeted interventions. By doing so, we can assist these students in reaching and exceeding proficiency standards in ELA, fostering their academic growth and overall success.

**3.** Socio-economically disadvantaged students and Hispanic students at Rancho Mirage Elementary School have demonstrated some progress in ELA, although their current performance places them in the orange tier, indicating a level below grade-level proficiency.
As a learning community, it is imperative to continue focus on creating and developing an inclusive and supportive learning environment that addresses the unique needs of socio-economically disadvantaged students and Hispanic students. This includes implementing tailored instructional strategies, providing access to resources and technology, offering socio-emotional support, and promoting parental engagement.
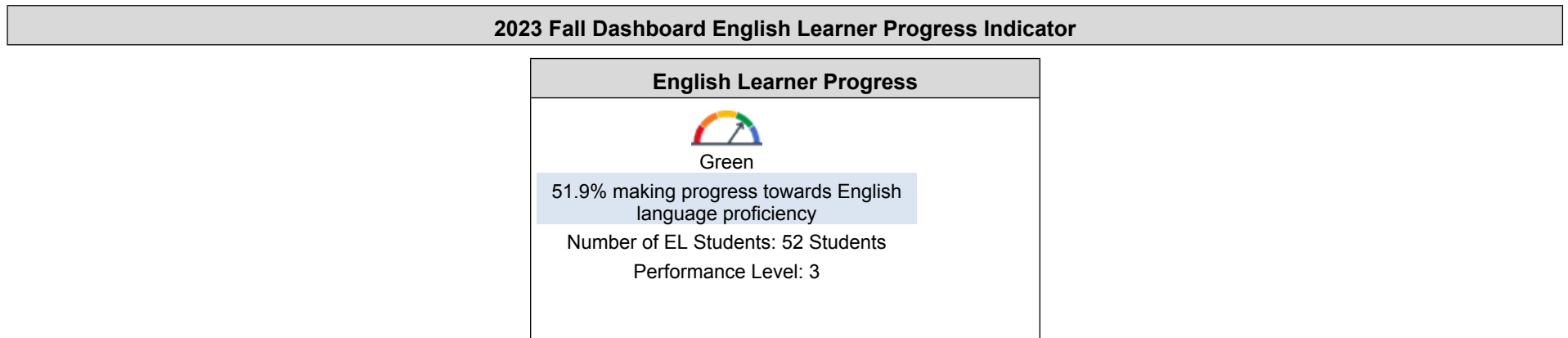
# School and Student Performance Data

## Academic Performance
## Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report |||||
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 0 | 0 | 1 |

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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group |||
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Orange | Less than 11 Students |
| 25.7 points below standard | 88.6 points below standard | 1 Student |
| Increased +5 points | Decreased Significantly -30.6 points | |
| 144 Students | 38 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 68.6 points below standard | Orange | 132.5 points below standard |
| Increased Significantly +30.8 points | 28.7 points below standard | Increased Significantly +25.7 points |
| 17 Students | Maintained +2.5 points | 16 Students |
| | 133 Students | |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 5 Students | 1 Student | 1 Student | 1 Student |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Less than 11 Students | No Performance Color | Blue |
| 53 points below standard | 4 Students | 0 Students | 35 points above standard |
| Decreased -5.8 points | | | Increased Significantly +39.9 points |
| 96 Students | | | 37 Students |

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

| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 111.6 points below standard | Less than 11 Students | 2.6 points below standard |
| Increased +8.6 points | 9 Students | Increased +11.3 points |
| 29 Students | | 95 Students |

**Conclusions based on this data:**

**1.** Across all student performance levels in math at Rancho Mirage Elementary School, there is a consistent presence of deficits reflected in scoring at the orange tier. This observation shows the critical need for sustained and deliberate tier II interventions during core Math instructional periods. These interventions are essential to address the underlying gaps in mathematical understanding and skill development among students. More focus on intentional tier II interventions during core Math instruction with the incorporation of an LES format, may help our teachers proactively address math deficits and build mathematic proficiency.

**2.** In analyzing the student performance data at Rancho Mirage Elementary School, it is evident that while the overall student body performs at a yellow tier level in math, there are notable disparities among specific student groups. Particularly concerning is the observation that socio-economically disadvantaged (SED) and Hispanic students are scoring in the orange tier, indicating a need for targeted support and interventions to address these disparities. This data supports the importance of equity-focused initiatives aimed at narrowing achievement gaps and promoting academic success for all students. .

**3.** The student performance data in math at Rancho Mirage Elementary School shows a significant trend: the white student group consistently scores in the high-performing blue tier. This level of achievement may be attributed to several key factors that contribute to their success.
The high performance of white students may also be influenced by factors such as socio-economic advantages and cultural expectations that prioritize academic achievement. The majority of our teachers are white and this may have a direct impact on student performance and access to equity.

# School and Student Performance Data

## Academic Performance
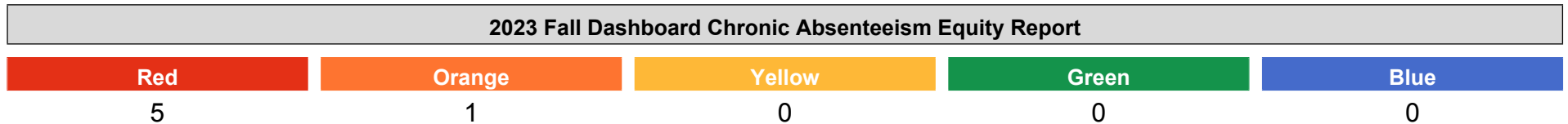## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

| 2023 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| Green |
| 51.9% making progress towards English language proficiency |
| Number of EL Students: 52 Students |
| Performance Level: 3 |

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.

| 2023 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 |
| 6 | 19 | 0 | 27 |

**Conclusions based on this data:**

**1.** About 11.1% of our English Learner (EL) population at Rancho Mirage Elementary School has decreased by one level in their English Language Proficiency Index (ELPI) scores. This achievement is a testament to the dedicated efforts of our educators, support staff, and students in advancing their English language skills. The decrease in ELPI levels indicates negative growth and development in language acquisition among our EL students. This progress reflects the importance of effective instructional strategies, targeted interventions, and a supportive learning environment that fosters linguistic proficiency and academic success. The data supports the importance of intentionally identifying the students who have decreased their performance and adjusting instruction to meet their individual needs.

**2.** Around 51.9% of English Learners (EL) at Rancho Mirage Elementary School have demonstrated notable progress by advancing at least one level in their English Language Proficiency Index (ELPI) scores. This achievement may be attributed to the RMES intentional focus on the development and application of quality designated lessons on a daily basis. to the hard work and dedication of our EL students, supported by the collaborative efforts of educators, administrators, and support staff. The progress made by more than half of our EL population reflects the effectiveness of targeted interventions, culturally responsive teaching practices, and a supportive learning environment tailored to meet the diverse linguistic needs of our students. It also highlights the resilience and determination of our EL students in their journey toward English language proficiency.

**3.** Approximately 37% of our English Learner (EL) population at Rancho Mirage Elementary School maintained their respective English Language Proficiency Index (ELPI) levels, which is a possible indicator of the stability and consistency in their language development journey. This data indicates that most EL students have maintained their proficiency levels. The effectiveness of our instructional strategies and support systems may be a positive impact of targeted interventions, culturally responsive teaching practices, and a strong learning environment to assist in promoting continuous growth and development.

# School and Student Performance Data

## Academic Engagement
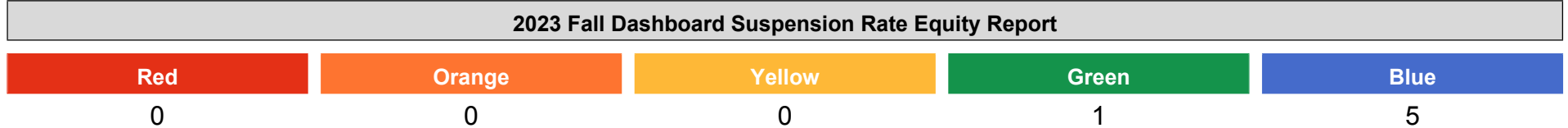## Chronic Absenteeism

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| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 5 | 1 | 0 | 0 | 0 |

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.

