

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Cahuilla Elementary School
Address	833 E. Mesquite Avenue Palm Springs, CA 92262-0119
County-District-School (CDS) Code	33671736032395
Principal	Ryan E. Saunders, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2023-06/30/2024
Schoolsite Council (SSC) Approval Date	10/26/2023
Local Board Approval Date	12/12/2023

This certifies that updates to my SPSA are completed

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Purpose and Description..... 6
- Educational Partner Involvement 7
- Resource Inequities 9
 - Needs Assessment – Review of Performance 9
 - Reflections: Success 9
 - Reflections: Identified Need 11
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 23
 - Conditions & Climate..... 26
- Annual Review and Update 29
 - Goal 1 – Increased Academic Achievement 29
 - Goal 2 – Parent Engagement..... 36
 - Goal 3 – Safe and Healthy Learning Environment..... 39
- Goals, Strategies, & Proposed Expenditures 43
 - Goal 1 43
 - Goal 2..... 54
 - Goal 3..... 58
- Centralized Services for Planned Improvements in Student Performance 64
- Budget Summary and Consolidation 66
 - Budget Summary 66
 - Allocations by Funding Source..... 66
 - Other Federal, State, and Local Funds 66
 - Expenditures by Funding Source 68
 - Expenditures by Budget Reference 69
 - Expenditures by Budget Reference and Funding Source 70
- School Site Council Membership 71
- Recommendations and Assurances 72
- Title I and LCFF Funded Program Evaluation 73

School Vision and Mission

PSUSD & Cahuilla Vision:
Lifelong learning starts here.

PSUSD Mission: All members of PSUSD are united in our commitment to equity. We strive to create deep, meaningful learning opportunities, build professionalism, and engage parents and community, to ensure success for all students. All students graduate with the skills, capacities and confidence needed to succeed in a rapidly changing world.

Cahuilla Mission- Professional Learning Community:

The staff of Cahuilla elementary will utilize scheduled planning time to respectfully collaborate and discuss ideas to improve the teaching process; Planning time will be used to guide the implementation of curriculum which will directly impact student achievement; Teachers will analyze student data, share effective research-based teaching strategies, and conscientiously implement the agreed upon action plan; Staff will share common goals for student behavior and academic success.

Cahuilla Mission- School Climate:

In order to advance our shared vision of an exemplary school we will work collaboratively and treat each other with respect; Achieve a safe, clean, and positive learning environment; Promote school unity and pride where staff and students want to be; and Implement a conflict-management model and recognition for good behavior throughout all grade levels.

Cahuilla Mission- Parents/Community:

At Cahuilla elementary we will foster community and parental involvement; We will have a robust volunteer program, facilitate community relations, and generate school resources. Parents are valued as an integral part of our school community.

School Profile

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 415 students in grades Transitional Kindergarten through Fifth. Our demographics are as follows: 70.3% of the students are Hispanic, 10.5% are White, 9.6% are African American, and 1.9% are Filipino/Asian, and .9% represent Am. Indian/Alaskan Natives. Approximately 96.3% are Social-Economically Disadvantaged, 27.2% are English Learners, 8.4% are Students with Disabilities, <1% are Foster Youth, and 1.6% qualify as Homeless Youth.

We are proud to be a 1:1 Chromebook school. All students in Transitional Kindergarten-5th grade are provided a computer for use during instruction. We believe our students, as twenty-first century learners, need technology to be competitive not only in their academic careers but for college and career aspirations. We are excited to offer this program to our students and are very proud of our students for excelling in technology.

Our school evaluates the effectiveness of our SPSA after SBAC scores are released, and our SSC, Staff, and Leadership Team had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, occur if there are substantial budget and /or material changes during the school year. For the 2022/2023, our site utilized Local Assessments to monitor student progress and adjust the instructional programming delivered to students.

The SPSA is updated annually by the Cahuilla School Site Council. Our school works with the district to be in alignment with the LEA plan for Palm Springs Unified School District. To provide a cohesive effort in site, district, state, and federal goals, we work in conjunction with the district on the following: benchmark exams, pacing guides aligned to state standards, development of the school plan, and development of the school budget.

Special Education:

Content and Performance Standards

Instruction within a collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum for all students. All special education students are mainstreamed to the greatest level according to the least restrictive environment, and interact with their general education peers in a variety of academic and social settings. They participate in the same assessment models, with appropriate accommodations and support, as their general education peers. Special Education teachers collaborate in a PLC model to ensure the instruction in

Special Education settings aligns with the instructional strategies of the general education classroom. Our speech language pathologist (SLP) provides support to struggling students through an Response to Intervention (RtI) model. She supports students through classroom-based interventions and works collaboratively with a team of educators. The SLP is available to explain the role language plays in curriculum, assessment, and instruction. She can explain the interconnection between spoken and written language, and collaborates with educators to conduct scientifically based literacy assessment and intervention approaches. The SLP provides support to students through an RtI model and provides the duration, intensity, and types of services that a student with communication disabilities may need. SLP collaborates with classroom teachers to provide services and support for students with communication disabilities, including support through evidence-based practices for speech and/or language services or RtI interventions at any Tier. She will conduct expanded speech sound error screening for K students to track students at risk and intervene with those who are highly stimulable and may respond to intense short-term interventions during a prolonged screening process rather than being placed in special education.

Assessment Strategies:

Teachers use a variety of assessments for various purposes. Diagnostic assessments are used to determine the reading levels of all students at Cahuilla. The teachers use a combination of formative and interim assessments to monitor student achievement. For 2023/2024, K-2 will use assessments to inform their instruction and adjust their instructional delivery, as well as provide an end of year assessment of overall mastery. All assessments will be Common Core Standards aligned. In grades 3-5, district directed interim assessments will be used as formative assessments in two instructional segments, at the end of each trimester, to monitor progress mastery. SMART goals will be created based upon interim assessments to drive best first instruction. The ELPAC will be used to assess the progress of English Learners. End of Year Assessments created by PSUSD will be implemented in Grades K-2. Smarter Balanced Assessments or district direction interim assessments will be used for Grades 3-5. To promote and ensure equity, student data will be analyzed in terms of subgroups as well as the overall class/grade level performance.

