

The Single Plan for Student Achievement



School: Raymond Cree Middle School
CDS Code: 33-67173-6059109
District: Palm Springs Unified School District
Principal: Bernie Marez Director
Revision Date: 07/01/2017 - 6/30/2018

X This certifies that updates to my SPSA are completed

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Raymond Cree Middle School's Vision and Mission Statements

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

School Profile

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

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

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

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

Raymond Cree Middle School curriculum is aligned with state and district standards. All teachers are implementing the new California Common Core Standards and NGSS . Professional development is provided to ensure rigorous and relevant instructional strategies for student achievement. To ensure that all standards are addressed, teachers follow district-wide course outlines in academic content areas. SBAC formative assessments are periodically administered to determine the effectiveness of classroom instruction and to monitor student progress. Raymond Cree Middle School's academic goals mirror the district goals which are in line with the California Department of Education goals.

To ensure the needs of our students and staff are meet, Raymond Cree Middle School has five areas of concentration:

FIRST BEST INSTRUCTION - Collaboration routines, Write from the Beginning & Beyond, Instructional software support, Close reading, Math, ELA, History, Science focused differentiation

TEACHER COLLABORATION/PROFESSIONAL DEVELOPMENT

TARGETED STUDENT SUPPORT/ENRICHMENT/EXTENDED LEARNING

DESIGNATED AND INTEGRATED ELD

PARENT PARTICIPATION

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This year, 68% of students (588), 72 English Speaking and 8 Spanish Speaking families), and 30% (12) of teachers responded to the Title I Survey.

Spanish speaking parents reported that the counselor had no discussions about goal setting and graduation requirements with them, English speaking parents reported no discussions. When asked about goal setting, grad requirements, college plan, and career planning, 20.59% - 35.71% reported their counselor spoke to them regarding their goals, high school requirements, and career planning. On the other hand, approximately 60% of the parents reported knowing the standards their child was expected to master.

Responding parents who brought concerns to administration feel that administration and teachers are responsive when they have concerns. Similarly, parents feel that the school notifies them in a timely manner when their child is not doing well in school. 430 students (51.39%) said that teachers showed them how to improve on their tests and taught them test-taking strategies.

Mail, email, and telephone calls are the preferred method of notification for English and Spanish speaking parents preferred phone call as the method of notification (78.18%). However, most parents expressed that the school should do auto-dialers before a day in advance to the event, but receives too many auto-dialer calls from the district.

84.72% of English speaking parents and 100% of Spanish speaking parents surveyed have a computer at home connected to the internet. 79.56% of students indicated they have access to a computer at home.

While doing work in class 74.16% (436) of students indicated that teachers clearly explain how to do work. 70.75% indicated that teacher check to make sure students are doing work correctly, and 85.71% indicate that teachers give examples of how to do assigned work.

52.72% of students indicated that they would do better in school if they worked harder, while 53.23% expressed that they would do better if teacher explained better what is expected.

52.8% of the students stated that administrators come into their classes once per month or more. 52.38% of the students stated that once per month or more they are assigned assignments that require using a computer. Parents report that students spend the most time on both English language Arts and Math homework. Students reported that they spend more time on Math than English Language Arts.

48.18% of student indicated that they could use extra help in Math, while 33.62% could use extra help in ELA, and 22.013% of student indicated they could use help in Science, and 31.37 in Social Students. When students were asked how they learned best, 42% indicated that when the content they are learning applies to real life while 49.4% indicated that they learn best when content is connected to what they already know.

When students were asked how they spend their time in CORE classrooms, 42.2 indicated they work by themselves and only 17% responded they spend time working in groups a lot, and 40.85% of time is spent on teacher instructions.

40% of parents want training on how to help their children with homework and 7.2% on adolescent behavior. 27.27% parents are asking for additional training in Math, English, and Science. As well as the Spanish speaking parents are asking for training classes in English.

When parents were asked "does your school reasonably include students, parents, and community members in decision that affect them.", 72% of English speaking parent responded yes. 73.47% of Spanish speaking parents responded yes. When parents were asked "Does your school provide a caring and connected environment that encourages parent/community involvement.": 87.5% of English speaking parents responded with yes, while 97.73 of Spanish speaking parents responded with yes.

Among teachers, 75% knew the roles and responsibilities of School Site Council. The teachers felt overwhelmingly (85%) that school to home communications, Parent Teacher Conferences and Parent training encouraged parent and community involvement. Like the students, most teachers (41%) are visited once or more per month by administration and received feedback after visits.

41.6% of teachers want to continue professional development activities around project based learning, while 25% want to dig deeper in the CCSS units of study. 55% of teachers would like training on implementing technology in the the common core classroom. 83% of teachers prefer professional development during district minimum days, while 25% during district PD days, subs provided. 25% of teachers would like more examples of performance tasks in order to prepare for the SBAC next year and more training on CCSS assessments.

When asked how often teachers collaborate with other teacher around implementing research based instructional strategies 33% responded a few times a month. When teachers were asked in the school provides a caring and connecting environment that encourages parent/community involvement, 70% responded yes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The district provides trend analysis of state assessments on an annual basis. This year, we will monitor the goals in the California School Dashboard to drive our areas of focus. Staff will utilize common core type assessments, which consist of pre and post tests to evaluate the effectiveness of their instruction. All staff has been trained in the use of School City which allows for additional data disaggregating. This year we will be transitioning away from OARS so we will be experiencing a learning curve with our new system. SBAC assessments data are used throughout the year to measure progress and plan instructional interventions as necessary.

ELA

Based on district projections: Overall results for RCMS the last three years have shown a leveled result pattern. Overall baseline data for current year in ELA is projected to be in Orange, with specific subgroups as follows: EL - red, Hispanic - Orange, AA - Red, SED-Orange, SWD - Red. In order to narrow our focus this year; RCMS will be working with the consultant firm Principals Exchange to restructure our instructional approach based on CAASPP claims, standards and five specific units of study that are aligned with common assessments, data review sessions, Meta sessions and Mega sessions for progress monitoring.

MATH

Based on district projections: Overall results for RCMS the last three years have shown a leveled result pattern. Overall baseline data for current year in Math is projected to be in Yellow, with specific subgroups as follows: EL - red, Hispanic - Yellow, AA - Red, SED-Yellow, SWD - Red. In order to narrow our focus this year; RCMS will be working with the consultant firm Principals Exchange to restructure our instructional approach based on CAASPP claims, standards and five specific units of study that are aligned with common assessments, data review sessions, Meta sessions and Mega sessions for progress monitoring.

Staffing and Professional Development

2. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

PSUSD has strategically planned professional development to ensure teachers have access to results based instructional strategies in core curricular areas. This year, the focus is on implementing a new ELA adoption, continue with Math adoption, NGSS, integrated and designated ELD, lesson planning, and curricular maps based on the Common Core Standards. Teachers are collaboratively planning Common Core aligned lessons. Staff development includes, Thinking Maps - Write from the Beginning & Beyond, close reading, productive partnering routine, depth of complexity icons.. Teachers have access to training in results based strategies such as Thinking Maps, Cognitively Guided Direct Instruction, Special Education, and GATE Instruction. All teachers are trained and participate in data teams to analyze student performance data to further instruction. A district funded Math coach provides support in lesson planning, Common Core instructional shifts, math modeling, and Number Talks. All teachers participate in district level curricular collaboration. A district based technology tech and site technology team will provide training and support in the effective implementation of technology in instruction as we go 1:1. Students in Math Support classes will participate in a blended learning pilot designed to individualize instruction based on student needs.

3. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive training and on-going coaching in Carnegie, Mathia, and Studysync. Reading Plus is a support component for students. Other ongoing instructional supports that are in place for our teachers consist of a math coach assigned to our site to provide insight and feedback on their instructional practices. Math TOSA will support teacher support for our two strategic Math classes per grade level.

4. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet bi-monthly in their vertical curricula departments and meet weekly to discuss current data, content, and lesson planning design. Grade level curricular, special education, elective teachers share a common preparation period that allows them to meet regularly. 6th grade academy teachers meet almost daily for common core preparation. Grade level content teachers meet weekly during their preparation period to address curriculum and cross curriculum implementation and student data analysis. Our tech coach is on the district monthly collaborative team for elective teachers. The Science teachers are working with the new NGSS standards and Project Prototype to design lessons, and analysis data. We created a PLC calendar where content teams meet to collaborate on units of study and year at a glance pacing guides. Lessons will be placed in RCMS Site Resources Google Drive that all staff members have access to for system of practices.

Teaching and Learning

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Palm Springs Unified School District has adopted State approved CCSS curriculum in Reading, Math, NGSS in Science. Raymond Cree uses Study Sync for Language Arts. Learning targets are posted and reviewed daily. All grade levels participated in the Smarter Balanced Assessments, which will provide the school with student achievement data in English and math. Palm Springs Unified School District and Raymond Cree began the implementation of the new Next Generation Science Standards. 8th grade students took the Science California Standards tests. Special Education students who qualified took the CAA assessment.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials adopted by PSUSD are standards based. 2017-2018 we will be rolling out a 1:1 digital device t will provide parents access to copies of digital textbooks.

Opportunity and Equal Educational Access

7. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Raymond Cree Middle School provides various opportunities for under performing students. English Language Learners who are identified as Beginning, Early Intermediate or Intermediate, according to their ELPAC score, and have not lived in the United States for longer than four years, who are classified as a designated ELD students will be placed in homogenous classes. The integrated English learners will receive instruction in the main stream. All students will have access to Reading Plus as an intervention for home use and segments in ELA 7 & 8. Newcomers will be enrolled in a strategic support class during the school day in addition to their mainstream ELA class. Students in 6th grade are scheduled into classes within a school academy of double block classes which allow the teachers to adjust instructional time as needed to facilitate mastery of standards. Honors classes are available in the 6th grade academy

All essential students with failing grades in multiple core content classes attend "Ahead of Game", which is an after school academic intervention program. Also, the essential students meet weekly with the prevention specialist, who reviews the academic progress of the essential students and reviews the progress with their parents. All elective teachers incorporate Common Core English Language Arts and Math skills into their curricula. Those students who excel in math are afforded the opportunity to take an accelerated math so they will be able to access higher levels of Math- Calculus or Statistics in high school. Proficient and Advanced students may select Honors classes in 7th and 8th grade. We will be providing two strategic math classes per grade level for students identified below benchmark. Classes will last one trimester as students with a progress monitoring to assess progress and modification to support as needed. All students are provided with psychological services when deemed appropriate. Raymond Cree works with the ASES program and the YMCA to offer additional interventions after school.

Parental Involvement

8. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family resources that are available at Raymond Cree including volunteer positions, serving on various school committees, supervising and chaperoning duties, PTG, Project 2 Inspire, Parental Involvement, School Site Council, ELAC, district parent groups. In 2017-2018 Raymond Cree will have a fully functional parent center and will host monthly parent trainings.

School Resources include the availability of staff tutoring services, the school psychologist, the counselors, one of which is bilingual, a prevention specialist, who works closely with essential students and study skills students, the librarian, PLUS program, Peer Conflict mediation, Youth Accountability Team, School Attendance Review Team, and Instructional Aides.

District Resources that are available to assist under-achieving students are the Directors of Elementary and Secondary Curriculum, Coordinator of Assessment and Data Analysis, English Learners, Parent Participation, Director of State and Federal Programs, Director of Pupil Personnel, Professional Development, Technology Services, and Teachers on Special Assignment for GATE, Technology, Special Education, Secondary Curriculum and ELL. Also, the district provides grants that assist in paying for library materials, professional development, attendance, Safety and Drug Free curriculum and various other programs.

Community Resources include Rotary, Booster organizations, Palm Springs Police Department, Local Business, City of Palm Springs, Anderson Grants, National Charity League, Booster Patron Store, McDonald's, the Dollar Store, Lions Club, Ophelia Project, other local community, business, and religious organizations.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

For the 2017-2018 school year, there is a total of \$131,491 LCAP resources. The money will be spent as followed to meet district aligned goals:

Academic Achievement - \$223,033

Parent Community Partnership - \$21,471.00

Safe Learning Environment - 13,200.00

Training, supplies, and teaching staff are funded through categorical funds. Students who are identified as long-term English Learners (lived in the US more than 5 years) are scheduled in sheltered classes focusing on language development and grade level content and standards are scheduled in designated and integrated classes. Professional development is provided to ensure teachers implement this instruction effectively. Instructional staff and supplies for these classes are funded through LCAP funds.

A 1:1 program be will available at all grade levels which will provide students and parents access to academic support 24/7. Interventions include support classes during the school day, after school and summer extended learning for intervention support in ELA, Math, Science, Reading and enrichment. Parents provide training to other parents through our parent center, and ATP program.

Description of Barriers and Related School Goals

These are SBAC outcomes used to establish monitor goals. Math continues to be a area of need in middle schools throughout the county. Due to new assessments and curriculum, intervention needs are still developing. Response to Intervention plan is not fully developed and consistently applied. The school's achievement gap for English Language Learners is an area of focus. The school's achievement gap for students of low socio-economic status persists. School discipline practices are inconsistent across different student groups. Student access to and use of technology is inconsistent at home. These are all areas of growth for the foreseeable future.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	296	250	284	289	242	278	288	242	277	97.6	94.2	97.9
Grade 7	314	311	233	310	301	226	309	299	226	98.7	94.4	97
Grade 8	341	318	309	330	308	303	325	307	303	96.8	94.5	98.1
All Grades	951	879	826	929	851	807	922	848	806	97.7	94.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2481.4	2481.0	2481.1	7	9	7.22	23	27	21.66	31	23	28.88	39	42	42.24
Grade 7	2492.1	2497.3	2496.5	5	6	10.18	21	25	19.91	29	24	27.43	45	44	42.48
Grade 8	2542.4	2526.5	2521.6	7	7	8.91	34	31	29.04	33	25	19.80	25	37	42.24
All Grades	N/A	N/A	N/A	6	7	8.68	26	28	23.95	31	24	25.06	36	41	42.31

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	10	14	12.27	48	40	44.77	43	46	42.96	
Grade 7	8	14	16.81	43	44	39.38	49	42	43.81	
Grade 8	16	18	17.82	51	44	37.29	32	38	44.88	
All Grades	11	15	15.63	47	43	40.45	41	42	43.92	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	13	12	10.14	40	38	37.68	47	50	52.17
Grade 7	9	9	14.67	40	44	37.78	50	47	47.56
Grade 8	17	15	13.53	49	43	41.91	32	42	44.55
All Grades	13	12	12.69	43	42	39.30	43	46	48.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	5	11	9.39	71	64	65.70	24	25	24.91
Grade 7	5	8	7.52	61	59	55.31	34	33	37.17
Grade 8	13	11	10.89	67	67	65.68	19	21	23.43
All Grades	8	10	9.43	66	63	62.78	25	27	27.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	20	16.61	58	53	46.93	27	27	36.46
Grade 7	11	15	18.14	54	50	41.59	34	35	40.27
Grade 8	19	14	22.77	53	55	39.60	27	31	37.62
All Grades	15	16	19.35	55	53	42.68	29	31	37.97

Conclusions based on this data:

1. Overall results for RCMS the last three years have shown a leveled result pattern. Overall baseline data for current year in ELA is projected to be in Orange, with specific subgroups as follows: EL - red, Hispanic - Orange, AA - Red, SED-Orange, SWD - Red.
2. Over the last three years the outcomes in reading, writing & listening have mirrored those of the school overall results with leveled results with a deviation of 2-3 points. up or or down in established bands.
3. In order to narrow our focus this year; RCMS will be working with the consultant firm Principals Exchange to restructure our instructional approach based on CAASPP claims, standards and five specific units of study that are aligned with common assessments, data review sessions, Meta sessions and Mega sessions for progress monitoring.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	296	251	284	291	241	279	289	240	279	98.3	93.4	98.2
Grade 7	314	310	234	310	299	227	308	299	227	98.7	94	97
Grade 8	341	318	310	331	309	308	327	309	308	97.1	94.8	99.4
All Grades	951	879	828	932	849	814	924	848	814	98.0	94.1	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2459.6	2467.3	2481.9	7	7	11.11	12	12	14.70	28	33	27.60	53	48	46.59
Grade 7	2471.3	2482.3	2479.9	5	8	6.61	10	16	12.78	31	24	29.52	54	51	51.10
Grade 8	2497.7	2492.7	2504.0	7	9	10.06	15	11	11.69	24	26	26.95	53	54	51.30
All Grades	N/A	N/A	N/A	6	8	9.46	12	13	13.02	27	27	27.89	54	51	49.63

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	10	10	16.49	25	28	25.09	65	63	58.42	
Grade 7	7	14	11.89	26	27	25.99	66	59	62.11	
Grade 8	10	12	16.23	32	26	27.27	57	61	56.49	
All Grades	9	12	15.11	28	27	26.17	63	61	58.72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	4	8	11.11	43	37	36.92	52	55	51.97
Grade 7	7	10	8.37	37	34	41.41	56	56	50.22
Grade 8	7	9	11.36	49	53	37.66	44	37	50.97
All Grades	6	9	10.44	43	42	38.45	51	49	51.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	8	14.70	45	45	39.43	47	47	45.88
Grade 7	6	10	9.69	70	53	52.86	24	38	37.44
Grade 8	9	8	8.77	50	50	47.40	40	41	43.83
All Grades	8	9	11.06	55	50	46.19	37	42	42.75

Conclusions based on this data:

1. Based on district projections: Overall results for RCMS the last three years have shown a leveled result pattern. Overall baseline data for current year in Math is projected to be in Yellow, with specific subgroups as follows: EL - red, Hispanic - Yellow, AA - Red, SED-Yellow, SWD - Red.
2. Over the last three years the outcomes in concepts & procedures, problems solving & modeling / data analysis, communicating reasoning demonstrating ability to support math conclusions have mirrored those of the school overall results with leveled results with a deviation of 3-5 points. up or or down in established bands.
3. In order to narrow our focus this year; RCMS will be working with the consultant firm Principals Exchange to restructure our instructional approach based on CAASPP claims, standards and five specific units of study that are aligned with common assessments, data review sessions, Meta sessions and Mega sessions for progress monitoring.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	5	22	10	31	36	44	37	26	23	12	1	11	15	14	12
7	1	17	24	41	41	34	31	20	19	14	5	9	11	16	14
8	12	6	19	42	49	32	37	25	19	2	11	10	8	10	19
Total	6	15	17	38	42	37	35	24	21	10	6	10	12	13	15

Conclusions based on this data:

1. Based on district projections: Overall results for RCMS the last three years have shown a leveled result pattern. Overall baseline data for current year in ELA is projected to be in Orange, with specific subgroups as follows: EL - Red
2. Targeted EL would benefit from Intensive intervention for newcomers with specific curriculum with StuySyn; accompanied by before school, and Saturday intensive instruction.
3. We will be transitioning from CELDT to the ELPAC Exam in the Spring of 2018. There will also be an emphasis in the use of Integrated and designated ELD campus wide to support EL's.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	23	23	10	34	34	41	24	24	23	1	1	11	18	18	15
7	16	16	25	39	39	33	20	20	17	6	6	8	18	18	16
8	5	5	21	47	47	27	24	24	19	14	14	8	9	9	25
Total	15	15	18	40	40	34	23	23	20	7	7	9	15	15	18

Conclusions based on this data:

1. Based on district projections: Overall results for RCMS the last three years have shown a leveled result pattern. Overall baseline data for current year in ELA is projected to be in Orange, with specific subgroups as follows: EL - Red
2. Targeted EL would benefit from Intensive intervention for newcomers with specific curriculum with StuySyn; accompanied by before school, and Saturday intensive instruction.
3. We will be transitioning from CELDT to the ELPAC Exam in the Spring of 2018. There will also be an emphasis in the use of Integrated and designated ELD campus wide to support EL's.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	212	197	216
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	212	197	216
Number Met	114	93	140
Percent Met	53.8%	47.2%	64.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	20	195	19	185	18	203
Number Met	--	82	4	70	6	108
Percent Met	--	42.1%	21.1%	37.8%	33.3%	53.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	No	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		yes	yes
Met Percent Proficient or Above		--	no
Mathematics			
Met Participation Rate		yes	yes
Met Percent Proficient or Above		--	no

Conclusions based on this data:

1. Raymond Cree Middle School did an excellent job ensuring all English Learners are tested.
2. 15 16 AMAO 1 realized a 17% increase over previous year. AMAO 2 target met
3. Continue our integrated approach to ELD, and increase intervention opportunities for phases 1-5.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6561	6602	6,691
Percent with Prior Year Data	100.0		100
Number in Cohort	6560	6599	6,691
Number Met	3913	3859	3,942
Percent Met	59.6	58.5	58.9
NCLB Target	59.0	60.5	62.0%
Met Target	Sí	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4755	2826	4857	2886	4,843	2,969
Number Met	1299	1317	1314	1388	1,284	1,473
Percent Met	27.3	46.6	27.1	48.1	26.5	49.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Sí	No	Sí	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Sí	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Sí	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The annual growth NCLB target realized a rate of 62%
2. Every year consistently, Raymond Cree Middle School meets the participation rate in English Language Art and Math.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement																		
LCAP GOAL:																		
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness																		
LCAP ALIGNED SCHOOL GOAL #1:																		
Palm Springs Unified School District Long Term Academic Achievement Goal: All students attending Raymond Cree Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, social studies and science as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2017/18 school year the LCAP aligned school goal was for an increase of between 4% and 6% in the number of students meeting standards proficiency in both mathematics and language arts.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT																		
A – CA School Dashboard Academic Indicator ELA	Orange (-49.3, 2)	7 to 20 points	-42.0	Red (-71.9, 8.6)	20 or more points	-51.9	Orange (-57.2, -1.5)	7 to 20 points	-50.2	Red (-92.3, 1.4)	20 or more points	-72.3	Orange (-57.2, -1.5)	7 to 20 points	-50.2	Red (-163.5, -16.8)	20 or more points	-143.5
B – CA School Dashboard Academic Indicator Math	Yellow (-79.2, 6.2)	5 to 15 points	-74.2	Red (-98.3, 1.3)	15 or more points	-83.3	Yellow (-86.7, 8.7)	5 to 15 points	-81.7	Red (-133.2, 2.2)	15 or more points	-118.2	Yellow (-92.5, 5.6)	5 to 15 points	-87.5	Red (-186.9, 3.5)	15 or more points	-171.9
C – CA School Dashboard ELPI	Orange (71.2%, -2.8%)	increase 1.5% to 10%	72.7% or higher															
D – EL Reclassification Rate	19.0%	1.5%	20.5%															
H – 8th Grade Math SBAC (% meeting/exceeding)	21.8%	increase 4%	25.8%	0.0%	increase 6%	6.0%	18.8%	increase 4%	22.8%	11.1% (n=27)	increase 6%	17.1%	19.9%	increase 4%	23.9%	0.0%	increase 4%	4.0%
I – 8th Grade Math Interim Test KDS Blue (% meeting/exceeding)	baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018		
J – Williams Textbook/Materials Compliance	100%	maintain or increase	100%															
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Associate Research Based Data:																		
"Development and Design." Smarter Balanced Assessment Consortium. N.p., n.d. Web. 22 May 2017. This article highlights the effectiveness of the SBAC, which allows students to be evaluated on how well they can apply the content learned in the classroom in real life scenarios																		

and utilization of their problem-solving skills and critical thinking skills.

Tutoring: California Framework for English Language Arts

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 21(1), 103-127.

Deem, J. (2005). Research foundation for common core Standards Plus® instructional Materials. Retrieved from ERIC database on Monday May 29, 2016.