## 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

### All Students

Red

38.6% Chronically Absent

Increased Significantly 5.9

334 Students

### English Learners

Red

34.2% Chronically Absent

Maintained 0.1

76 Students

### Foster Youth

Less than 11 Students

6 Students

### Homeless

Red

47.1% Chronically Absent

Increased 7.4

51 Students

### Socioeconomically Disadvantaged

Red

39.6% Chronically Absent

Increased Significantly 9.1

285 Students

### Students with Disabilities

Red

53.8% Chronically Absent

Increased 8.4

39 Students

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| 45.5% Chronically Absent | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| Increased 22.4 | | | |
| 11 Students | 1 Student | 4 Students | 2 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Red | 54.5% Chronically Absent | Less than 11 Students | Orange |
| 41.7% Chronically Absent | 0 | | 29.5% Chronically Absent |
| Increased Significantly 7.7 | | 1 Student | Declined -3.4 |
| 216 Students | 11 Students | | 88 Students |

**Conclusions based on this data:**

1. The severe chronic absenteeism among all students at Rancho Mirage Elementary School, reflected in their classification in the red tier, is a critical challenge that needs strategic interventions. Chronic absenteeism at such a high level can adversely impact students' academic progress, social-emotional well-being, and overall success. Addressing chronic absenteeism requires a comprehensive and holistic approach that prioritizes student well-being, engagement, and academic success. By working together as a school community and implementing evidence-based strategies, we can create a supportive and inclusive environment that promotes regular attendance and sets the stage for positive outcomes for all students.

2. The significant chronic absenteeism observed among students with disabilities (SWD) at Rancho Mirage Elementary School is a pressing concern that necessitates targeted interventions and support such as potential strategies such as personalized attendance plans, providing accommodations and supports, offering transportation assistance, and collaborating with special education staff to assist in identifying the possible barriers to regular school attendance for SWD.

3. The data revealing severe chronic absenteeism among homeless students at Rancho Mirage Elementary School can be seen as an indicator for the urgent need for targeted interventions and support services to address the complex challenges these students face. Implementing personalized attendance plans that may include providing access to stable housing resources, offering transportation assistance, and fostering strong partnerships with community organizations through student services can help eliminate barriers to regular school attendance for homeless students and promote their academic success.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 1 | 5 |

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.

## 2023 Fall Dashboard Suspension Rate for All Students/Student Group

### All Students

Blue

0.3% suspended at least one day

Declined Significantly -1.9

345 Students

### English Learners

Blue

0% suspended at least one day

Maintained 0

80 Students

### Foster Youth

Less than 11 Students

9 Students

### Homeless

Blue

0% suspended at least one day

Declined -5.2

54 Students

### Socioeconomically Disadvantaged

Blue

0.3% suspended at least one day

Declined Significantly -1.5

296 Students

### Students with Disabilities

Blue

0% suspended at least one day

Declined -2.8

40 Students

| 2023 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| 0% suspended at least one day<br><br>Declined -7.7<br>12 Students | Less than 11 Students<br>1 Student | Less than 11 Students<br>6 Students | Less than 11 Students<br>2 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Blue<br>0% suspended at least one day<br><br>Declined Significantly -1.3<br>224 Students | 0% suspended at least one day<br><br>11 Students | Less than 11 Students<br>1 Student | Green<br>1.1% suspended at least one day<br><br>Declined -3<br>88 Students |

**Conclusions based on this data:**

**1.** The dramatic decrease in suspension rates, particularly among homeless students, socio-economically disadvantaged students (SED), and students with disabilities (SWD), at Rancho Mirage Elementary School is a promising indicator of the effectiveness of our efforts in promoting positive behavior and fostering a supportive learning environment. This significant reduction suggests that our intentional work within the school, including the implementation of Multi-Tiered Systems of Support (MTSS) for students, may be eliciting the positive results.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

## 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. 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).

## 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)

)

**Expected Outcomes**

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

**Actual Outcomes**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Yellow | 3.9 points below standard | Decreased - 3.9 points |
| EL | Red | 74 points below standard | Decreased Significantly - 48.1 points |
| Hisp | Orange | 26.1 points below standard | Decreased - 6.3 points |
| AA | | | Less than 11 Students |
| SED | Orange | 6.7 points below standard | Decreased - 5.7 points |
| SWD | | 131.3 points below standard | Increased +8.3 points |

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

**Expected Outcomes**

| 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 |

**Actual Outcomes**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Yellow | 25.7 points below standard | Increased +5 points |
| EL | Orange | 88.6 points below standard | Decreased Significantly - 30.6 points |
| Hisp | | 53 points below standard | Decreased - 5.8 points |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

**Students with Disabilities (SWD)**

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

| | Orange | | |
|---|---|---|---|
| AA | | | Less than 11 Students |
| SED | Orange | 28.7 points below standard | Maintained +2.5 points |
| SWD | | 132.5 points below standard | Increased Significantly +25.7 points |

---

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

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

California Science Test - Grade 5
32.66%-Percent of Students Who Meet or Exceed Standard
14.29% Level 4 Standard Exceeded
18.37% Level 3 Standard Met
57.14% Level 2 Standard Nearly Met
10.20% Level 1 Standard Not Met

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California School Dashboard – English Learner Progress Indicator (ELPI)

Overall- 42.6% moving towards proficiency

| | Color | DFS/Percentage | Change |
|---|---|---|---|
| English Learner Progress Indicator | | | |

| | Color | DFS/Percentage | Change |
|---|---|---|---|
| English Learner Progress Indicator | Green | 51.9% | Increased Significantly + 9.3 points |

---

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 Re-designated Fluent English Proficient (RFEP) Reclassification Rate -15%

English Learner Re-designated Fluent English Proficient (RFEP)
Reclassification Rate 17.3%

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| 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 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. | Teacher collaboration time was given prior to the beginning of the school year. All teachers participated in the 4 days of planning and collaboration that was provided. The focus of the planning/collaboration days was dedicated to reviewing and revising units of study and unit assessment. Tier II protocols were developed but the site developed writing program was placed on hold. | extra pay for planning and collaboration beyond the work day. 1000-1999: Certificated Personnel Salaries LCFF 14040.00 | extra pay for planning and collaboration beyond the work day. 1000-1999: Certificated Personnel Salaries LCFF 12690 |
| | | Fringes for extra pay for planning and collaboration beyond the work day. 3000-3999: Employee Benefits LCFF 3579.00 | Fringes for extra pay for planning and collaboration beyond the work day. 3000-3999: Employee Benefits LCFF 3248 |
| 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 was open 2 mornings a week, but the librarian has been out due to continued illness. So, the morning use of the library for academic reasons was not executed to capacity. | Classified extra pay 2000-2999: Classified Personnel Salaries LCFF 3253 | Classified extra pay 2000-2999: Classified Personnel Salaries LCFF 3253 |
| | | Classified benefits 3000-3999: Employee Benefits LCFF 452 | Classified benefits 3000-3999: Employee Benefits LCFF 452 |
| Supplemental materials and supplies for classroom instruction, | Supplemental materials for all classes across the school and all grade levels were acquired to | Supplemental Materials 4000-4999: Books And Supplies LCFF | Supplemental Materials 4000-4999: Books And Supplies LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| including assessments for all content areas<br>• Classroom supplies for instruction for all subjects<br>• Assessment materials for all subjects, such as paper and individual student headphones for testing accommodations both embedded and non-embedded<br>• STEAM materials to support designated and integrated ELD<br>• Technology and computer program licenses for teacher and student use | support instruction across all content areas. Headphones for students that are used for state and local assessments were also acquired as needed. Materials for designated and integrated ELD lessons was not utilized. Technology and other needed hardware was acquired for teacher and student use. | 22756 | 17416 |
| Literacy Planning, intervention, and coaching provided by TOSA<br><br>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. | Our site TOSA continues to support teachers and students through ongoing literacy planning, intervention articulation, and coaching cycles through out the school year. Extra duty for support staff was utilized to support students both in and out of the classroom where the focus was on all students. | TOSA Salary<br>1000-1999: Certificated Personnel Salaries<br>Title I<br>36779<br><br>TOSA Benefits<br>3000-3999: Employee Benefits<br>Title I<br>17102<br><br>TOSA Salary<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>46265<br><br>TOSA Benefits<br>3000-3999: Employee Benefits<br>LCFF<br>21512 | TOSA Salary<br>1000-1999: Certificated Personnel Salaries<br>Title I<br>48000<br><br>TOSA Benefits<br>3000-3999: Employee Benefits<br>Title I<br>22153<br><br>TOSA Salary<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>46265<br><br>TOSA Benefits<br>3000-3999: Employee Benefits<br>LCFF<br>21512 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Extra Duty/After school Enrichment Classes<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>4920 | Extra Duty/After school Enrichment Classes<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>1000 |
| | | Fringes for Extra Duty/After school Enrichment Classes<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>1254 | Fringes for Extra Duty/After school Enrichment Classes<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>255 |
| Paraprofessional-Bilingual: provide instructional support for EL students and intervention. (Salary & Extra Pay)<br>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. | The paraprofessional-bilingual provides daily instructional support for EL students in general education through tier I and tier II instruction in the classroom. Instructional aides have also provided student support as needed based on student performance data that has been provided by classroom teachers. | Paraprofessional Bilingual Salary and Extra Pay<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>27206 | Paraprofessional Bilingual Salary and Extra Pay<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>46337 |
| | | Paraprofessional Bilingual Benefit<br>3000-3999: Employee Benefits<br>LCFF<br>3779 | Paraprofessional Bilingual Benefit<br>3000-3999: Employee Benefits<br>LCFF<br>792 |
| | | Paraprofessional II Salaries<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>4502 | Paraprofessional II Salaries<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>7000 |
| | | Paraprofessional II Benefit<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>625 | Paraprofessional II Benefit<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>6436 |
| | | classified extra pay<br>2000-2999: Classified Personnel Salaries | classified extra pay<br>2000-2999: Classified Personnel Salaries |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | LCFF 29127 | LCFF 25000 |
| | | classified extra pay 2000-2999: Classified Personnel Salaries Title I 12085 | classified extra pay 2000-2999: Classified Personnel Salaries Title I 12000 |
| | | classified benefits 3000-3999: Employee Benefits Title I 1678 | classified benefits 3000-3999: Employee Benefits Title I 3667 |
| 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 | Accelerated Reader was purchased and used to develop motivation for student literacy across all grade levels. The Math Shelf subscription was acquired to promote supplemental math support in TK and K grade levels. | Math Shelf subscription for TK-K 4000-4999: Books And Supplies LCFF 1600 | Math Shelf subscription for TK-K 4000-4999: Books And Supplies LCFF 1600 |
| | | Reading Intervention/ Accelerated Reader 4000-4999: Books And Supplies LCFF 3800 | Reading Intervention/ Accelerated Reader 4000-4999: Books And Supplies LCFF 3800 |