Instructional Strategies:

Cahuilla implements a tiered approach to meeting the cognitive and affective needs of students. We have a tiered response system for academics and the social-emotional development of students. We are launching an MTSS model to frame our tiered systems of response for Academics, Social-Emotional Learning, and Behavior.

ACADEMICS:

Tier 1: Best First Instruction--teachers work collaboratively using the PLC model to develop instructional approaches that incorporate the adopted core curriculum and approved supplemental resources. They are directly aligned with the pacing/roadmap established by PSUSD, and use research based strategies to design learning experiences for students. As a part of this Tier 1--all students are regrouped within their classroom in to one of three levels: Intensive, Strategic, and Benchmark/Advanced, and students are given additional instruction at their level of need--emphasizing reading and reading comprehension. Instruction is guided by formal and informal assessments, and progress towards mastery are monitored by interim assessments known as benchmarks in grades TK-5. During the day, students are regrouped across the grade level to target language development (Designated ELD), and all students receive language development support at their level; even if they are native English speakers. All students participate in Guided Reading to the frequency needed to address their needs. Tier II- students who need additional support receive support from Literacy Action Plans, additional Guided Reading, and small group instruction as needed. Tier III--Teacher Tutoring, district provided SES tutoring, and after school program support are all in place; in addition, Cahuilla sets aside money to pay teachers to provide targeted tutoring for students not participating in other programs.

The MTSS Model is used to target the level of support for students, including referrals to special education or 504 support if necessary. A key to this tiered program being successful is the deliberate placement of students. All classes have a heterogeneous grouped instructional setting, and students are then homogeneously grouped within their classroom for additional support. 100% of students receive a reading ability screening via the district selected program each year. In addition, all students are afforded the opportunity to be GATE assessed via teacher, parent, and grade-wide screening in third grade. Teachers will use the SMART goal model to develop goals to drive learning based upon the results of their Interim Assessments. ELA, Math, ELD, Science/History have minimum blocks of instructional minutes to be met each week. Cahuilla has a system in place to ensure all Grade 1-5 students receive 100 minutes of physical education.

SOCIAL-EMOTIONAL:

Tier 1: Best First Instruction--the program Second Steps is implemented during the instructional day. This curriculum has a two-pronged approach: social-emotional learning and bully prevention. The curriculum is integrated into the instructional program when appropriate, and may be stand alone instructional blocks as well. Cahuilla has a full time school counselor who provides supports in all three Tiers to students as needed. Cahuilla implements a structured recess to ensure students are taught appropriate social skills when interacting on the playground and prevent bullying.

Tier II-When students need additional help, they enter into the SST process. The school counselor will be available to provide small group training for targeted behavior replacements, as well as general counseling in social-emotional development. Students who demonstrate a greater need will move into Tier III--and referred to PSUSD Mental Health to provide group and or family counseling/therapy to those in need.

Pre-School:

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, one Kindergarten teacher from each elementary school will meet three times each year with ECE teachers to discuss the necessary skills needed for a successful ECE to Kindergarten transition. These meetings will be held at the District Office and facilitated by the ECE Principal who shall gather input from the elementary school principals and/or Kindergarten department leads. In the spring of each year, the parents of ECE students will have the opportunity to attend an informational Kindergarten meeting at the elementary school to meet the elementary school principal and Kindergarten teachers. The ECE parents will be provided with instructional materials and supplies to assist their students over the summer. The incoming ECE students will also have the opportunity to visit the Kindergarten classrooms in the spring. These articulation efforts and meetings will be supported through centralized Title I funds.

BEHAVIOR:

The Teacher on Special Assignment's focus will be directed to providing behavioral support within the MTSS model. Tier 1: Provide explicit instruction, in collaboration with the staff, on the behavioral expectations for students. Students will continue to be rewarded for positive behavior by earning Cahuilla Bucks for the Student Store, The Self-Manager Acknowledgement System. Tier 2: Students will receive additional behavioral support in the form of an SST/MTSS meeting to identify the cause of behaviors and apply research-based strategies to remediate behaviors. Restorative practices will be used to resolve conflict, as well as other means of correction in order to reduce the suspension rate of students who demonstrate behavioral struggles. Tier 3: students who demonstrate significant need, and do not demonstrate growth as a result of the Tier 1 and 2 strategies, will receive a Behavior Support Plan that will co-developed with the TOSA and MTSS Team. Referral to other agencies, as needed, will be considered as well. In addition, this TOSA will also provide in class support for teachers during Guided Reading in a to be determined schedule.

Instructional Materials

Wonders Core & GATE Guided Reading Curriculum-ELA, Bridges Core & Imagine Learning-Math, Amplify-Science, and Studies Weekly - Social Studies resources along with supplemental materials. Supplemental resources include Read Works or NewsELA to provide supplemental resources for informational text.

Cahuilla Elementary School receives a portion of services that are centrally managed by the District. Some of these services include curriculum and instructional support, local testing services, data analysis training, collaboration training, intervention assistance, professional development, and early childhood education. Funds are centrally allocated as follows:

- Title I Supplemental Education Services (SES)
- Title I Program Improvement -
- Title I Professional Development
- Title I Parent Participation -
- Title I Homeless Education
- Title I Early Childhood Education (ECE)

Other site services provided by the district include those funded with Title II, Title III, and Economic Impact Aide.

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

SWD (Chronic Absenteeism), Homeless (Chronic Absenteeism & Suspension) , African American (Chronic Absenteeism), White (Chronic Absenteeism), Multiple Races (Chronic Absenteeism & Suspension).