"Home." Californians Together. N.p., n.d. Web. 22 May 2017. - This report reviewed the Local Control Accountability Plans (LCAPs) of 29 key school districts throughout the state, and the impact those LCAPs are having on English Learner students, was released today by Californians Together. This report is a follow-up to the year 1 report released in May 2015 and serves to document the key differences between first and second-year LCAPs in demonstrating increased or improved services to English Learners.

How the School will Evaluate the Progress of this Goal:

Reading Plus Insight Exam, ELA Key Data Interim Tests, Math Key Data Interim Tests, History DBQ Common Assessment, ELPAC Results, 17-18 SBAC/CAASPP Results, NGSS Assessments, Progress Advisor data.

Additional school tools used to evaluate the progress of this goal include the assessment outcomes from the five units of study from our Polaris Initiative (Principals Exchange)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
COLLABORATION - PLANNING Teaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.	7/1/2017-6/30/2018	Administration and secretary to process all paperwork Administration to calendar all activities Lead teachers collaboration schedule.	Monthly collaboration calendar that will drive collaborative meetings/.	1000-1999: Certificated Personnel Salaries	LCFF	2100
			Calendar and arrange release or extra duty time for teachers for grade level and subject area collaboration.	5000-5999: Services And Other Operating Expenditures	LCFF	1500
				5700-5799: Transfers Of Direct Costs	LCFF	1000
				1000-1999: Certificated Personnel Salaries	Title I	8420
				5000-5999: Services And Other Operating Expenditures	LCFF	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math intervention teacher hired to support strategic students in grade 6-7-8	7/1/2017-6/30/2018	Admin staff, intervention teacher. Math team to identify students. Coordinated by AP, guidance, Intervention Specialist, Content teams, secretary	Intervention Teacher - Math intervention teacher, blended learning, intervention program - Intensive support program in target content. Strategic Math Support during school days.	1000-1999: Certificated Personnel Salaries	Title I	61684
				1000-1999: Certificated Personnel Salaries	LCFF	5380
				3000-3999: Employee Benefits	LCFF	2520
TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES: Extended Learning-Teacher, classified extra duty resources for interventions. Extended Learning Intervention-to support EL/Integrated/Designated ELD. To include ahead of game targeted intervention for EL, and students below benchmark in SBAC. Certificated and classified district hourly rate, stipend, to support CORE program and interventions and support. Ahead of the game intervention in CORE subject matters	7/1/17-6/30/18	administration, Office Specialist, secretary, , CORE Teachers	After school extended learning opportunities to provide support and targeted intervention. Certificated, classified collaboration time for intensive instruction, Newcomer, EL Support collaboration and Lexia Strategies, and intervention programs, technology, software, licenses, materials and supplies. EL, targeted students, Interventions and support programs, classified funding for support CORE program.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF LCFF Title I	4468 1500 23,909

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Intensive instruction and monitoring/mentoring support to EL through counseling department, certificated, classified staff.. Program to include academic/social/emotional guidance and recognition.			
TARGETED EL STUDENT SUPPORT: . 2 Additional Hours for 120 days for Support Staff to provide EL, Newcomer students support during the regular school day	7/1/17-6/30/18	Administration and counselor conduct 6 year plan meetings with parents and students.	Provide instructional support for EL, targeted students.	2000-2999: Classified Personnel Salaries	LCFF	4056
SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES Academic intervention instructional materials, supplies, resources. To included but not limited to the following: technology, supplemental literacy support materials, supplemental CORE standards support materials, training materials, library learning hub support material. ans supplies for life skills program.	7/1/17-6/30/18	Administration, secretary, program specialist, counseling team, CORE teachers.	Instructional materials, supplies resources to support targeted subgroups	4000-4999: Books And Supplies	Title I	19339
				4000-4999: Books And Supplies	LCFF	9760.32

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Identifies newcomers and EL students in need of support. Coordinates extended day learning opportunities.			
<p>ENRICHMENT OPPORTUNITIES</p> <p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support materials for all elective programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA, Digicom.</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6th grade Intervention / enrichment in ELA, Math, Science, ENCORE</p> <p>Enrichment will be provided to students in exploring of STEAM areas. To include but not limited Coding, E&R, Digicom Film Club, Library Media Center. Support will include Teacher Stipend and transportation.</p>	7/1/17-6/30/18	Administration, teachers, librarian, secretary, office specialist.	<p>Provide support for VAPA programs Band and programs instruments, supplies, and transportation, technology, coding, E&R</p>	4000-4999: Books And Supplies	LCFF	5443
				1000-1999: Certificated Personnel Salaries	LCFF	6000
<p>COLLEGE AND CAREER READY -</p> <p>Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p> <p>College and career ready awareness and foundation information for students and parents. Supplies materials for planned activities</p>	7/1/17-6/30/18	Counselors, Teachers Secretary, administration, office specialist.	Counseling department will host workshops on career academies and programs. Extended opportunities for career exploration. college visit.	1000-1999: Certificated Personnel Salaries	LCFF	1700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Subs, transportation support materials as needed.			Extended opportunities for career exploration. Provide JUMP (Junior Medical, Upcoming Professionals) activities and field trips	4000-4999: Books And Supplies	LCFF	1500
			Student - parent workshops to provide information on University of California/California State University A-G entrance requirements			
			transportation for college, career ready, and academic field trips	5000-5999: Services And Other Operating Expenditures	LCFF	1000
EDUCATIONAL TECHNOLOGY	7/1/17-6/30/18	Administration, teachers, Secretary, librarian, office specialist.	Laptops to support subject matter collaboration. technology supplies. toner, printing supplies.	1000-1999: Certificated Personnel Salaries	LCFF	7200
Technology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and Insurance				4000-4999: Books And Supplies	LCFF	7686
Purchase Instructional Technology software, and instructional supplies to support mainstream and targeted students through interventions including but not limited to Dream box, and Lexia program will be purchased for students two grade levels below baseline, and newcomer support.			Instructional Technology and Supplies Teachers attend and report out on CUE or other target technology, leadership conference subs provided as needed	5000-5999: Services And Other Operating Expenditures	LCFF	2500
1:1 Computer deployment support and resources.			Provide Tech Club Enter student videos in Digicom competition			
Technology hardware to support						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
literacy and math intervention, support for EL's and under performing subgroups.			Add a second Adviser for AV@Cree Coding club, E&R.			
			Software licenses - Purchase differentiation software for CORE subjects, Dreambox and Lexia.	5000-5999: Services And Other Operating Expenditures	Title I	20000
			Hardware to support literacy and math intervention and best practices.			

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Partnerships																			
LCAP GOAL:																			
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.																			
LCAP ALIGNED SCHOOL GOAL #2:																			
Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about and to function in a diverse community effectively.																			
There is a definite link between attendance and academic achievement. RCMS attendance goals: 94.36%, with a goal of 96%.																			
Expected Annual Measurable Outcomes:																			
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																			
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target	
GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																			
PARTNERSHIPS																			
C - Student Attendance Rates	95.2%	increase 1%	96.2%	94.7%	increase 1%	95.7%	95.4%	increase 1%	96.4%	95.6%	increase 2%	97.6%	95.3%	increase 1%	96.3%	91.6%	increase 2%	93.6%	
D - CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			
Local Calculation - Chronic Absentee Rate (2016-2017)	14.9%	X	X	16.8%	X	X	13.5%	X	X	11.0%	X	X	13.4%	X	X	25.2%	X	X	
F - Middle School Dropout Rate (2015-2016 shown)	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	
Data Used to Form this Goal:																			
Please see 16-17 results as noted in the matrix above.																			
Associate Research Based Data:																			
Hill, Nancy E., and Diana F. Tyson. "Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement." Developmental Psychology. U.S. National Library of Medicine, May 2009. Web. 22 May 2017. - The research from this article states that parent involvement has been identified as a way to close the achievement gaps in the different ethnic backgrounds.																			