## Analysis

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

Teacher collaboration time prior to the start of the year facilitated alignment of instructional goals, curriculum planning, and assessment strategies across grade levels, leading to cohesive and coordinated teaching practices for grade level units of study and teacher developed unit assessments. Site TOSA provided coaching and support to classroom teachers based on their needs which enhanced professional development opportunities, personalized support, and implementation of best practices, resulting in improved instructional quality and student outcomes. Morning school library access could have been influential, but the librarian was absent quite a bit and this dramatically impacted student access to the space and literacy resources. The paraprofessional-bilingual academic support improved access to academic content, enhanced communication and supported the academic progress of English language learners. Extra duty for support staff providing student support addressed students' social-emotional needs, facilitated early intervention for academic challenges, and promoted a positive school climate conducive to learning and well-being.

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 only major difference between the intended implementation and the budget proposed expenditure was the money allocated to opening the library prior to the school day..

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 budgetary allocation for opening the library prior to the start of the school day will be eliminated, Teacher planning/collaboration time will be changed to two days rather than four days prior to the start of the school and the teachers will have to provide a revised matrix of each grades unit is student along with revised unit assessments. TOSA support will continue and duties and responsibilities will be determined based on student performance data and teacher need (administration will collect data that will substantiate the support). Paraprofessional- bilingual will continue to support EL students specifically in ELA based on need. All of these proposed changes can be found on goal 1.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

## Goal 2 – Parent Engagement

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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Parent Participation in Stakeholder Input Processes | Parent Participation in Stakeholder Input Processes - 122 surveys | Parent Participation in Stakeholder Input Processes - 129 surveys |
| Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL)<br>Hispanic (Hisp)<br>African American (AA) | Family School Connectedness via Panorama Family Climate Survey<br><br>(ALL) (122 Responses)<br>Knowledge & Fairness of Discipline, Rules, and Norms- 90% -4<br>The Climate of Support for Academic Learning- 93% same<br>Sense of Belonging- 95% +1<br>Safety 96% same | Family School Connectedness via Panorama Family Climate Survey<br><br>(ALL) (129 Responses)<br>Knowledge & Fairness of Discipline, Rules, and Norms- 95% +5<br>The Climate of Support for Academic Learning- 97% +3<br>Sense of Belonging- 97% +2<br>Safety 99% +3 |
| The climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>All Students (ALL)<br>Hispanic (Hisp)<br>African American (AA) | The Climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>(ALL) (122 Responses)<br><br>A subgroup with no data     4 3%<br>Hispanic or Latino     57 47%<br>White     32 26%<br>Two or More Races/Ethnicities 26 21%<br>Confidentiality protected     6 5% | The Climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>(129 Responses)<br>English Learner 100%<br>Hispanic (Hisp) 98%<br>African American (AA) 98%<br>Asian 100%<br>Two or more races, 90%<br>All other 100% |

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

## Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | Substitutes were funded to support teachers to attend SST meetings. No expenses were accrued for behavioral consultants because behavior support was provided by the district at tier I, tier II, and tier III levels. No expenses were accrued to support student groups or families in need of support. Interventions were provided in the general and resource classrooms, as well as in the reading intervention class. | Funding for family and community consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000 | Funding for family and community consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000 |
| materials, and supplies for parent meetings, training, and events | No expenses accrued for materials and supplies for parent meetings, training, and events, because school administration held virtual meeting where supplies and materials were distributed digitally. | Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1387 | 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.

Funds were not fully allocated to support students and families at a school site; there are significant differences in goal implementation and budget expenditures. There were expenditures toward paying for teacher support for SST meetings for students, but materials and supplies related to family support were not utilized because all parent meetings were held virtually, and all supplies and materials were created and distributed digitally.

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 largest difference between the intended implementation and the actual expenditure is the ineffective use of Title I money for parent engagement opportunities.

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

Lack of funding directed towards supporting students and families at a school site leads to significant challenges in achieving goals and managing budget expenditures effectively. When investments are not made in student and family support, it directly impacts the school's ability to meet its objectives fully. For example, goals related to student achievement, well-being, and engagement can suffer due to insufficient resources allocated to programs and interventions that could enhance these areas. Expenditures might prioritize administrative costs or non-essential items, resulting in a shortage of critical resources necessary for student success. This situation often leads to decreased academic performance, higher rates of absenteeism, and heightened social and emotional difficulties among students. Conversely, strategic allocation of funds towards supporting students and families results in more effective goal implementation and improved outcomes across academic achievement, socio-emotional growth, and overall well-being domains.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

## 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<br>All Students (ALL) | Student Attendance Rates (2022-2023-as of 3/10/2023)<br>All Students (ALL) -96.2%<br>Hispanic: 96%<br>African American: 97%<br>EL: 95%<br>SWD: 97% | Student Attendance Rates (2023-2024 as of 5-15-2024)<br>All Students (ALL) -90.6%<br>Hispanic: 89.1%<br>African American: 90.1%<br>EL: 91.5%<br>SWD: 85.5% |

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Expected Outcomes:

| 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 |

Actual Outcomes:

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Red | 38.6% Chronically Absent | Increased Significantly 5.9 |
| EL | Red | 34.2% Chronically Absent | Maintained 0.1 |
| Hisp | Red | 41.7% Chronically Absent | Increased Significantly 7.7 |
| AA | | 45.5% Chronically Absent | Increased 22.4 |
| SED | Red | 39.6% Chronically Absent | Increased Significantly 9.1 |
| SWD | Red | 53.8% Chronically Absent | Increased 8.4 |

Suspension Rates:

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|

| Metric/Indicator | Expected Outcomes | | | | Actual Outcomes | | | |
|---|---|---|---|---|---|---|---|---|