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

Cahuilla Elementary School Site Council meets regularly during the school year to review and update the school plan, including proposed expenditures for Title I. In addition, Cahuilla ELAC (when constituted) meets regularly during the year to review data and provide ongoing feedback to the School Site Council regarding English Learners and various programs. School goals are based upon comprehensive needs assessments that include the analysis of verifiable state data, including information displaying on the CA School Dashboard. Other district and school data, including interim assessments and common formative assessments, are utilized to further measure and monitor student achievement throughout the school year. School goals are aligned with the PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from all educational partners via the Panorama Survey, ELAC (when constituted), whole staff surveys, Parent Advisory, and Leadership Team. The Cahuilla School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close the student achievement gap.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Election Dates and Results:
SSC Election Dates and Results:

Teacher Election Process:

Teacher Requests for nominations went out via Email and Google Survey/Classroom on 08/29-09/02. Teachers were given five full days to nominate themselves. The ballots were sent via Google Survey on September 6th. The voting window closed at the end of September 9th. As a result of the elections, Mr. Nicholas Higgins and Mr. Jeffrey Kopasz were elected.

Parent Election Process:

A notice for parent nominations for SSC were posted on our website and Class DoJo on August 29th. The opportunity to self-nominate closed on September 2—five days later. The ballots were created and sent via a Google Survey on September 6th. Parents were provided a link to the elections on September 9th by two methods: Blackboard and ClassDojo. The voting window closed on September 9th. Over the course of the five days, I sent multiple reminders using Blackboard and DoJo to remind/encourage parents to vote. At the end of the election, two new parents were elected to a two year term: Ms. Ashely Kuregian and Ms. Rocio Arana.

Other Election Process:

There was not a need for an election as the current member was completing their second year.

Title I Meeting:

September 06, 2022 via Zoom.

SSC Meeting Dates and Topics:

- -09/15/2022--SSC Annual Training
- -10/19/2022--Review of vacancies and member election results, UCP form, Review and Approve By-laws, Elect Officers.
- -11/09/2023--Special Meeting to Replace Parent Member who Left
- -02/23/2023--SSC/ Community Meeting to conduct LCAP Input, Review Interim Assessment Data including Reading Levels, Interim Assessment Data on ELA, Math, EL, Discipline, and Attendance, Budget Monitoring
- -03/21/2023--ATSI Input, Data Review, Review Intervention Program Data, Monitor SPSA Goal/Actions & Budget.
- -04/27/2023--Review Draft/Proposed SPSA and Vote.

ELAC Meeting Dates and Topics:

Two meeting attempts were conducted to form an ELAC Committee: November 11 and November 18. Communication was sent out through multiple methods inviting parents to attend. In two meetings, two parents attended. ELAC Committee was not formed and delegated to SSC.

Leadership Team Dates and Topics:

08/30/2022--SMART GOAL Data Process & Professional Development Plan for school year.

09/27/2022--SMART Goals,

10/25/2022--PT Conferences Planning, Running Effective PLC/Grade Level Meetings, Designated ELD Reflection

11/29/2022--Vertical Writing Plan, Behavior Intervention Reflection-Other Means of Correction, Every Student Succeeding Nominations, SMART Goal Data, MTSS Student Placement

12/13/2022--Vertical Writing Plan-Continued, Behavioral Interventions and Reflection-Continued, Other Means of Correction

01/24/2023--Effective SMART Goals/Data, Grade Level Field Trips, Parent Communication Reflection-Newletters

03/02/2023--ATSI Data Sheet/Input Gathering--Root Cause Analysis, Reflection over Teacher Input on High Impact Next Steps

04/25/2023--Review Draft SPSA

05/23/2023--Preparation for End of Year Events, Assessment Update and Interim Report, 21/22 Planning Details

Grade Level/Staff Team Meetings: Results Disseminated to Staff

08/17/2022--Staff Review of Data (SBAC & ELPAC preliminary) and STAR End of Year Data-preparing for Universal Screening

03/31/2023--Google SPSA Input Form was shared with All Certificated and Classified Staff to rank and provide feedback on current SPSA Actions and to make recommendations. Data was collected in a quantitative and qualitative format to promote maximum input.

04/26/2023--Staff Meeting to Review Prior Input and Survey Results, ATSI Input Themes, and Draft SPSA

05/10/2023--Panorama Survey Results Shared with Staff

Parent Advisory Meeting/Coffee with The Principal:

09/22/2022--Introduce Parent & Community Center Coordinator

11/09/2022--Quality of School to Home Communication

02/02/2023--Instructional Programming Input, Culture and Climate Input, Overall Communication Input (low turnout)

Based on the evaluation of the implementation and the effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the PSUSD Interim Assessment Reports, Chronic Attendance and Suspension Data, and Panorama

ATSI Input Engagement Activities: 5 Why's Root Analysis and Action Brainstorming Sessions

SSC ATSI Input Meeting: 03/21/2023-Used the 5 Why's Protocol to Conduct Root Analysis around Chronic Absenteeism.

Leadership Team ATSI Input: 03/02/2023-Training on ATSI Input Protocol-5 Why's So they Can Support Whole Staff Activity

CAES Staff ATSI Input Meeting: 03/22/2023-Conducted Root Analysis Activity-5 Why's.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input the SSC recommended the following revisions to the SPSA:

Actions to Maintain: TOSA-Focus on Tier 1 Behavior Support, Supp. Materials & Supplies as well as supplemental educational software, Academic Field trips, tutoring, paid teacher collaboration and planning with emphasis on MTSS, Supervision Aide Supplemental Support.

Actions to Remove: Early Return Paid Collaboration, Additional Supervision Aides

Actions to Continue with Modifications: TOSA to provide additional support in Reading Intervention within Classroom, Targeted Professional Development on: Universal Design for Learning, Social Emotional Learning Concepts: Conflict Mediation/Restorative Practices, Other Means of Correction, Attendance Themed Parent Engagement Activities, Tier 2-Calming Centers Inside the Classroom

The council will review the assessments used to inform progress for the 2023/2024 school year (see the school profile).

Resource Inequities

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

A review of the CA Dashboard data shows the following four significant academic groups: SED, EL, Hispanic. All three groups were represented in the 2023/2024 plan.

The following groups were identified as in need of ATSI Support: SWD (Chronic Absenteeism), Homeless (Chronic Absenteeism and Suspension), African American (Chronic Absenteeism), White (Chronic Absenteeism), Multiple Race (Chronic Absenteeism and Suspension).