How the School will Evaluate the Progress of this Goal:

Parent attendance rates for school events/trainings, student attendance rates, chronic absenteeism rates, Parent conference attendance, Panorama survey response rate, Dropout rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PARENT PARTICIPATION Connection Activities:</p> <p>Parent Center - Workshops, home academic support, supplemental programs, Technology training, supplies, materials and support for parent participation and partnership</p> <p>Extra duty for translation and child care.</p> <p>ATP parent partnership activities, programs and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of school community. Snacks for parent training's</p> <p>Parent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC,</p> <p>5th grade transition meeting - parents/students.</p> <p>Website License</p>	7/1/2017-6/30/2018	Counselors, Office specialist, Administration, secretary.	<p>Provide parent training in CCSS and SBAC</p> <p>Provide parent training in school website use</p> <p>Provide parent training in use of Student Information System (SIS)</p> <p>Provide parent training in 5th to 6th grade transition meetings</p> <p>Provide parent training in 8th to 9th grade transition meetings</p> <p>Send parents to training's and conferences</p> <p>Purchase instructional materials to provide parent training</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Parent Involvement</p>	<p>3694</p>
			<p>Classified Support staff - Provide food, child care, and translation for training activities</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF</p>	<p>1824</p>
			<p>Purchase instructional, and support materials to provide parent training, and theme nights.</p> <p>At Back to school night, provide. Social / Academic activities.</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF</p>	<p>867</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Website license Parent participation plan will be created and implemented Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings @ Cree	5000-5999: Services And Other Operating Expenditures None Specified	LCFF	5033
Counselors, administrators will create an incentive program that will increase attendance rates and reduce chronic absenteeism.	7/1/2017-6/30/2018	Counselors Administration Prevention Specialist		None Specified	None Specified	0.00
Encourage students to attend Saturday School to make up lost days due to attendance.	7/1/2017-6/30/2018	Counselors Administration Prevention Specialist Saturday School Staff		None Specified	None Specified	0.00
Student Recognition Events and Ceremonies - Supplemental supplies, resources for staff, student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.			parent / community / student recognition	4000-4999: Books And Supplies	LCFF	4562

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environment																		
LCAP GOAL:																		
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.																		
LCAP ALIGNED SCHOOL GOAL #3:																		
At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment . where school and community behavior are guided by respect for individual differences and rights of others.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 - SAFE LEARNING ENVIRONMENT																		
A - CA School Dashboard Suspension Rate Indicator	Orange (8.7%, 1.0%)	decrease 0.3% to 3.0%	8.4% or lower															
B - Expulsion Rate		< 0.5%			< 0.5%			< 0.5%			decrease 0.5%			< 0.5%			decrease 0.3%	
C - Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D - Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Associate Research Based Data:																		
Charles Bruner, Anne Discher And Hedy Chang November 2011. Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight (n.d.): n. pag. Web. - Chronic absenteeism—or missing 10 percent or more of school days for any reason—is a proven early warning sign of academic risk and school dropout. Too often, though, this problem is overlooked, especially among elementary students, because of the way attendance data are tracked.																		
"Positive Behavioral Interventions & Supports - OSEP." PBIS.org Home Page. N.p., n.d. Web. 22 May 2017. - The purpose of this document is to summarize evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers. These strategies should be used classroom-wide, intensified for support small-group instruction, or amplified further for individual students. These strategies can help teachers capitalize on instructional time and decrease disruptions, which is crucial																		

as schools are held to greater academic and social accountability measures for all students.

How the School will Evaluate the Progress of this Goal:

Suspension rates, expulsion rates, discipline referral rates, Panorama SEL survey results, Panorama Climate Survey Results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sun bus passes will be provide for students to allow them to participate in enrichment and intervention opportunities.	7/1/2017-6/30/2018	Secretary, classified staff.	Purchase and distribute sun bus passes to students participating in after school interventions, and enrichment opportunities.	5800: Professional/Consulting Services And Operating Expenditures	LCFF	500
Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Safety initiatives to provide global wellness and security measures for the bell being of school stake holders student communities.	7/1/2017-6/30/2018	Administration, counseling team, staff, secretary to order buses and supplies, resources, materials, events, activities and safety practices Global leaders to plan, facilitate, organize, activities	Provide reward activities, attend all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options Develop and communicate new criteria for participation in end of year activities Hold end of trimester awards assemblies 2 stipends - (1500 x 2) Safety initiatives and practices and resources.	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries None Specified	LCFF LCFF None Specified	6300 3918
Implement PLUS intervention program which focuses on peer mediation and support. Student support, intervention	7/1/2017-6/30/2018	Counselors, secretary, office specialist, administration	Certificated extra duty resources	1000-1999: Certificated Personnel Salaries	LCFF	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>programs. Certificated, classified extra duty support to connect students to school.</p> <p>Material, Supplies, program supports to connect targeted students to school.,</p>			Refine MTSS Systems	4000-4999: Books	LCFF	2500
			Provide parent education and outreach programs, mentoring, Implement student led school culture programs including PLUS and Peer Leadership	And Supplies		
			Plus Training-Admin	5000-5999: Services And Other Operating Expenditures		
			Plus Training-Counselor	5000-5999: Services And Other Operating Expenditures	LCFF	1300

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	153,044	0.00
Title I Part A: Parent Involvement	3,694	0.00
LCFF	131,491	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	131,491.00
None Specified	0.00
Title I	153,044.00
Title I Part A: Parent Involvement	3,694.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	130,497.00
2000-2999: Classified Personnel Salaries	38,735.68
3000-3999: Employee Benefits	2,520.00
4000-4999: Books And Supplies	61,651.32
5000-5999: Services And Other Operating Expenditures	53,325.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating	500.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	36,484.00
2000-2999: Classified Personnel Salaries	LCFF	38,735.68
3000-3999: Employee Benefits	LCFF	2,520.00
4000-4999: Books And Supplies	LCFF	38,618.32
5000-5999: Services And Other Operating	LCFF	13,633.00
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
5800: Professional/Consulting Services And	LCFF	500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	94,013.00
4000-4999: Books And Supplies	Title I	19,339.00
5000-5999: Services And Other Operating	Title I	39,692.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,694.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	255,431.00
Parent and Community Partnerships	15,980.00
Safe Learning Environment	16,818.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Olivia Vital				X	
Bractzo Ibanez				X	
Jim Paulson				X	
Shanti Detiege					X
Alyssa Glancies					X
Daisy Mendieta					X
Sarah Tarpenting		X			
Yesenia Trujillo		X			
Jesus Silva		X			
Clint Wyatt		X			
Bernie Marez	X				
Numbers of members of each category:	1	4	1	3	3

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

School Site Council Meeting Minutes

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/16/2017.

Attested:

Bernie Marez Director

Typed Name of School Principal

Signature of School Principal

Date

Clint Wyatt

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement
LCAP GOAL:
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness
LCAP ALIGNED SCHOOL GOAL #1:
Palm Springs Unified School District Long Term Academic Achievement Goal: All students attending Raymond Cree Middle School will meet grade level proficiency in common core content standards in the core academic subjects: English language arts, math, social studies and science as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 2017/18 school year the LCAP aligned school goal was for an increase of between 4% and 6% in the number of students meeting standards proficiency in both mathematics and language arts.
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 COLLABORATION - PLANNING Teaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.				
1.2 Math intervention teacher hired to support strategic students in grade 6-7-8				
1.4 TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES: Extended Learning-Teacher, classified extra duty resources for interventions.				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
<p>Extended Learning Intervention-to support EL/Integrated/Designated ELD. To include ahead of game targeted intervention for EL, and students below benchmark in SBAC.</p> <p>Certificated and classified district hourly rate, stipend, to support CORE program and interventions and support.</p> <p>Ahead of the game intervention in CORE subject matters</p>				
<p>1.6 TARGETED EL STUDENT SUPPORT: . 2 Additional Hours for 120 days for Support Staff to provide EL, Newcomer students support during the regular school day</p>				
<p>1.7 SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES</p> <p>Academic intervention instructional materials, supplies, resources. To included but not limited to the following: technology, supplemental literacy support materials, supplemental CORE standards support materials, training materials, library learning hub support material. ans supplies for life skills program.</p>				
<p>1.8 Professional Development - Focus area of WFTB&B, Productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards.</p> <p>Teachers, administration, counselors will attend PD to support differentiation of</p>				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
<p>instructional practices and instructional rigor. Specific conferences will identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, Technology</p> <p>Areas of intervention which included but not limited to technology, licenses,, support and to include STEAM initiatives for under performing subgroups</p>				
<p>1.9 Student support for English Learners</p> <p>.8 FTE Bilingual office specialist-Salary/Fringes</p>				
<p>1.10 ENRICHMENT OPPORTUNITIES</p> <p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support materials for all elective programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA, Digicom.</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6th grade Intervention / enrichment in ELA, Math, Science, ENCORE</p> <p>Enrichment will be provided to students in exploring of STEAM areas. To include but not limited Coding, E&R, Digicom Film Club, Library</p>				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
Media Center. Support will include Teacher Stipend and transportation.				
<p>1.11 COLLEGE AND CAREER READY -</p> <p>Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p> <p>College and career ready awareness and foundation information for students and parents. Supplies materials for planned activities</p> <p>Subs, transportation support materials as needed.</p>				
<p>1.12 EDUCATIONAL TECHNOLOGY</p> <p>Technology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and Insurance</p> <p>Purchase Instructional Technology software, and instructional supplies to support mainstream and targeted students through interventions including but not limited to Dream box, and Lexia program will be purchased for students two grade levels below baseline, and newcomer support.</p> <p>1:1 Computer deployment support and resources.</p> <p>Technology hardware to support literacy and</p>				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
math intervention, support for EL's and under performing subgroups.				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

SUBJECT: Parent and Community Partnerships
LCAP GOAL:
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.
LCAP ALIGNED SCHOOL GOAL #2:
Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about and to function in a diverse community effectively.
There is a definite link between attendance and academic achievement. RCMS attendance goals: 94.36%, with a goal of 96%.
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.1 PARENT PARTICIPATION Connection Activities: Parent Center - Workshops, home academic support, supplemental programs, Technology training, supplies, materials and support for parent participation and partnership Extra duty for translation and child care. ATP parent partnership activities, programs and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of school community. Snacks for				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
<p>parent training's</p> <p>Parent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC,</p> <p>5th grade transition meeting - parents/students.</p> <p>Website License</p>				
2.2 Counselors, administrators will create an incentive program that will increase attendance rates and reduce chronic absenteeism.				
2.3 Encourage students to attend Saturday School to make up lost days due to attendance.				
2.4 Student Recognition Events and Ceremonies - Supplemental supplies, resources for staff, student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

SUBJECT: Safe Learning Environment
LCAP GOAL:
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.
LCAP ALIGNED SCHOOL GOAL #3:
At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment . where school and community behavior are guided by respect for individual differences and rights of others.
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
3.1 Sun bus passes will be provide for students to allow them to participate in enrichment and intervention opportunities.				
3.2 Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Safety initiatives to provide global wellness and security measures for the bell being of school stake holders student communities.				
3.3 Implement PLUS intervention program which focuses on peer mediation and support. Student support, intervention programs. Certificated, classified extra duty support to connect students to school.				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
Material, Supplies, program supports to connect targeted students to school,				

School Site Council
May 9, 2017
Raymond Cree Middle School

Principal's Report

- Teacher Appreciation activities are
- May 23rd, Mr. Arnold will be in attendance to discuss LCAP

Public Comments:

- Mr. Thorson announced that he is looking for a new Debate coach to take his job. Many former RCMS debate students have gone into high school and been successful.
- Mr. Collier announced that he is thrilled that a video made by our Digital Arts students who focused GSA (Gay Straight Alliance) has been chosen
- Comment to add 6th grade building and the concrete as a future agenda item.

Motion to adjourn meeting by ERic Thorson, second by Stephanie Norat.

Raymond Cree M.S.
School Site Council

Sign in Sheet- 2016-2017

2:45 p.m. - Room 509

May 9, 2017

Last Name	First Name	Role	Phone Number	Email	Sign & Date
NORAT	STEPHANIE	PARENT	757-748-5076	SNORAT@GMAIL.COM	<i>Stephanie Norat</i> 5/9/17
RODRIGUES	LETICIA	PARENT	760 641-3680	<i>letrdriguez@psusd.edu</i>	<i>Leticia Rodrigues</i>
PAULSEN	JIM	COMMUNITY	760 844-2354	<i>jpaulsen@psusd.edu</i>	<i>Jim Paulsen</i>
RUSSELL	JASMINE	STUDENT	760 880-1626		
GLANCIES	ALYSSA	STUDENT	760 808-3164		<i>Alyssa Glancies</i> 5/9/17
JOHNSON	TERRELL	STUDENT	760 641-1316		
COLLIER	ELLIOTT	TEACHER	416-8283	<i>ecollier@psusd.us</i>	<i>Elliott Collier</i>
THORSON	ERIC	TEACHER	416-8283	<i>ethorson@psusd.us</i>	<i>Eric Thorson</i>
SILVA	JESUS	TEACHER	416-8283	<i>jsilva@psusd.us</i>	<i>Jesus Silva</i>
WYATT	CLINT	TEACHER	416-8283	<i>cwyatt@psusd.us</i>	<i>Clint Wyatt</i>
OCHOA	GUSTAVO	COUNSELOR	416-8283	<i>gochoa@psusd.us</i>	<i>Gustavo Ochoa</i>
MAREZ	BERNIE	PRINCIPAL	416-8283	<i>bmarez@psusd.us</i>	<i>Bernie Marez</i>



Raymond Cree Middle School
MATADORS

"Cree-ating Excellence in Education"

Bernie Marez, Principal

1011 Vista Chino, Palm Springs, CA 92262-3210

Telephone (760) 416-8283 Fax (760) 416-8287

www.rcsmatadors.org



School Site Council

May 9, 2017

2:45 p.m. – 4:00 p.m. Room 509

Introductions and Welcome

Approve minutes from March 14, & April 27, 2017

- SPSA 17-18 Approval
- Principals Report

Public Comments

Future agenda items

Next meeting TBD

Consejo del Sitio Escolar

martes, 9 de mayo, del 2017

2:45 p.m. – 4:00 p.m. Salón 509

Presentación y bienvenida

Aprobar la Actas del 14 de marzo y abril 27, del 2017

- Aprobar el Plan SPSA 2017-18
- Reporte del Director

Comentarios del Público

Detalles para la agenda futura

Próxima reunión

School Site Council
May 9, 2017
Raymond Cree Middle School

In attendance:

Gus Ochoa, Bernie Marez, Clint Wyatt, Leticia Rodriguez, Alyssa Glacies, Jim Paulsen, Elliott Collier, Eric Thorson, Jesus Silva, Stephanie Norat.

Meeting started at 2:50
Introductions

Minutes Review and Approval

April 27, 2017

March 14, 2017

Motion to approve minutes by Stephanie Norant, 2nd by Elliott Collier

SPSA Update

- Money is available for ELA, Math, and ELL.
- There was an emphasis in supporting programs that bring students to school such as VAPA (Visual and Performing Arts), clubs, Science.
- Funding Source
 - Title 1- \$123,352
 - Title 1- (Parent Involvement) \$2,861
 - LCAP- \$131,491
- **Parent Center (Parent Involvement)**
 - Trainings, workshops
 - Expanding parents training to include technology use and the resources, such as Synergy and email, to help support students.
- Mr Wyatt discussed the idea of "Opportunity for Hope".
 - Looking at grading to give students who have a extremely low grade an opportunity to improve after progres reports.
 - The lowest grade, F would be entered as a 50% to give hope to students to try harder and not give up and wait until the next semester.
- Question about LCAP funds
 - The LCAP funding amount is determined by outside agencies.
 - The actual number may change between now and the beginning of the school year.
- Question about Bullying and School suspensions
 - Covered under Safe Learning Environment such as "School Plus 2" among other areas throughout.
- SPSA document review and suggested edits
- Questions about the editing and revisions process
 - Language can be edited but funding cannot be changed without the boards approval.