| Metric/Indicator | | Expected Outcomes | | | | Actual Outcomes | |
|---|---|---|---|---|---|---|---|
| All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | All | Low | 0.3 | -1.9 | All | Blue | 0.3% suspended at least one day | Declined Significantly -1.9 |
| | EL | Very Low | 0 | - | EL | Blue | 0% suspended at least one day | Maintained 0 |
| | Hisp | Very Low | 0 | -1.3 | Hisp | Blue | 0% suspended at least one day | Declined Significantly -1.3 |
| | AA | NPD | 0 | -7.7 | AA | | 0% suspended at least one day | Declined -7.7 |
| | SED | Very Low | 0 | -1.9 | SED | Blue | 0.3% suspended at least one day | Declined Significantly -1.5 |
| | SWD | Very Low | 0 | -2.8 | SWD | Blue | 0% suspended at least one day | Declined -2.8 |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Expulsion Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Expulsion Rates 0%<br>All Students (ALL) 0%<br>English Learner (EL) 0%<br>Hispanic (Hisp) 0%<br>African American (AA) 0% | Expulsion Rates 0%<br>All Students (ALL) 0%<br>English Learner (EL) 0%<br>Hispanic (Hisp) 0%<br>African American (AA) 0% |
| Panorama Survey – School Connectedness<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Connectedness<br>All students:  80%<br>English Learner: 80%<br>AA: 75%<br>Hisp: 80% | Expulsion Rates 0%<br>All Students (ALL) 0%<br>English Learner (EL) 0%<br>Hispanic (Hisp) 0%<br>African American (AA) 0% |
| Panorama Survey – School Safety<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Safety<br>All students: 75%<br>EL: 82%<br>AA: 73%<br>Hisp: 82%<br>SED: 90% | Panorama Survey - School Safety<br>All students: 75%<br>EL: 82%<br>AA: 73%<br>Hisp: 82%<br>SED: 90% |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| 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 |
|---|---|---|---|
| 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,<br><br>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. | The success of our actions is reflected in the implementation of Coach Wooden's Pyramid of Success within our curriculum. Students continue to learn about the critical attributes of the pyramid, such as hard work, friendship, self-control, determination, skill, poise, and confidence. Still, they also actively exhibit these qualities to showcase their best. This integration aligns directly with the criteria outlined in ATSI (Additional Targeted Support and Improvement), ensuring that all students benefit from these targeted programs. The results of the service provided allow students to receive reinforcements such as recognition awards, RamStar behavior awards, and Ram Horn awards, reinforcing the values and principles of the pyramid of success while celebrating their achievements. Paper and card stock was purchased to support this service. Different medals and pins were also purchased to support the effort of reinforcement of character education at our site. | Supplies for awards and other incentives to build a positive culture and climate<br>4000-4999: Books And Supplies<br>LCFF<br>1000 | Supplies for awards and other incentives to build a positive culture and climate<br>4000-4999: Books And Supplies<br>LCFF<br>500 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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.<br><br>"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. | Throughout the school year, students have continued participating in anti-bullying lessons integrated with social-emotional learning (SEL) components. These lessons were facilitated by the school administration and counselor, who collaborated to plan and deliver ongoing sessions. The program "Second Step Bully Prevention" was implemented to promote school connectedness as indicated by the Panorama Survey's feedback on Safety and Belongingness. Students participated in monthly lessons addressing peer-to-peer relationships and the effects of behaviors like teasing and name-calling. | | |
| School Climate and Culture: Safe School Campus; Supervision Aide (Closed Campus-support)- supervision aides will provide students with a significant opportunity to connect with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during non-classroom time will promote students' connectedness and social-emotional well-being during structured and non-structured student-to-student interaction time both in and out of the classroom. | The integration of added time for support staff was a success in implementing the Supervision Aide program. This program ensures a safe school campus and nurtures a positive school climate. More visibility has been provided in and out of the classroom, not just during recess and lunches within the school environment. | Supervision Classified Salary<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>20254<br><br>Classified Benefits<br>3000-3999: Employee Benefits<br>LCFF<br>2791 | Supervision Classified Salary<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>20254<br><br>Classified Benefits<br>3000-3999: Employee Benefits<br>LCFF<br>2791 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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). | Attendance reinforcements have been purchased to support the attendance improvement initiative through this goal. The utilization of attendance punch cards and weekly/monthly student reinforcements have been supported by this action.<br><br>Teachers, school administration, families, and our counselor have employed a multi-tiered system of support at the site to handle behavior issues, and no monetary support was required to reinforce a decrease in the suspension rate. | Monitoring and rewards for improved attendance for combating against chronic absenteeism.<br>4000-4999: Books And Supplies<br>LCFF<br>1500 | Monitoring and rewards for improved attendance for combating against chronic absenteeism.<br>4000-4999: Books And Supplies<br>LCFF<br>500 |
| | | Monitoring and rewards for support to decrease suspension rate in students with disabilities<br>4000-4999: Books And Supplies<br>LCFF<br>1500 | Monitoring and rewards for support to decrease suspension rate in students with disabilities<br>4000-4999: Books And Supplies<br>LCFF<br>0 |

## Analysis

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

The most impactful action in this proposed goal was the allocation of funds for increased supervision/classified salaries. This allowed an increase in student/teacher support both in and out of the classroom. The allocation of supplies and materials to support proposed initiatives was not utilized effectively.

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 a large discrepancy in the use of funds to assist in improving chronic absenteeism, especially in the homeless and SWD demographic. Our goal was not met, but several reinforcement interventions that are supported in this section was not started until the last 1/3 of the 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 utilization of increased supervision time for support staff will continue. Qualitative data will be collected from teachers and support staff and documented based on what works and what does not. Also, attendance reinforcements for families and students will commence at the start of the school year, and the level of improvement will be measured in weekly reports generated via our SIS.

# Goals, Strategies, & Proposed Expenditures

# Goal 1

Increase Academic Achievement

## Goal Statement

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

## LCAP Goal

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

## Identified Need

To increase academic achievement, Rancho Mirage Elementary will work as a professional learning community to utilize benchmark data and CAASPP data for the following areas, create SMART Goals related to units of study development, and best instructional practices:
- ELA (Tier 2 reading intervention, claims/ targets) common lesson planning.
- Math Tier 2 intervention group development based on specific demographic and academic proficiency.
- English Language Learners (Designated ELD; ELPAC preparation; Vocabulary Development; Language Acquisition)
- Enrichment (Gr. TK-5)

RMES has been identified as a school site that qualifies for Additional Targeted Support and Improvement (ATSI) for three specific student groups: ELA student achievement for EL students and chronically absent for homeless students and students with disabilities. ATSI designated groups by data set: chronic absenteeism for ALL RMES students very high (38.6% +5.9), homeless very high (47.1%, which is a 7.4% increase), and students with disabilities very high (53.8%, which is an 8.4% increase). English Language Learners (ELs) have very low ELA performance based on CAASPP data (74 points below standard with a decrease of 48.1 points). The three student groups, homeless students, students with disabilities, and ELs, partnered with chronic absenteeism and low academic performance, qualify our school for Additional Targeted Support and Improvement (ATSI).

Academics:

ELA performance indicators were evident in the 2022-23 California dashboard. In the area of ELA, all students scored (yellow indicator), which is the medium range, showing -3.9 points below standard proficiency. EL students scored (red indicator) in a very low range, showing -74 points below standard proficiency. The SED student group scored (orange indicator) in the low range, showing -6.7 points below standard proficiency. Hispanic students also scored (orange indicator) in the low range, showing -26.1 points below standard proficiency. However, White students scored (green indicator) +44.9 points above standard proficiency.

Math performance indicators were evident in the 2022-23 California dashboard. All students scored (yellow indicator) in math in the medium range of -25.7 points

below standard proficiency. EL students scored (orange indicator) low – 28.7 points below standard proficiency. Hispanic students scored (orange indicator) low - 53 points below standard proficiency. However, white students scored (green indicator) +35 points above standard proficiency.

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

Spring STAR data 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 - 63.5%
Star Early Literacy Proficiency Rate- 45.5%
Star Math Current Student Growth Percentile- 51.7%
Star Math Proficiency Rate- 53.8%
Star Reading Current Student Growth Percentile- 64.2%
Star Reading Proficiency Rate- 53.8%

STAR Result Spring 2024 (continued)
 Red Yellow Blue Green
Grade 1 (55) 11% 11% 4% 71%
Grade 2 (53) 21% 9% 6% 64%
Grade 3 (57) 19% 18% 9% 54%
Grade 4 (62) 27% 18% 10% 45%
Grade 5 (60) 23% 13% 10% 53%

California Science Test - Grade 5
32.66%-Percent of Students Who Meet or Exceed Standard
14.29% Level 4 Standard Exceeded
18.37% Level 3 Standard Met
57.14% Level 2 Standard Nearly Met
10.20% Level 1 Standard Not Met

English Learner Redesignated Fluent English Proficient (RFEP)
Reclassification Rate

Overall 51.9%
RFEP 17.3% 9 of 52
ELL- 40% 24 of 60
IFEP 0%

English LearnerProficiency Levels (52 students)
Progressed at least one proficiency level- 51.9%
Maintained a level 36.5%
Decrease a level 11.5%

Grade 3 Math
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Concepts and Procedures Distribution

Level 4- 15%  L4- 21%  L3- 23%
Level 3- 13%  L3- 29%  L2- 46%
Level 2- 26%  L2- 21%  L1- 32%
Level 1- 47%  L1- 28%
55 students

Grade 3 ELA
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Reading and Listening Distribution
Level 4- 23%  L4- 18%  L3- 16%
Level 3- 21%  L3- 29%  L2- 58%
Level 2- 21%  L2- 27%  L1- 25%
Level 1- 35%  L1- 25%
52 students

Grade 4 Math
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Concepts and Procedures Distribution
Level 4-14%  L4- 14%  L3- 18%
Level 3- 20%  L3- 19%  L2- 43%
Level 2- 19%  L2- 32%  L1- 39%
Level 1- 48%  L1- 32%
59 students