In looking at SBAC, English Learners had a 12.5% at or above rate while the overall was 37.7%, In Math, EL's had an 8.3% at or above rate compared to the overall average of 24%. This indicates EL are experiencing an inequity. Goal 1 will target these concerns with the following strategies: 1) Targeted Support for EL in Math and Reading with TOSA and professional development of staff. African American Students had higher levels of chronic absenteeism and significantly scored lower (13%) on SBAC Math. This inequity will be addressed by the following actions: 1) Parent Attendance theme engagement events, 2) Attendance Intervention and Reinforcement Incentives, Saturday School, and 3) continued professional development in Mathematics.

In conclusion the following needs/inequities emerged as needs: 1) Increase academic growth in Math and Reading, 2) Increase the student perception around safety, 3) Decrease Chronic Absenteeism, 4) Reduce Suspension Rates, 5) Target additional focus on the quality of Designated and Integrated ELD for students in order to increase the overall Reclassification Rate for Cahuilla.

The 2023/2024 plan will include specific strategies to target the reduction of Chronic Absenteeism and Suspension rates of SWD, Homeless, African American, White, and Multiple Races Students. Strategies will focus on increasing parent awareness around attendance, increasing student engagement and sense of safety, implement early intervention/prevention strategies to reduce disciplinary incidents and suspensions.

Needs Assessment – Review of Performance

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

A review of the 2022/2023 data release on 10/18/2023 via Data Quest and CAASPP revealed the following:

***1) The current suspension data has not been publicly released, but locally calculated data shows an estimated 2% decrease overall. ***2) Chronic Absenteeism appears to have increased by 7.5% and Average Daily Attendance appears to have increased by 2.1% according to local calculations. ***3) Smarter Balance Assessments yielded the following results: -1% to 36.7% in ELA and +2% to 25.60% in Math.

African American students show a slight decrease of .48% to 29.85% in ELA and about 1% gain to 16.89% in Math, Hispanic students showed a slight decrease of .32% to 36.08% in ELA and a moderate increase of 1.45% to 22.69% in Math, White students showed a slight dip of .64% to 60.72% in ELA and a slight increase of .84% to 49.02 in Math, Two or More Races students shows a very small dip of .06% to 59.82% in ELA and a moderate increase of 1.49% to 48.54 in Math. Gr. 3 showed a significant decrease by 28.6% to 15.15 % in ELA and 24.18% to 11.76% in Math. Gr. 4 showed a significant increase of 13.05% to 47.83% om ELA and 21.73% increase to 44.92% in Math, Gr. 5 showed a significant increase of 11.16% to 46.37 in ELA and a good increase of 5.9% to 20% in Math. Students with disabilities demonstrated good growth of 4.77% to 14.29% in ELA and 9.52% to 14.28% in Math, **** 4) Finally, EL's demonstrated growth of 8.23% to 21.43% in ELA, but did show a moderate decrease of -2.85% to 8.47% in Math.

Success:

1) The current suspension rate is expected to drop by 2% for the second consecutive year.

Reasons: A strong focus on SEL was present, our TOSA focused on Tier 1 supports and interventions. This shows the actions were effective.

2) Academically: Gr. 4 and 5 had significant growth from one year to the next. Gr. 4 had an increase of 56.2 Scaled Score Points in ELA and 60.4 Scaled Score Points in Math.

Reason: A strong focus and implementation of our Vertical Writing Plan and High Impact Math Strategies led to this success. These two grades also administered the ICA benchmark and collaborated a planned response around the results.

3) Previously, ELPAC was a subgroup of students who did not show growth, but the current release of data show that EL's increase by 8.2% in ELA.

Reflections: Success

Reasons: The teams did focus heavily as a grade level on implementing our vertical writing plan and Performance Task. Designated ELD rotations did return and this helped make a difference as well as the quality of ELD instruction improved as well. This group also experienced an 11% decrease in Chronic Absenteeism.

4) Students with disabilities had showed strong growth in ELA and in Math.

Reason: They have been provided greater access and support in the general education classroom and are experiencing success in the High Impact Math strategies-this is good growth despite a 50+% chronic Absenteeism rate (which is a likely cause of the still very low overall performance).

In Summary: Gr. 4 & Gr. 5 in ELA and Math, EL's in ELA, and SWD's in ELA & Math--all had moderate to strong growth.

A review of the Dashboard Data, Interim Data, and Panorama survey data did provide the following: 1) Suspension Incidents: decrease of six incidents which is a .7% decrease from this time last year, 2) Chronic Absenteeism: has decreased by 9.6% and Average Daily Attendance improved, as of April, by 1%. 3) Office Referrals for Discipline are down by 17 incidents which is a decrease of 2.5%, 3) STAR Benchmark: Math 46.2% (5.7% over PSUSD Average), Reading 64.5% (5.6% over PSUSD Average), Early Literacy 46.96% (3.1% Over PSUSD Average), 4) ELPAC 38.8% (5% Below PSUSD Average), 5) SBAC: ELA 37.7% At or Above (Low Performing/1.9% Above PSUSD Average) and Math 24% (low performing/4% Above PSUSD Average), CAST 14.1% (Low performing/3.8% Below PSUSD Average), 6) Panorama Data: Student Climate of Support: +2% favorable responses (78%), Safety -5% favorable responses (55%), Sense of Belonging +1% favorable responses (71%), Knowledge and Fairness of Discipline, Rules and Norms -1% favorable responses (73%), SEL: Self-Efficacy +7% favorable responses (58%) and self-management -2% favorable responses (621%). Grit and Growth Mindset +3 favorable responses (63% and 61%), Social Awareness +1% favorable responses (64%), and overall YRBS +5% favorable responses (85%), Parent Responses for all components of Panorama Survey were 90% or higher.

Success:

1) Our current suspension rate is on track to be significantly reduced from the 2021/2022 end of year suspension rate.

Reasons: Our teachers have increased an emphasis on SEL, our TOSA focused on Tier 1 supports and interventions. The 2023/2024 will continue with these actions and included a greater emphasis on other SEL strategies like conflict mediation and restorative practices.

2) Our current Chronic Absenteeism rate is on track to be significantly reduced from the 2021/2022 end of year Chronic Absenteeism rate.