Motion to Elliott motion to approve SPSA plan: Clint Wyatt second- All approved.

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit My Sections
2017 Single Plan For Student Achievement	2017-05-08	View Document	View	View	24

Previous Section

Current Section

Next Section

[SSC Meeting Minutes](#)

SSC Signatures (Recommendations and Assurances)

[Evaluation of School Goal #1: Academic Achievement](#)

[Save Data](#) [View Current Document](#) [View Section](#)

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

4. 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.

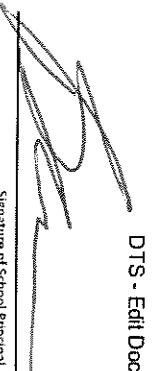
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 10/4/2016

Attested:

Bernie Marez Principal

Typed Name of School Principal


Signature of School Principal

5/9/17
Date

Leticia Rodriguez

Typed Name of SSC Chairperson


Signature of SSC Chairperson

5/9/17
Date

Previous Section

Current Section

Next Section

SSC Meeting Minutes

SSC Signatures (Recommendations and Assurances)

Evaluation of School Goal #1: Academic Achievement

HOW TO USE - DOCUMENT TRACKING SERVICES

1. Click on the # under 'Edit By Sections' for the document you want to work with
2. Click each Section Name (e.g. "Section 1.") to edit your document data
3. To update your data make changes in the appropriate fields and click 'Save Data'.
4. To view the updated document, click 'View Current Document'.
5. To print the document, click on the 'Print' icon on your internet browser.

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Budget By Expenditures

Raymond Cree Middle School

Funding Source: LCFF

\$131,491.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Monthly collaboration calendar that will drive collaborative meetings/.	1000-1999: Certificated Personnel Salaries	\$2,100.00		COLLABORATION - PLANNING Teaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.
Calendar and arrange release or extra duty time for teachers for grade level and subject area collaboration.	5000-5999: Services And Other Operating Expenditures	\$1,500.00		COLLABORATION - PLANNING Teaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.
	5700-5799: Transfers Of Direct Costs	\$1,000.00		COLLABORATION - PLANNING Teaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.
	1000-1999: Certificated Personnel Salaries	\$5,380.00		Math intervention teacher hired to support strategic students in grade 6-7-8
	3000-3999: Employee Benefits	\$2,520.00		Math intervention teacher hired to support strategic students in grade 6-7-8
After school extended learning opportunities to provide support and targeted intervention.	1000-1999: Certificated Personnel Salaries	\$4,468.00		TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES: Extended Learning-Teacher, classified extra duty resources for interventions. Extended Learning Intervention-to support EL/Integrated/Designated ELD. To include ahead of game targeted intervention for EL, and students below benchmark in SBAC. Certificated and classified district hourly rate, stipend, to support CORE program and interventions and support. Ahead of the game intervention in CORE subject matters

Raymond Cree Middle School

<p>Certificated, classified collaboration time for intensive instruction, Newcomer, EL Support collaboration and Lexia Strategies, and intervention programs, technology, software, licenses, materials and supplies.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$1,500.00</p>	<p>TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:Extended Learning-Teacher, classified extra duty resources for interventions. Extended Learning Intervention-to support EL/Integrated/Designated ELD. To include ahead of game targeted intervention for EL, and students below benchmark in SBAC. Certificated and classified district hourly rate, stipend, to support CORE program and interventions and support.Ahead of the game intervention in CORE subject matters</p>
<p>Learners-Supplement district LCAP support for a .6 FTE bilingual Office Specialist to help parents of EL students and EL students.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$31,355.68</p>	<p>Student support for English Learners .8 FTE Bilingual office specialist-Salary/Fringes</p>
<p>Provide support for VAPA programs Band and programs instruments, supplies, and transportation, technology, coding, E&R</p>	<p>4000-4999: Books And Supplies</p>	<p>\$5,443.00</p>	<p>ENRICHMENT OPPORTUNITIESEnrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support materials for all elective programs, including transportation.Supplies - Band, drama, technology, coding, E&R, Art, VAPA, Digicom.Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6th grade Intervention / enrichment in ELA, Math, Science, ENCORE Enrichment will be provided to students in exploring of STEAM areas. To include but not limited Coding, E&R, Digicom Film Club, Library Media Center. Support will include Teacher Stipend and transportation.</p>
	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$6,000.00</p>	<p>ENRICHMENT OPPORTUNITIESEnrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, Support materials for all elective programs, including transportation.Supplies - Band, drama, technology, coding, E&R, Art, VAPA, Digicom.Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6th grade Intervention / enrichment in ELA, Math, Science, ENCORE Enrichment will be provided to students in exploring of STEAM areas. To include but not limited Coding, E&R, Digicom Film Club, Library Media Center. Support will include Teacher Stipend and transportation.</p>
<p>Counseling department will host workshops on career academies and programs. Extended opportunities for career exploration. college visit.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$1,700.00</p>	<p>COLLEGE AND CAREER READY -Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitationsCollege and career ready awareness and foundation information for students and parents. Supplies materials for planned activitiesSubs, transportation support materials as needed.</p>

Raymond Cree Middle School

Extended opportunities for career exploration. Provide JUMP (Junior Medical, Upcoming Professionals) activities and field trips	4000-4999: Books And Supplies	\$1,500.00	COLLEGE AND CAREER READY -Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitationsCollege and career ready awareness and foundation information for students and parents. Supplies materials for planned activitiesSubs, transportation support materials as needed.
transportation for college, career ready, and academic field trips	5000-5999: Services And Other Operating Expenditures	\$1,000.00	COLLEGE AND CAREER READY -Extended, exploration, enrichment learning opportunities for students. Resources support for certificated staff. College visitationsCollege and career ready awareness and foundation information for students and parents. Supplies materials for planned activitiesSubs, transportation support materials as needed.
Laptops to support subject matter collaboration.technology supplies. toner, printing supplies.	1000-1999: Certificated Personnel Salaries	\$7,200.00	EDUCATIONAL TECHNOLOGYTechnology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and InsurancePurchase Instructional Technology software, and instructional supplies to support mainstream and targeted students through interventions including but not limited to Dream box, and Lexia program will be purchased for students two grade levels below baseline, and newcomer support.1:1 Computer deployment support and resources. Technology hardware to support literacy and math intervention, support for EL's and under performing subgroups.
	4000-4999: Books And Supplies	\$7,686.00	EDUCATIONAL TECHNOLOGYTechnology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and InsurancePurchase Instructional Technology software, and instructional supplies to support mainstream and targeted students through interventions including but not limited to Dream box, and Lexia program will be purchased for students two grade levels below baseline, and newcomer support.1:1 Computer deployment support and resources. Technology hardware to support literacy and math intervention, support for EL's and under performing subgroups.

Raymond Cree Middle School

Instructional Technology and Supplies Teachers attend and report out on CUE or other target technology, leadership conferences provided as needed	5000-5999: Services And Other Operating Expenditures	\$2,500.00	EDUCATIONAL TECHNOLOGY Technology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and Insurance Purchase Instructional Technology software, and instructional supplies to support mainstream and targeted students through interventions including but not limited to Dream box, and Lexia program will be purchased for students two grade levels below baseline, and newcomer support. 1:1 Computer deployment support and resources. Technology hardware to support literacy and math intervention, support for EL's and under performing subgroups.
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	COLLABORATION - PLANNING Teaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.
Provide instructional support for EL, targeted students.	2000-2999: Classified Personnel Salaries	\$4,056.00	TARGETED EL STUDENT SUPPORT: . 2 Additional Hours for 120 days for Support Staff to provide EL, Newcomer students support during the regular school day
Classified Support staff - Provide food, child care, and translation for training activities	2000-2999: Classified Personnel Salaries	\$1,824.00	PARENT PARTICIPATION Connection Activities: Parent Center - Workshops, home academic support, supplemental programs, Technology training, supplies, materials and support for parent participation and partnership Extra duty for translation and child care. ATP parent partnership activities, programs and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of school community. Snacks for parent training's Parent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC, 5th grade transition meeting - parents/students. Website License
Purchase instructional, and support materials to provide parent training, and theme nights.	4000-4999: Books And Supplies	\$867.00	PARENT PARTICIPATION Connection Activities: Parent Center - Workshops, home academic support, supplemental programs, Technology training, supplies, materials and support for parent participation and partnership Extra duty for translation and child care. ATP parent partnership activities, programs and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of school community. Snacks for parent training's Parent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC, 5th grade transition meeting - parents/students. Website License