Grade 4 ELA
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Reading and Listening Distribution
Level 4- 20%  L4- 20%  L3- 20%
Level 3- 17%  L3- 20%  L2- 50%
Level 2- 20%  L2- 13%  L1- 30%
Level 1- 43%  L1- 46%
60 students

Grade 5 Math
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Concepts and Procedures Distribution
Level 4-24%  L4- 15%  L3- 17%
Level 3- 14%  L3- 23%  L2- 42%
Level 2- 10%  L2- 25%  L1- 41%
Level 1- 53%  L1- 35%
59 students

Grade 5 ELA
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Reading and Listening Distribution
Level 4- 20%  L4- 39%  L3- 29%

Level 3- 37%  L3- 20%  L2- 50%
Level 2- 12%  L2- 17%  L1- 21%
Level 1- 31%  L1- 22%
59 students


There is a continued need for teacher and student support for academic and professional development in math, ELA, and Writing. There is also a continued need for classified support during classroom instruction. Not all students have demonstrated proficiency in ELA and Math, so there is an ongoing need to provide opportunities for teachers to have planning time, 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 | Baseline | | | | Expected Outcome | | | |

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

**Baseline**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Yellow | 3.9 points below standard | Decreased - 3.9 points |
| EL | Red | 74 points below standard | Decreased Significantly -48.1 points |
| Hisp | Orange | 26.1 points below standard | Decreased - 6.3 points |
| AA | | | Less than 11 Students |
| SED | Orange | 6.7 points below standard | Decreased - 5.7 points |
| SWD | | 131.3 points below standard | Increased +8.3 points |

**Expected Outcome**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Green | 0 points below standard | Increased +3.9 points |
| EL | Orange | 25 points below standard | Increased +49 points |
| Hisp | Yellow | 5 points below standard | Increased +21.1 points |
| AA | | | Less than 11 Students |
| SED | Yellow | 3 points below standard | Increased +3.7 points |
| SWD | Red | 111.3 points below standard | Increased +20 points |

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

**Baseline**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Yellow | 25.7 points below standard | Increased +5 points |
| EL | Orange | 88.6 points below standard | Decreased Significantly -30.6 points |
| Hisp | Orange | 53 points below standard | Decreased - 5.8 points |
| AA | | | Less than 11 Students |

**Expected Outcome**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Green | 0 points below standard | Increased + 25.7 points |
| EL | Yellow | 25 points below standard | Increased + 63.6 points |
| Hisp | Yellow | 25 points below standard | Increased + 28 points |
| AA | | | Less than 11 Students |
| SED | Yellow | 23 points below standard | Increased + 3.7 |

| **Metric/Indicator** | **Baseline** | **Expected Outcome** |
|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | SWD | 110 points below standard | Increased + 22.5 points |

**Baseline:**

| | | | |
|---|---|---|---|
| SED | Orange | 28.7 points below standard | Maintained +2.5 points |
| SWD | | 132.5 points below standard | Increased Significantly +25.7 points |

---

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

| California Science Test - Percent of Students Who Meet or Exceed Standard | California Science Test - Percent of Students Who Meet or Exceed Standard |
|---|---|
| Grade 5-40% (90 students tests) | Grade 5-__% (50 students tests) |
| 14% Level 4 Standard Exceeded | 20% Level 4 Standard Exceeded |
| 30% Level 3 Standard Met | 35% Level 3 Standard Met |
| 44%  Level 2 Standard Nearly Met | 35%  Level 2 Standard Nearly Met |
| 12% Level 1 Standard Not Met | 10% Level 1 Standard Not Met |

---

California School Dashboard – English Learner Progress Indicator (ELPI)

Overall- 42.6% moving towards proficiency

| | Color | DFS/Percentage | Change |
|---|---|---|---|
| English Learner Progress Indicator | Green | 51.9% | Increased Significantly + 9.3 points |

| | Color | DFS/Percentage | Change |
|---|---|---|---|
| English Learner Progress Indicator | Green | 51.9 points above standard | Increased Significantly Maintained |

---

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

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

## Students to be Served by this Strategy/Activity

X     All

## Timeline

07/01/2024-06/30/2025

## Person(s) Responsible

Principal, Grade Level Leads, TOSA

## Proposed Expenditures for this Strategy/Activity

| Amount | 8100 |
|---|---|
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | extra pay for planning and collaboration beyond the work day. |

| Amount | 2131.00 |
|---|---|
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Fringes for extra pay for planning and collaboration beyond the work day. |

| Amount | 1618 |
|---|---|
| Source | Title I |

| Budget Reference | 1000-1999: Certificated Personnel Salaries |
|---|---|
| Description | support for targeted professional learning opportunities to enhance teacher effectiveness |
| Amount | 412 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | fringes for targeted professional learning opportunities to enhance teacher effectiveness |

## Strategy/Activity 2

A range of engagement and enrichment activities including field trips guest speakers and assemblies will be provided two students during the school day and after the school day offered by community and school district resources, musical theater university, robotics, hand chimes group, Harper for kids, and Rotary events. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State standards. The impact of each enrichment activity will be measured through the distribution and collection of input surveys for students, teacher, staff and family members.

## Students to be Served by this Strategy/Activity

| X | All |
|---|---|

## Timeline

07/01/2024-06/30/2025

## Person(s) Responsible

RMES Principal, Teachers, and Support Staff

## Proposed Expenditures for this Strategy/Activity

| Amount | 6500 |
|---|---|
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | enrichment opportunities for student in all subject areas |

## Strategy/Activity 3

Supplemental instructional supplies, technology and equipment will be provided for the development and improvement of Tier 1 instruction in all classroom. This action will be monitored by the strategic analysis of student performance data (formative and summative), which will be reviewed by teachers and administration through out the school year.

## Students to be Served by this Strategy/Activity

X     All

## Timeline

07/01/2024-06/30/2025

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 17648 |
| **Source** | LCFF |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Items acquired may include but are not limited to wonders and bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, replacement bulbs, adapters and other technological items, classroom printers, Elmos and device insurance. |

# Strategy/Activity 4

Support will be provided for comprehensive literacy planning, intervention, and instructional coaching. This will be facilitated by the TOSA (Teacher on Special Assignment), who will provide support and services to teachers and support staff who directly work with students. This will be monitored for effectiveness through staff feedback following support sessions and increased student achievement on state and local assessment.

## Students to be Served by this Strategy/Activity

X     All

X     Specific Student Groups:
Tier 2 Intervention Reading and Math

## Timeline

07/01/2024-06/30/2025

## Person(s) Responsible

| TOSA, Principal, Teachers |
| --- |

## Proposed Expenditures for this Strategy/Activity

| Amount | 31963 |
| --- | --- |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | TOSA Salary |

| Amount | 14803 |
| --- | --- |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | TOSA Benefits |

| Amount | 54822 |
| --- | --- |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | TOSA Salary |

| Amount | 25389 |
| --- | --- |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | TOSA Benefits |

# Strategy/Activity 5

To achieve enhanced support for EL students and interventions, with an emphasis on ELA. The Paraprofessional-Bilingual role will offer instructional assistance (with corresponding salary and extra pay). Progress will be monitored by EL student performance on local and state assessments, including ELPAC.

## Students to be Served by this Strategy/Activity

X English Learner

| X | Specific Student Groups:<br>Tier 1, Tier 2 instruction and classroom support for the EL student group |
|---|---|

## Timeline

07/01/2024-06/30/2025

## Person(s) Responsible

Principal & Teachers

## Proposed Expenditures for this Strategy/Activity

| **Amount** | 29638 |
|---|---|
| **Source** | LCFF |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Paraprofessional Bilingual Salary and Extra Pay |

| **Amount** | 4116 |
|---|---|
| **Source** | LCFF |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Paraprofessional Bilingual Benefit |

| **Amount** | 5715 |
|---|---|
| **Source** | LCFF |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Paraprofessional II Salaries |

| **Amount** | 794 |
|---|---|
| **Source** | LCFF |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Paraprofessional II Benefit |

| | |
|---|---|
| **Amount** | 10000 |
| **Source** | LCFF |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | classified extra pay |

| | |
|---|---|
| **Amount** | 1389 |
| **Source** | LCFF |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | classified benefits |

## Strategy/Activity 6

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

## Students to be Served by this Strategy/Activity

X    All

## Timeline

07/01/2024-06/30/2025

## 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** | 2700 |
| **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 is committed to enhancing collaboration among the school, home, and community to improve attendance and academic performance. This will be achieved by providing families with family engagement opportunities that target not just all students, but also student groups with an identified need, Some of the activities to be provided but not limited to are Back to School Night, Parent-Teacher conferences, and family support events, to strengthen connections between school, home, and community by creating opportunities for parents to participate in celebrating students' academic and socio-emotional achievements, and promoting positive attendance habits and actively working to reduce chronic absenteeism through targeted efforts.