Reasons: Increase parent engagement in the SART Process, Increase Student engagement and events like field trips, family events like Geeky Game Night. The 2023/2024 plan will continue to build on the family engagement piece by hosting attendance themed events and reinstate positive attendance incentives and Saturday School opportunities to clear absences.

3) In all academic areas, save ELPAC, we are scoring above the PSUSD Average.

Reasons: Attendance has improved, Chronic Absenteeism has decreased, discipline has decreased, and parent engagement has increased. The 2023/2024 will continue to build upon these successes by continuing the ongoing professional development on research based math practices, increase professional development around Universal Design for Learning to close equity performance gaps with EL's, and the TOSA will provide targeted reading support during Designated ELD or Guided Reading times.

4) White students are scoring 15% higher than All Students in ELA.

5) Multiple race students are scoring significantly higher than All Students in ELA and Math. They are not a significant academic subgroup.

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

A review of the 2022/2023 data release on 10/18/2023 via Data Quest and CAASPP revealed the following:
 1) The current suspension data has not been publicly released, but locally calculated data shows an estimated 2% decrease overall. ***2) Chronic Absenteeism appears to have increased by 7.5% and Average Daily Attendance appears to have increased by 2.1% according to local calculations.3) Smarter Balance Assessments yielded the following results: -1% to 36.7% in ELA and +2% to 25.60% in Math. African American students show a slight decrease of .48% to 29.85% in ELA and about 1% gain to 16.89% in Math, Hispanic students showed a slight decrease of .32% to 36.08% in ELA and a moderate increase of 1.45% to 22.69% in Math, White students showed a slight dip of .64% to 60.72% in ELA and a slight increase of .84% to 49.02 in Math, Two or More Races students shows a very small dip of .06% to 59.82% in ELA and a moderate increase of 1.49% to 48.54 in Math. Gr. 3 showed a significant decrease by 28.6% to 15.15 % in ELA and 24.18% to 11.76% in Math. Gr. 4 showed a significant increase of 13.05% to 47.83% in ELA and 21.73% increase to 44.92% in Math, Gr. 5 showed a significant increase of 11.16% to 46.37 in ELA and a good increase of 5.9% to 20% in Math. Students with disabilities demonstrated good growth of 4.77% to 14.29% in ELA and 9.52% to 14.28% in Math, **** 4) Finally, EL's demonstrated growth of 8.23% to 21.43% in ELA, but did show a moderate decrease of -2.85% to 8.47% in Math.

Identified Needs:
 1) Despite a positive increase in overall attendance, Chronic Absenteeism increased to 43.6%--this is a 7.5% increase. It is likely that TOM will no longer be ATSI, but we could see other groups now falling into this category and needing a response. AA (52.2%) and White (52.8%) students, as well as students with disabilities (55.6%) had chronic absenteeism rates that exceed the school rate of 43.6%.
 2) Chronic Absenteeism continues to be a concern for students with disabilities. Even though they had overall growth in ELA and Math, their overall performance is still very low and is likely due to chronic absenteeism.
 2) Gr. 3 had a significant drop in overall performance in ELA and Math. In addition, more than 50% of the grade level was chronically absent.
 3) The overall performance was for all intents and purpose a neutral advancement in ELA and a 2% growth in Math. A closer look at the data reveals that Cahuilla had an outlier in the data in terms of Grade 3. Their significant decline in academic performance disproportionately impacted the school's overall performance.

In Summary: AA, Hispanic, White, and TOM Races all showed a virtual null impact on achievement with a range of -1% to 1.5% change. This means a focus on Tier 1 needs to continue to be a focus and is aligned with the academic actions outlined in this plan.

Supporting Actions:
 The actions outlined below will continue to be relevant to the newly identified areas of needs. Some of these actions will adjust the focus to include Students with Disability, this year's 4th grade students, and AA & White Students in terms of attendance.

A review of the Dashboard Data, Interim Data, and Panorama survey data did provide the following: 1) Suspension Incidents: decrease of six incidents which is a .7% decrease from this time last year, 2) Chronic Absenteeism: has decreased by 9.6% and Average Daily Attendance improved, as of April, by 1%. 3) Office Referrals for Discipline are down by 17 incidents which is a decrease of 2.5%, 3) STAR Benchmark: Math 46.2% (5.7% over PSUSD Average), Reading 64.5% (5.6% over PSUSD Average), Early Literacy 46.96% (3.1% Over PSUSD Average), 4) ELPAC 38.8% (5% Below PSUSD Average), 5) SBAC: ELA 37.7% At or Above (Low Performing/1.9% Above PSUSD Average) and Math 24% (low performing/4% Above PSUSD Average), CAST 14.1% (Low performing/3.8% Below PSUSD Average), 6) Panorama Data: Student Climate of Support: +2% favorable responses (78%), Safety -5% favorable responses (55%), Sense of Belonging +1% favorable responses (71%), Knowledge and Fairness of Discipline, Rules and Norms -1% favorable responses (73%), SEL: Self-Efficacy +7% favorable responses (58%) and self-management -2% favorable responses (621%). Grit and Growth Mindset +3 favorable responses (63% and 61%), Social Awareness +1% favorable responses (64%), and overall YRBS +5% favorable responses (85%), Parent Responses for all components of Panorama Survey were 90% or higher.

Identified Needs:

**Reflections:
 Identified
 Need**

- 1) English Learners are underperforming compared to to the overall school performance on SBAC-ELA and Math.
- 2) Chronic Absenteeism is still high and is the cause of ATSI status for all ATSI Groups.
- 3) Suspension rates, while improved, are still higher than we like and the reason for ATSI status for Homeless and Multiple Race students.
- 4) SED students are performing with 1% of the All students group.
- 5) Foster Youth do not have SBAC data to review. They are not a significant subgroup in any metric for Cahuilla.
- 6) Homeless Youth are scoring approximately 12% lower than All Students in ELA and in Mathematics.
- 7) AA are scoring within 3% of All Students in ELA and 17% lower than All Students. They are not a significant academic subgroup.
- 8) Hispanic students are scoring within 3% of the proficiency rate of All Students.
- 9) White students are scoring 15% higher than All Students in ELA, and 4% lower than All Students in Mathematics. They are not a significant academic subgroup.
- 10) SWD are significantly performing at a lower rate than all students in ELA and Math. They are not a significant academic subgroup.
- 11) Multiple race students are scoring significantly higher than All Students in ELA and Math. They are not a significant academic subgroup.