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Website license	5000-5999: Services And Other Operating Expenditures	\$5,033.00	PARENT PARTICIPATION Connection Activities:Parent Center - Workshops, home academic support, supplemental programs, Technology training, supplies, materials and support for parent participation and partnershipExtra duty for translation and child care.ATP parent partnership activities, programs and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of school community. Snacks for parent training'sParent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC, 5th grade transition meeting - parents/students. Website License
parent / community / student recognition	4000-4999: Books And Supplies	\$4,562.00	Student Recognition Events and Ceremonies - Supplemental supplies, resources for staff, student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.
Purchase and distribute sun bus passes to students participating in after school interventions, and enrichment opportunities.	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Sun bus passes will be provide for students to allow them to participate in enrichment and intervention opportunities.
Provide reward activities, attend all school activities, honor roll recognitions, CJSF, PLUS and PeerCounseling optionsDevelop and communicate new criteria for participation in end of year activitiesHold end of trimester awards assemblies	4000-4999: Books And Supplies	\$6,300.00	Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Safety initiatives to provide global wellness and security measures for the bell being of school stake holders student communities.
2 stipends - (1500 x 2)	1000-1999: Certificated Personnel Salaries	\$3,918.00	Student recognition programs and SchoolPlus2 activities, school connection activities, parent communication, and supplies and materials. Safety initiatives to provide global wellness and security measures for the bell being of school stake holders student communities.
Certificated extra duty resources	1000-1999: Certificated Personnel Salaries	\$1,000.00	Implement PLUS intervention program which focuses on peer mediation and support. Student support, intervention programs. Certificated, classified extra duty support to connect students to school. Material, Supplies, program supports to connect targeted students to school.,

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Refine MTSS SystemsProvide parent education and outreach programs, mentoring, Implement student led schoolculture programs including PLUS andPeer Leadership	4000-4999: Books And Supplies	\$2,500.00	Implement PLUS intervention program which focuses on peer mediation and support. Student support, intervention programs. Certificated, classified extra duty support to connect students to school. Material, Supplies, program supports to connect targeted students to school.,
Plus Training-Admin	5000-5999: Services And Other Operating Expenditures	\$1,300.00	Implement PLUS intervention program which focuses on peer mediation and support. Student support, intervention programs. Certificated, classified extra duty support to connect students to school. Material, Supplies, program supports to connect targeted students to school.,
Plus Training-Counselor	5000-5999: Services And Other Operating Expenditures	\$1,300.00	Implement PLUS intervention program which focuses on peer mediation and support. Student support, intervention programs. Certificated, classified extra duty support to connect students to school. Material, Supplies, program supports to connect targeted students to school.,
	4000-4999: Books And Supplies	\$9,760.32	SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIESAcademic intervention instructional materials, supplies, resources. To included but not limited to the following: technology, supplemental literacy support materials, supplemental CORE standards support materials, training materials, library learning hub support material. ans supplies for life skills program.
Majority will be administered by district TOSA's, administration and Principal's Exchange.	1000-1999: Certificated Personnel Salaries	\$4,718.00	Professional Development - Focus area of WFTB&B, Productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards.Teachers, administration, counselors will attend PD to support differentiation of instructional practices and instructional rigor. Specific conferences will identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, TechnologyAreas of intervention which included but not limited to technology, licenses,, support and to include STEAM initiatives for under performing subgroups
LCFF Total Expenditures:		\$131,491.00	
LCFF Allocation Balance:		\$0.00	

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Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$0.00		Counselors, administrators will create an incentive program that will increase attendance rates and reduce chronic absenteeism.
	None Specified	\$0.00		Encourage students to attend Saturday School to make up lost days due to attendance.
None Specified Total Expenditures:		\$0.00		
None Specified Allocation Balance:		\$0.00		

Funding Source: Title I

\$153,044.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional materials, supplies resources to support targeted subgroups	4000-4999: Books And Supplies	\$19,339.00		SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIESAcademic intervention instructional materials, supplies, resources. To included but not limited to the following: technology, supplemental literacy support materials, supplemental CORE standards support materials, training materials, library learning hub support material. ans supplies for life skills program.
Intervention Teacher - Math intervention teacher, blended learning, intervention program - Intensive support program in target content. Strategic Math Support during school days.	1000-1999: Certificated Personnel Salaries	\$61,684.00		Math intervention teacher hired to support strategic students in grade 6-7-8

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Software licenses - Purchase differentiation software for CORE subjects, Dreambox and Lexia. Hardware to support literacy and math intervention and best practices.	5000-5999: Services And Other Operating Expenditures	\$20,000.00	EDUCATIONAL TECHNOLOGYTechnology will be maintained, replaced and purchased to be utilized by teacher, students, to support student learning in classroom instruction. Licenses and InsurancePurchase Instructional Technology software, and instructional supplies to support mainstream and targeted students through interventions including but not limited to Dream box, and Lexia program will be purchased for students two grade levels below baseline, and newcomer support.1:1 Computer deployment support and resources. Technology hardware to support literacy and math intervention, support for EL's and under performing subgroups.
EL, targeted students, Interventions and support programs, classified funding for support CORE program.	1000-1999: Certificated Personnel Salaries	\$23,909.00	TARGETED STUDENT ACADEMIC INTERVENTIONS AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:Extended Learning-Teacher, classified extra duty resources for interventions. Extended Learning Intervention-to support EL/Integrated/Designated ELD. To include ahead of game targeted intervention for EL, and students below benchmark in SBAC. Certificated and classified district hourly rate, stipend, to support CORE program and interventions and support.Ahead of the game intervention in CORE subject matters
	1000-1999: Certificated Personnel Salaries	\$8,420.00	COLLABORATION - PLANNINGTeaching staff will have additional collaboration time with grade level content area teams to create common lessons, review data, modify instructional practices and align curriculum.
Areas of intervention which included but not limited to technology, licenses,, support and to include STEAM initiatives for under performing subgroups	5000-5999: Services And Other Operating Expenditures	\$19,692.00	Professional Development - Focus area of WFTB&B, Productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards.Teachers, administration, counselors will attend PD to support differentiation of instructional practices and instructional rigor. Specific conferences will identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, TechnologyAreas of intervention which included but not limited to technology, licenses,, support and to include STEAM initiatives for under performing subgroups
Title I Total Expenditures:		\$153,044.00	
Title I Allocation Balance:		\$0.00	

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Funding Source: Title I Part A: Parent Involvement \$3,694.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide parent training in CCSS and SBAC Provide parent training in school website use Provide parent training in use of Student Information System (SIS) Provide parent training in 5th to 6th grade transition meetings Provide parent training in 8th to 9th grade transition meetings Send parents to training's and conferences Purchase instructional materials to provide parent training	4000-4999: Books And Supplies	\$3,694.00		PARENT PARTICIPATION Connection Activities:Parent Center - Workshops, home academic support, supplemental programs, Technology training, supplies, materials and support for parent participation and partnership Extra duty for translation and child care. ATP parent partnership activities, programs and opportunities to increase parent participation and engagement opportunities. Increase school/home communication with all subgroups of school community. Snacks for parent training's Parent training - Including but not limited to Literacy, technology, home academic support. parent book club PD - Capacity. Social / Academic activities. SSC, ELAC, 5th grade transition meeting - parents/students. Website License

Title I Part A: Parent Involvement Total Expenditures: \$3,694.00

Title I Part A: Parent Involvement Allocation Balance: \$0.00

Raymond Cree Middle School Total Expenditures: \$288,229.00