## LCAP Goal

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

## Identified Need

Rancho Mirage Elementary aims to boost collaboration between school, home, and the community to enhance students' academic performance and socio-emotional learning. This will be achieved by hosting meetings in English and Spanish throughout the 2024-2025 school year (scheduled for 9-10-2024, 10-8-2024, 1-14-2025, 3-11-2025, and 4-22-2025) to discuss family intervention strategies for academic progress, school budget, student attendance, and behavioral concerns. Translation services will be available at all school events as needed.
Parents and community partners are also needed to volunteer or participate in school activities, such as monthly PTG meetings, SSC meetings (scheduled for 8-13-2024, 9-26-23, 10-8-2024, 1-14-25, 3-11-25, and 4-25-25), ELAC reports from parent representatives, and other family engagement and support initiatives under safety guidelines.

## Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Parent Participation in Stakeholder Input Processes | Parent Participation in Stakeholder Input Processes - 129 surveys | Parent Participation in Stakeholder Input Processes - 150 surveys |
| Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL)<br>Hispanic (Hisp)<br>African American (AA) | Family School Connectedness via Panorama Family Climate Survey<br><br>Knowledge & Fairness of Discipline, Rules, and Norms 94%<br>The climate of Support for Academic Learning is 97% | Family School Connectedness via Panorama Family Climate Survey<br><br>(ALL) (150 Responses)<br>Knowledge & Fairness of Discipline, Rules, and Norms- 96% +2<br>The Climate of Support for Academic Learning- 98% +1 |

| **Metric/Indicator** | **Baseline** | **Expected Outcome** |
|---|---|---|
| | Sense of Belonging (Connected) 97%<br>Safety 99%<br>English Learner (EL) 75%<br>Hispanic (Hisp) 80%<br>African American (AA) 75% | Sense of Belonging- 98% +1<br>Safety 99% same |
| The climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>All Students (ALL)<br>Hispanic (Hisp)<br>African American (AA) | The Climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>(129 Responses)<br>English Learner 100%<br>Hispanic (Hisp) 98%<br>African American (AA) 98%<br>Asian 100%<br>Two or more races, 90%<br>All other 100% | The Climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>(ALL) (150 Responses)<br><br>A subgroup with no data     4 3%<br>Hispanic or Latino     57 47%<br>White     32 26%<br>Two or More Races/Ethnicities 26 21%<br>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

To achieve efficient and effective support for students in the identified groups (Homeless and SWD) experiencing chronic absenteeism, the student groups will be provided with engagement opportunities that will assist in improving student attendance. This will facilitate tailored strategic interventions and academic support, as well as behavior support, through meetings and classes designed for parents and community members in need of support. This activity will be monitored through the distribution and collection of survey input at the conclusion of specified events targeted at supporting the identified student groups.

## Students to be Served by this Strategy/Activity

X    Students with Disabilities

X    Specific Student Groups:
Homeless

## Timeline

07/01/2024-06/30/2025

## 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 classes and consultants |

# Strategy/Activity 2

RME will provide opportunities for educational partners to participate in parent meetings, training, and events.  These events will be provided to support family and community engagement across the entire student population. These activities will be monitored through event attendance rates and improved family survey outcomes.

## Students to be Served by this Strategy/Activity

X     All

## Timeline

07/01/2024-06/30/2025

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| Amount | 1114 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials and Supplies for engagement events |

# 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

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

## 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

Rancho Mirage Elementary is dedicated to fostering a healthy and safe learning environment by prioritizing students' sense of belonging. The school will collaborate with staff, families, and the community to tackle chronic absenteeism and enhance academic outcomes for all students, including those in the ATSI-identified groups (Homeless and SWD). This includes hosting meetings to discuss intervention strategies for attendance and academic needs, ensuring translation and accessibility at all school events, increasing supervision during various school times, and encouraging parental involvement through volunteering and participation in school-related activities. Special support will be provided to the identified student groups to address their unique needs and challenges.

Panorama Survey (Student) Winter 2024-2025
Climate Survey Results from Grades 3-5 (157 responses)
- Climate for Academic Learning 83%, -1 Green
- Knowledge and Fairness of Discipline, Rules, and Norms 78%, +2 orange
- Sense of Belonging 75% +1 Green
- Safety 60% +1 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, sense of belonging, and safety.

After the 23-24 school year, attendance percentage was approximately 91%. Chronically absent (ALL RMES students (38.6% +5.9), homeless (47.1%, which is a 7.4% increase), and students with disabilities (53.8%, which is an 8.4% increase) are areas that need extra focus.
Currently, the attendance percentage is approximately 94.6% school-wide. Chronically absent (ALL RMES students (10.37% from 38.6%), homeless (42.65 % from 47.1%), and students with disabilities (78% from 53.8%)

Grade 3 Math

Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Concepts and Procedures Distribution
Level 4- 15%  L4- 21%  L3- 23%
Level 3- 13%  L3- 29%  L2- 46%
Level 2- 26%  L2- 21%  L1- 32%
Level 1- 47%  L1- 28%
55 students

Grade 3 ELA
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Reading and Listening Distribution
Level 4- 23%  L4- 18%  L3- 16%
Level 3- 21%  L3- 29%  L2- 58%
Level 2- 21%  L2- 27%  L1- 25%
Level 1- 35%  L1- 25%
52 students

Grade 4 Math
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Concepts and Procedures Distribution
Level 4-14%  L4- 14%  L3- 18%
Level 3- 20%  L3- 19%  L2- 43%
Level 2- 19%  L2- 32%  L1- 39%
Level 1- 48%  L1- 32%
59 students

Grade 4 ELA
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Reading and Listening Distribution
Level 4- 20%  L4- 20%  L3- 20%
Level 3- 17%  L3- 20%  L2- 50%
Level 2- 20%  L2- 13%  L1- 30%
Level 1- 43%  L1- 46%
60 students

Grade 5 Math
Star Fall 2023  2024 Performance
State Benchmark 2024 Overall Distribution 2024 Concepts and Procedures Distribution
Level 4-24%  L4- 15%  L3- 17%
Level 3- 14%  L3- 23%  L2- 42%
Level 2- 10%  L2- 25%  L1- 41%
Level 1- 53%  L1- 35%
59 students

Grade 5 ELA
Star Fall 2023  2024 Performance

State Benchmark 2024 Overall Distribution 2024 Reading and Listening Distribution
Level 4- 20%  L4- 39%  L3- 29%
Level 3- 37%  L3- 20%  L2- 50%
Level 2- 12%  L2- 17%  L1- 21%
Level 1- 31%  L1- 22%
59 students

## Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Student Attendance Rates<br>All Students (ALL) | Student Attendance Population<br>All Students (ALL) -351<br>Hispanic: 227<br>African American: 13<br>EL: 85<br>SWD: 33<br>Homeless: 314<br>White: 94 | Student Attendance Rates (5-3-2024)<br>All Students (ALL) -94%<br>Hispanic: 96%<br>African American: 97%<br>EL: 95%<br>SWD: 94% |

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Red | 38.6% Chronically Absent | Increased Significantly 5.9 |
| EL | Red | 34.2% Chronically Absent | Maintained 0.1 |
| Hisp | Red | 41.7% Chronically Absent | Increased Significantly 7.7 |
| AA | | 45.5% Chronically Absent | Increased 22.4 |
| SED | Red | 39.6% Chronically Absent | Increased Significantly 9.1 |
| SWD | Red | 53.8% Chronically Absent | Increased 8.4 |

Expected Outcome:

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Red | 35% Chronically absent | Decrease 3.6 |
| EL | Red | 32% Chronically Absent | Decrease 2.2 |
| Hisp | Red | 38% Chronically Absent | Decrease 3.7 |
| AA | | 43% Chronically Absent | Decrease 2.5 |
| SED | Red | 37% Chronically Absent | Decrease 2.6 |
| SWD | Red | 50% Chronically Absent | Decrease 3.8 |