Supporting Actions:

- 1) The TOSA will focus on providing language/reading support during Designated ELD and Guided Reading Times in order to provide additional support.
- 2) The TOSA will also provide intervention groups for students identified as Homeless and Multiple Race students.
- 3) The staff will receive focused professional development on the following items: Universal Design for Learning, Conflict Mediation, and Restorative Practices to ensure students are supported during difficult times and feel connected to school.
- 4) Saturday School will be offered to all students and ATSI subgroups will receive direct invitations to attend.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	1.70%	0.24%	4	7	1
African American	9.6%	9.25%	9.26%	41	38	39
Asian	1.2%	0.97%	1.19%	5	4	5
Filipino	1.9%	1.46%	1.19%	8	6	5
Hispanic/Latino	70.3%	69.83%	70.78%	301	287	298
Pacific Islander	%	%	0%			0
White	10.5%	9.98%	11.64%	45	41	49
Multiple/No Response	5.6%	6.81%	5.7%	24	28	24
	Total Enrollment			428	411	421

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	73	68	76
Grade 1	66	69	69
Grade 2	70	66	69
Grade3	82	66	73
Grade 4	70	74	66
Grade 5	67	68	68
Total Enrollment	428	411	421

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	169	140	107	32.2%	29.0%	25.00%
Fluent English Proficient (FEP)	49	54	57	9.3%	11.2%	13.30%
Reclassified Fluent English Proficient (RFEP)	26	28	25	12.9%	16.6%	23.4%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
411	91.2	27.5	1.2
Total Number of Students enrolled in Cahuilla Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	27.5
Foster Youth	5	1.2
Homeless	63	15.3
Socioeconomically Disadvantaged	375	91.2
Students with Disabilities	41	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	9.2
American Indian	7	1.7
Asian	4	1.0
Filipino	6	1.5
Hispanic	287	69.8
Two or More Races	28	6.8
Pacific Islander		
White	41	10.0

Conclusions based on this data:

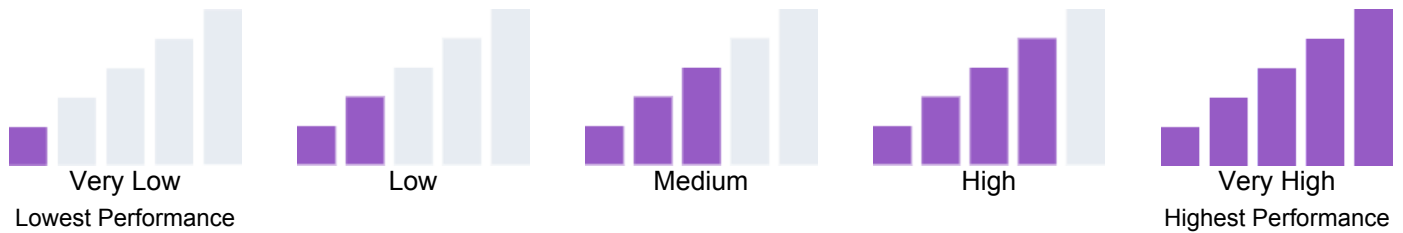
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School and Student Performance Data

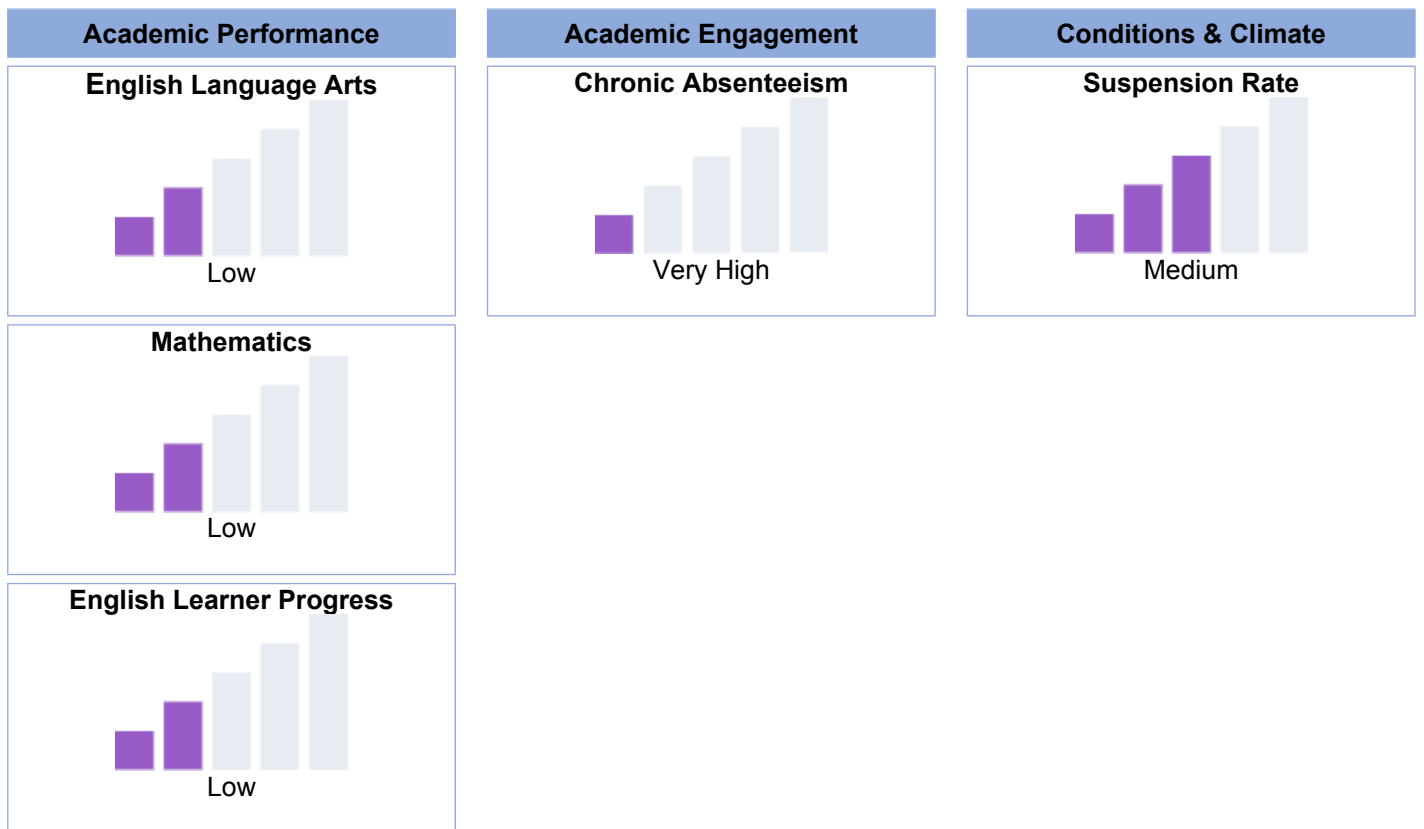
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

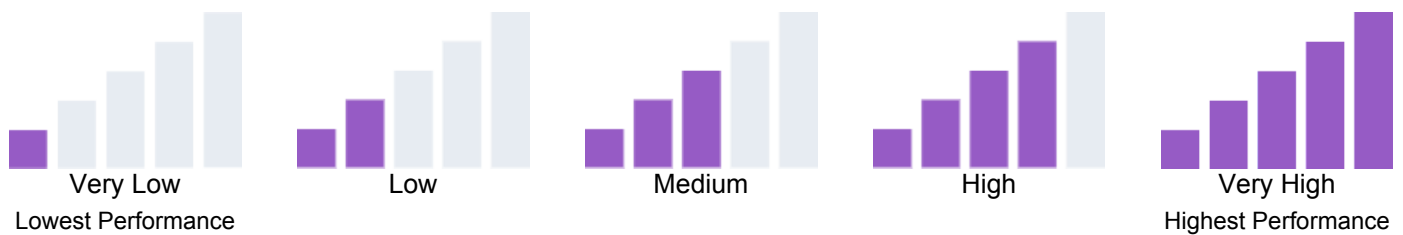
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School and Student Performance Data

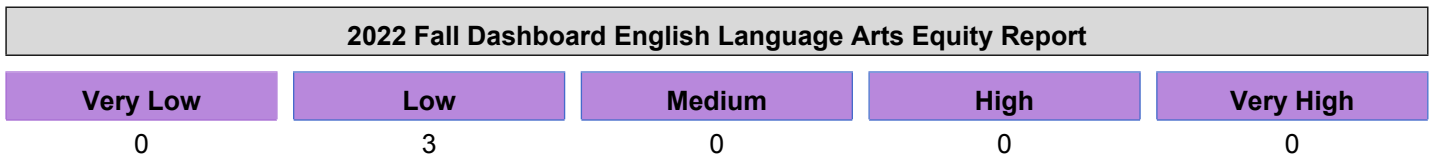
Academic Performance English Language Arts

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

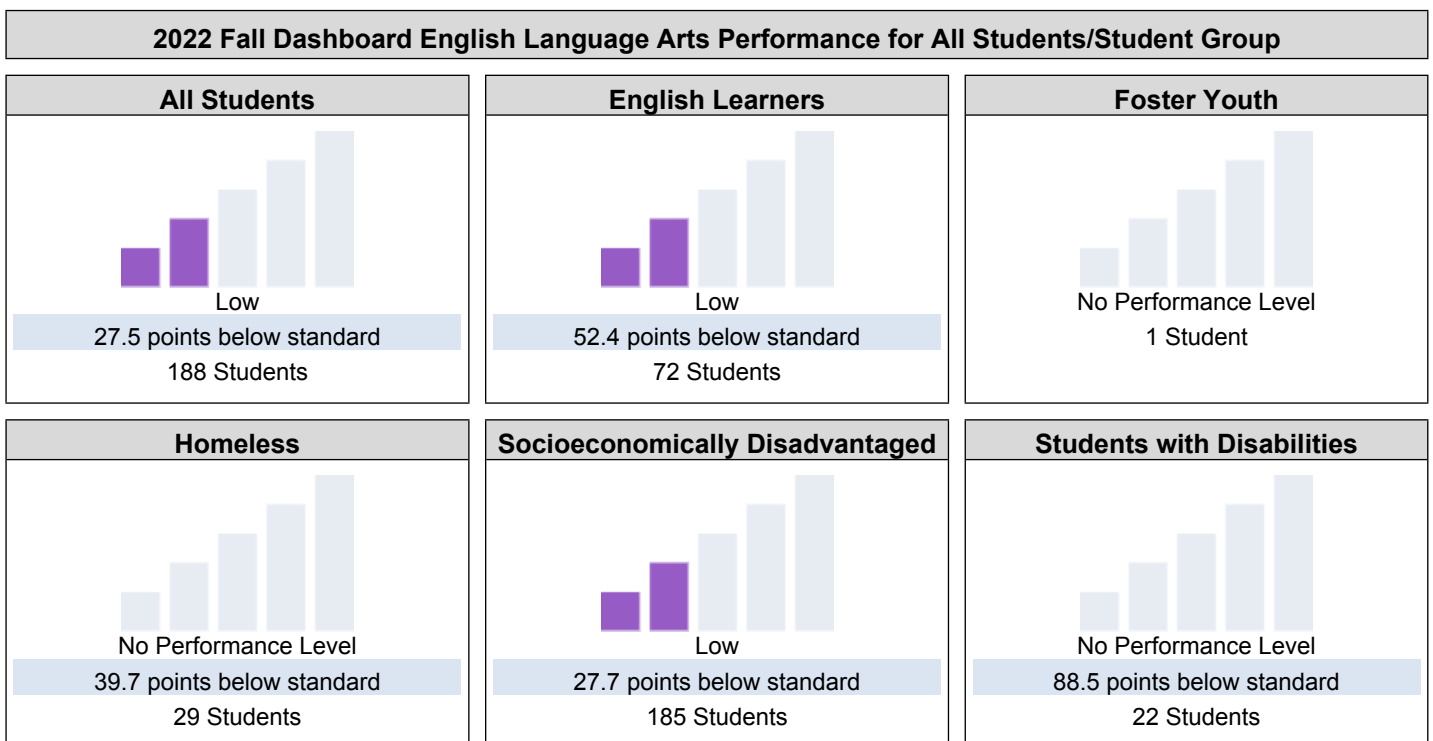
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