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Blue | 0% suspended at least one day | Maintained 0 |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

| | | | | |
|---|---|---|---|
| All | Blue | 0.3% suspended at least one day | Declined Significantly -1.9 |
| EL | Blue | 0% suspended at least one day | Maintained 0 |
| Hisp | Blue | 0% suspended at least one day | Declined Significantly -1.3 |
| AA | | 0% suspended at least one day | Declined -7.7 |
| SED | Blue | 0.3% suspended at least one day | Declined Significantly -1.5 |
| SWD | Blue | 0% suspended at least one day | Declined -2.8 |

| | | | |
|---|---|---|---|
| EL | Blue | 0% suspended at least one day | Maintained 0 |
| Hisp | Blue | 0% suspended at least one day | Maintained 0 |
| AA | Blue | 0% suspended at least one day | Maintained 0 |
| SED | Blue | 0% suspended at least one day | Maintained 0 |
| SWD | Blue | 0% suspended at least one day | Maintained 0 |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Suspension Rates:<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Panorama Survey - School Safety<br>Baseline Data: 72%<br>All students: 67% (-5pts)<br>EL: 65%<br>AA: 65%<br>Hisp: 68%<br>SED: | Panorama Survey - School Safety<br>Baseline Data: 97%<br>All students: 90% (+5pts)<br>EL: 90%<br>AA: 90%<br>Hisp: 89%<br>SED: 90% |
| Expulsion Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Expulsion Rates 0%<br>All Students (ALL) 0%<br>English Learner (EL) 0%<br>Hispanic (Hisp) 0%<br>African American (AA) 0%<br>Socioeconomically Disadvantaged (SED) 0%<br>Students with Disabilities (SWD) 0% | Expulsion Rates 0%<br>All Students (ALL) 0%<br>English Learner (EL) 0%<br>Hispanic (Hisp) 0%<br>African American (AA) 0% |
| Panorama Survey – School Connectedness<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Connectedness<br>Baseline Data: 82%<br>All students: 72% (-1pt) 201 responses<br>English Learner: 77%<br>AA: 50%<br>Hisp: 76% | Panorama Survey - School Connectedness<br>All students: 97%<br>English Learner: 95%<br>AA: 95%<br>Hisp: 94% |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | | |
| Panorama Survey – School Safety<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Safety<br>Baseline Data: 72%<br>All students: 70% (+3pts) 201 responses<br>EL: 76%<br>AA: 65%<br>Hisp: 76%<br>SED: 76% | Panorama Survey - School Safety<br>All students: 97%<br>EL: 92%<br>AA: 95%<br>Hisp: 94%<br>SED: 94% |
| Williams Facilities Inspection Results | Williams Facilities Inspection Results in compliance | Williams Facilities Inspection Results - in compliance |

## Planned Strategies/Activities

## Strategy/Activity 1

Character education, culture, and climate activities related to the building blocks of Coach Wooden's Pyramid of Success will be provided. The programs offered will directly relate to the criteria outlined in ATSI, which targets all students with chronic absenteeism (homeless and SWD) to provide students with a school connection and motivation. This activity will be monitored through the documentation of the event offered, event attendance data, and survey input opportunities provided to teachers, students, and families.

## Students to be Served by this Strategy/Activity

X     All

## Timeline

7/01/2024-6/30/2025

## Person(s) Responsible

All Staff Members

## Proposed Expenditures for this Strategy/Activity

| Amount | |
|---|---|
| | 1890 |

| **Source** | Title I |
|---|---|
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | book studies, guest speakers, and reinforcement, recognition opportunities to celebrate growth, including, but not limited to, RamStar behavior awards, Ram Horn awards, literacy initiatives, and attendance celebrations awards |

## Strategy/Activity 2

Students will be provided with anti-bullying and SEL lessons throughout the school year and reinforcement activities to promote a positive and proactive learning environment, such as assemblies, glow parties, and water days. The administration and the school counselor plan and implement ongoing lessons. Monthly SEL lessons and student recognition based on Panorama Survey data will also be provided to students, and a site counselor will support students in providing school connectedness (Safety and belongingness). This activity will be monitored through the strategic analysis of family and student panorama survey data.

## Students to be Served by this Strategy/Activity

| X | All |
|---|---|

## Timeline

7/01/2024-6/30/2025

## Person(s) Responsible

Principal, teachers, and counselor

## Proposed Expenditures for this Strategy/Activity

| **Amount** | 200 |
|---|---|
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | materials to support reinforcement activities to build the culture and climate within the student population |

## Strategy/Activity 3

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

## Students to be Served by this Strategy/Activity

X   All

## Timeline

7/01/2022-6/30/2023

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 20285 |
| **Source** | LCFF |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Supervision Classified Salary |

| | |
|---|---|
| **Amount** | 2817 |
| **Source** | LCFF |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Classified Benefits |

| | |
|---|---|
| **Amount** | 2500 |
| **Source** | Title I |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Utilize classified staff support  to enhance targeted instruction and improve student achievement, especially for students in need of additional support. |

| | |
|---|---|
| **Amount** | 347 |
| **Source** | Title I |
| **Budget Reference** | 3000-3999: Employee Benefits |

**Description** | Fringes for classified staff support to enhance targeted instruction and improve student achievement, especially for students in need of additional support.

## Strategy/Activity 4

Students will be provided with recognition opportunities for attendance improvement such as reinforcement activities that include but are not limited to themed assemblies, field trips, and other working expenses such as materials to promote recognition for students and families to combat chronic absenteeism. The programs offered by administration, counseling, and teachers will be directly related to the criteria set forth in ATSI that targets the chronically absent (Homeless and SWD). This activity will be monitored through the analysis of generated attendance data related directly to the identified student groups.

### Students to be Served by this Strategy/Activity

X | Students with Disabilities

X | Specific Student Groups:
Homeless

### Timeline

7/01/2024-6/30/2025

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Monitoring and rewards for improved attendance for combating against chronic absenteeism for homeless and 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** <br><br> 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, 2024 - June 30, 2025 | 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, 2024 - June 30, 2025 | Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant | 205,062 | None Specified |
| Technology Teacher on Assignment (TOSA) | July 1, 2024 - June 30, 2025 | 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** <br><br> 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, 2024 - June 30, 2025 | Parenting Classes on effective strategies and structures. Parent/community engagement events | 1,851 | LCFF |

| School Goal #3: Maintain Healthy and Safe Learning Environment | | | | |
|---|---|---|---|---|
| **Actions to be Taken to Reach This Goal**<br><br>Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development | **Start Date Completion Date** | **Proposed Expenditure** | **Estimated Cost** | **Funding Source (itemize for each source)** |
| Conscious Education Professional Development | July 1, 2024 - June 30, 2025 | Training, substitutes and accompanying books and materials | 3,703 | Title I |
| Youth Mental Health First Aid Training | July 1, 2024 - June 30, 2025 | 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 | $57,846 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $256,491.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I | 56,733 | 0.00 |
| Title I Part A: Parent Involvement | 1,114 | 0.00 |
| LCFF | 198,644 | 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 | $56,733.00 |
| Title I Part A: Parent Involvement | $1,114.00 |

Subtotal of additional federal funds included for this school: $57,847.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF | $198,644.00 |

Subtotal of state or local funds included for this school: $198,644.00

Total of federal, state, and/or local funds for this school: $256,491.00

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF | 198,644.00 |
| Title I | 56,733.00 |
| Title I Part A: Parent Involvement | 1,114.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 96,503.00 |
| 2000-2999: Classified Personnel Salaries | 68,932.00 |
| 3000-3999: Employee Benefits | 51,404.00 |
| 4000-4999: Books And Supplies | 28,152.00 |
| 5000-5999: Services And Other Operating Expenditures | 6,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 5,000.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF | 62,922.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 66,432.00 |
| 3000-3999: Employee Benefits | LCFF | 35,842.00 |
| 4000-4999: Books And Supplies | LCFF | 21,948.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 6,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 33,581.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 2,500.00 |
| 3000-3999: Employee Benefits | Title I | 15,562.00 |
| 4000-4999: Books And Supplies | Title I | 5,090.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 1,114.00 |

# 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 | | | | |
| Kristi Drake | | 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 9-19-2024.

Attested:

| | |
|---|---|
| | Principal, Dr. J. Shane Hagar on 10-1-2024 |
| | SSC Chairperson, Emily Culhan on 10-1-2024 |

# Title I and LCFF Funded Program Evaluation

| Goal #1: |
|---|
| Teachers will align their planning and instruction with California State Standards in English Language Arts, English Language Development, Math, and Science, aiming for students to demonstrate yearly progress meeting or surpassing these standards. They will implement a multi-tiered system of support, tailoring lessons to individual student requirements across all subjects. Emphasis will be placed on 21st Century Skills such as Collaboration, Creativity, Critical Thinking, and Communication in planning and teaching. Additionally, teachers will integrate Professional Learning Community (PLC) practices into collaboration, analyzing student performance data to address diverse student needs like Tier 2 interventions, GATE programs, and support for English Language Learners. |

| Actions/ Activities (Strategies) | What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:* | What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:* | Modification(s) based on evaluation results *Continue or discontinue and why?* |
|---|---|---|---|
| | | | |
| RME will provide teachers with a planning day prior to the start of the school year to review data and plan units of study. Focus of the planning day will be the essential standards being taught in each grade level, reviewing and revising common assessments, and making adjustments based on student performance data. Teachers will be provided with targeted professional learning opportunities that enhance teacher effectiveness and improve student academic achievement. This strategy will be evaluated through student improvement on Start test results and unit assessments. | 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 24-25 school year, money will continue to be allocated to pay daily stipends to teachers to sufficiently review and revise the units of study, unit assessments, and school-wide writing program. |
| A range of engagement and enrichment activities including field trips guest speakers and assemblies will be provided two students during the school day and after the school day offered by community and school district resources, musical theater university, robotics, hand chimes group, Harper for kids, and Rotary events. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State standards. The impact of each enrichment activity will be measured through the distribution and collection of input surveys for students, teacher, staff and family members. | Implementing a variety of student engagement and enrichment activities such as field trips, guest speakers, and assemblies is highly effective in promoting student success within a school setting. These activities offer students valuable opportunities to connect with real-world experiences, diverse perspectives, and practical applications of academic content. Field trips allow students to explore outside the classroom, fostering curiosity and enhancing their understanding of different subjects. Guest | | Providing students with the number of growth opportunities will allow the learning community to strengthen to enhance student motivation and connnectedness to school. |

| | | | |
|---|---|---|---|
| | speakers bring expertise and insights directly into the learning environment, inspiring students and offering new perspectives. Assemblies provide a platform for communal learning experiences, reinforcing key concepts and fostering a sense of community within the school. Overall, this strategy of diverse engagement and enrichment activities not only enriches learning but also deepens students' comprehension of the curriculum by making it more relevant and tangible to their lives. | | |
| Supplemental instructional supplies, technology and equipment will be provided for the development and improvement of Tier 1 instruction in all classroom. This action will be monitored by the strategic analysis of student performance data (formative and summative), which will be reviewed by teachers and administration through out the school year. | Even during the school closure, distance learning, and hybrid, laptops and ViewSonic were provided by the school district tech department. This significantly impacted our 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. | 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 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. |
| Support will be provided for comprehensive literacy planning, intervention, and instructional coaching. This will be facilitated by the TOSA (Teacher on Special Assignment), who will provide support and services to teachers and support staff who directly work with students. This will be monitored for effectiveness through staff feedback following support sessions and increased student achievement on state and local assessment. | 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 | There is nothing that is not working at this time. Our site TOSA has continued to work on a 0.6 FTE schedule in supporting students and staff. | For the 2024-2025 school year, we will continue utilizing the TOSA position to promote an atmosphere of support and growth for teachers and students. |

| Actions/ Activities (Strategies) | What is working and why? (Effective indicators) | What is not working and why? (Ineffective indicators) | Modification(s) based on evaluation results |
|---|---|---|---|
| | providing students with intentional opportunities to learn in many different ways. | | |
| To achieve enhanced support for EL students and interventions, with an emphasis on ELA. The Paraprofessional-Bilingual role will offer instructional assistance (with corresponding salary and extra pay). Progress will be monitored by EL student performance on local and state assessments, including ELPAC. | 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. | 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. | 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. |
| To achieve comprehensive support in improving literacy in both reading and math, educational subscriptions and technology resources will be for teachers and students to utilize for both tier I and tier II instruction. By providing access to the aforementioned resources, teachers and students will receive assistance in-class to enhancement of reading, math vocabulary, phonics, and comprehension skills. This activity will be monitored through the analysis of local and district Reading and Math assessments that will be regularly reviewed by teachers and administration. | 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 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. | This action for technology and instructional materials is working, but we did not provide funded translation support through this action. | 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 funds for materials and supplies. |

| Goal #2: |
|---|

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

| Actions/ Activities (Strategies) | What is working and why? (Effective indicators)  *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:* | What is not working and why? (Ineffective indicators)  *Specific evidence/indicators showing that this activity or strategy is not working, including:* | Modification(s) based on evaluation results  *Continue or discontinue and why?* |
|---|---|---|---|
| | | | |

| To achieve efficient and effective support for students in the identified groups (Homeless and SWD) experiencing chronic absenteeism, the student groups will be provided with engagement opportunities that will assist in improving student attendance. This will facilitate tailored strategic interventions and academic support, as well as behavior support, through meetings and classes designed for parents and community members in need of support. This activity will be monitored through the distribution and collection of survey input at the conclusion of specified events targeted at supporting the identified student groups. | This activity was not performed. | | |
| --- | --- | --- | --- |
| RME will provide opportunities for educational partners to participate in parent meetings, training, and events. These events will be provided to support family and community engagement across the entire student population. These activities will be monitored through event attendance rates and improved family survey outcomes. | | | |
| | This activity was not performed because of the continued restriction to outside people on campus. | There is nothing that is not working at this time, because there was no money spent for this action. | We will use the allocated money to support parent involvement activities for the 2024-2025 school year. |

| **Goal #3:** |
| --- |
| The goal is for students to cultivate self-respect and a deep understanding of the importance of respecting others, thereby contributing to the establishment of a secure and nurturing learning environment. This involves instilling in students a sense of self-worth and dignity, encouraging them to take pride in their actions and decisions while also recognizing and valuing the diversity and perspectives of their peers. By fostering mutual respect, empathy, and positive interactions among students, the school aims to create an atmosphere where everyone feels valued, heard, and safe, fostering optimal learning and growth for all. |

| Actions/ Activities (Strategies) | What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:* | What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:* | Modification(s) based on evaluation results *Continue or discontinue and why?* |
| --- | --- | --- | --- |
| | | | |
| Character education, culture, and climate activities related to the building blocks of Coach Wooden's Pyramid of Success will be provided. The programs offered will directly relate to the criteria outlined in ATSI, | The Pyramid of Success was utilized in limited classrooms this year. 3 classes participated in virtual assemblies that related to the Pyramid of | Not all classes participated in the virtual assemblies. but all grade levels utilized Ramhorn tickets as an incentive and climate builder | I am keeping the original goal to ensure that it remains in place because we have returned to full-time in- |

| | | | |
|---|---|---|---|
| which targets all students with chronic absenteeism (homeless and SWD) to provide students with a school connection and motivation. This activity will be monitored through the documentation of the event offered, event attendance data, and survey input opportunities provided to teachers, students, and families. | 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. | for all students across the school | person instruction in all content areas. |
| Students will be provided with anti-bullying and SEL lessons throughout the school year and reinforcement activities to promote a positive and proactive learning environment, such as assemblies, glow parties, and water days. The administration and the school counselor plan and implement ongoing lessons. Monthly SEL lessons and student recognition based on Panorama Survey data will also be provided to students, and a site counselor will support students in providing school connectedness (Safety and belongingness). This activity will be monitored through the strategic analysis of family and student panorama survey data. | 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. | There is nothing that is not working at this time. | 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. |
| Supervision Aide (Closed Support)-supervision aides will provide students and the learning environment with much-needed visibility and strategic interaction opportunities for students to strengthen connections with more positive and caring adults on campus. Supervision staff's ability to provide visibility and availability to students during in-class and non-classroom time will promote students' connectedness and social-emotional well-being during structured and non-structured student-to-student interaction time both in and out of the classroom. This activity will be monitored through daily documentation of support staff schedules and the monthly analysis of qualitative feedback collected from teachers, support staff, and students through the application of survey input. | 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. | 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. | Supervision time on campus will continue to be increased to provide students and staff more support during recess, lunch, and during instruction. |
| Students will be provided with recognition opportunities for attendance improvement such as reinforcement activities that include but are not limited to themed assemblies, field trips, and other working expenses such as materials to promote recognition for students | This activity was not performed. | Because there was no recognition for perfect attendance, this action was not utilized to its fullest potential. | Attendance monitoring and student recognition for improved attendance will take place each trimester to promote the climate and culture of the school. Also, providing family |

| | | | |
|---|---|---|---|
| and families to combat chronic absenteeism. The programs offered by administration, counseling, and teachers will be directly related to the criteria set forth in ATSI that targets the chronically absent (Homeless and SWD). This activity will be monitored through the analysis of generated attendance data related directly to the identified student groups. | | | support with the partnering with the district family engagement center will assist in combating chronic absenteeism and our ATSI designation. |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Identified Need

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

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

# Annual Measurable Outcomes

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

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

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

# Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

# Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year.  The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

     i.    strengthen the academic program in the school,

     ii.    increase the amount and quality of learning time, and

     iii.    provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

  c.  Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

     i.    strategies to improve students' skills outside the academic subject areas;

     ii.    preparation for and awareness of opportunities for postsecondary education and the workforce;

     iii.    implementation of a schoolwide tiered model to prevent and address problem behavior;

     iv.    professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

     v.    strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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