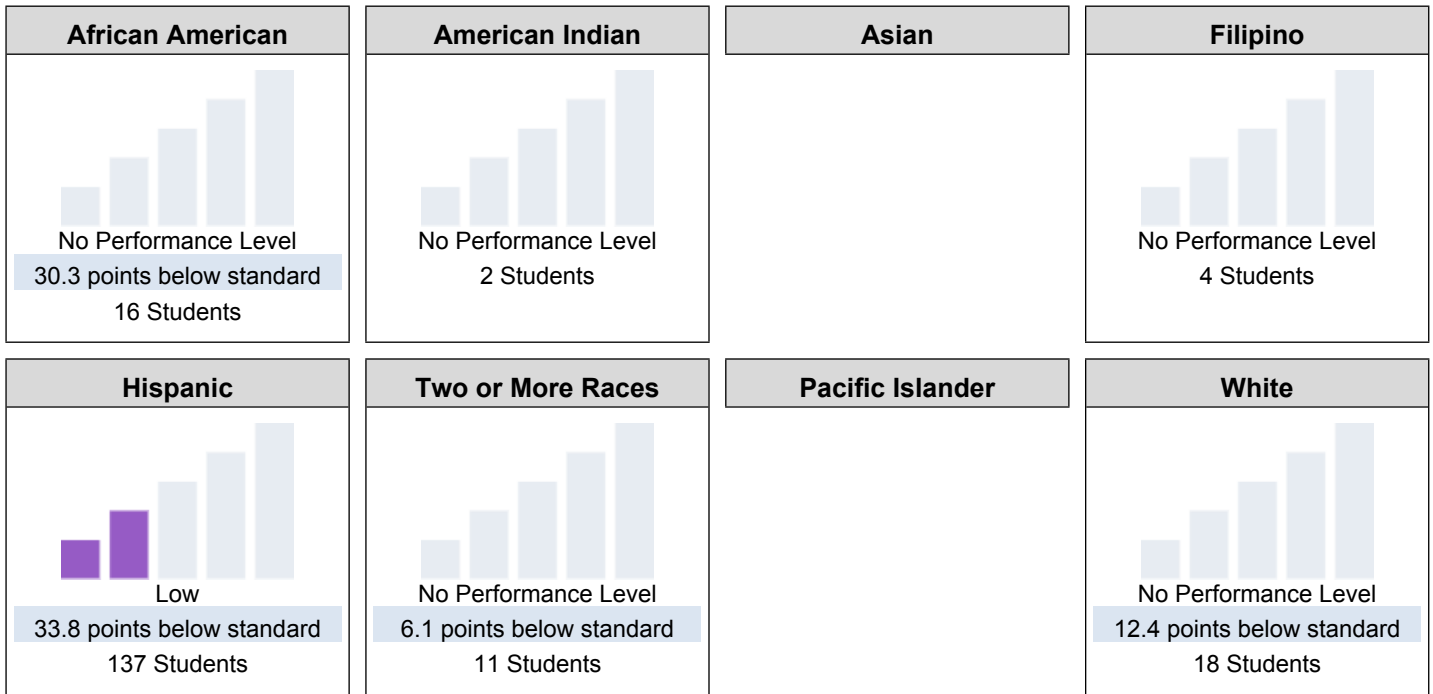
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.3 points below standard 48 Students	0.6 points below standard 24 Students	12.7 points below standard 107 Students

Conclusions based on this data:

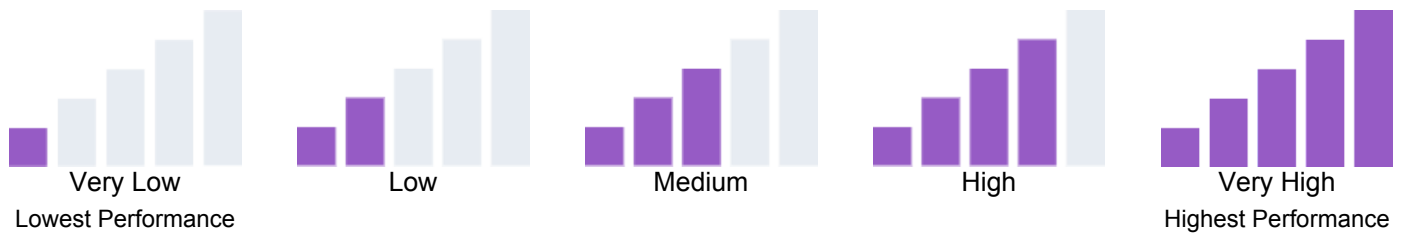
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School and Student Performance Data

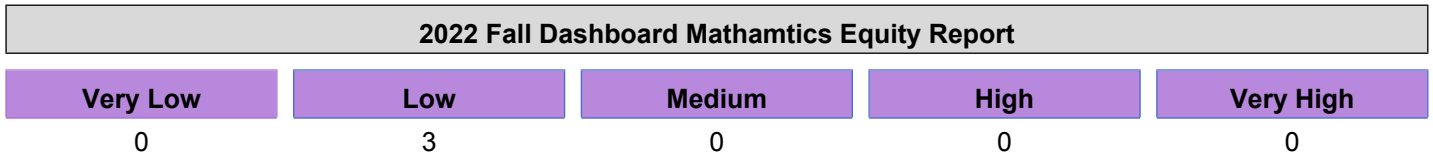
Academic Performance Mathematics

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

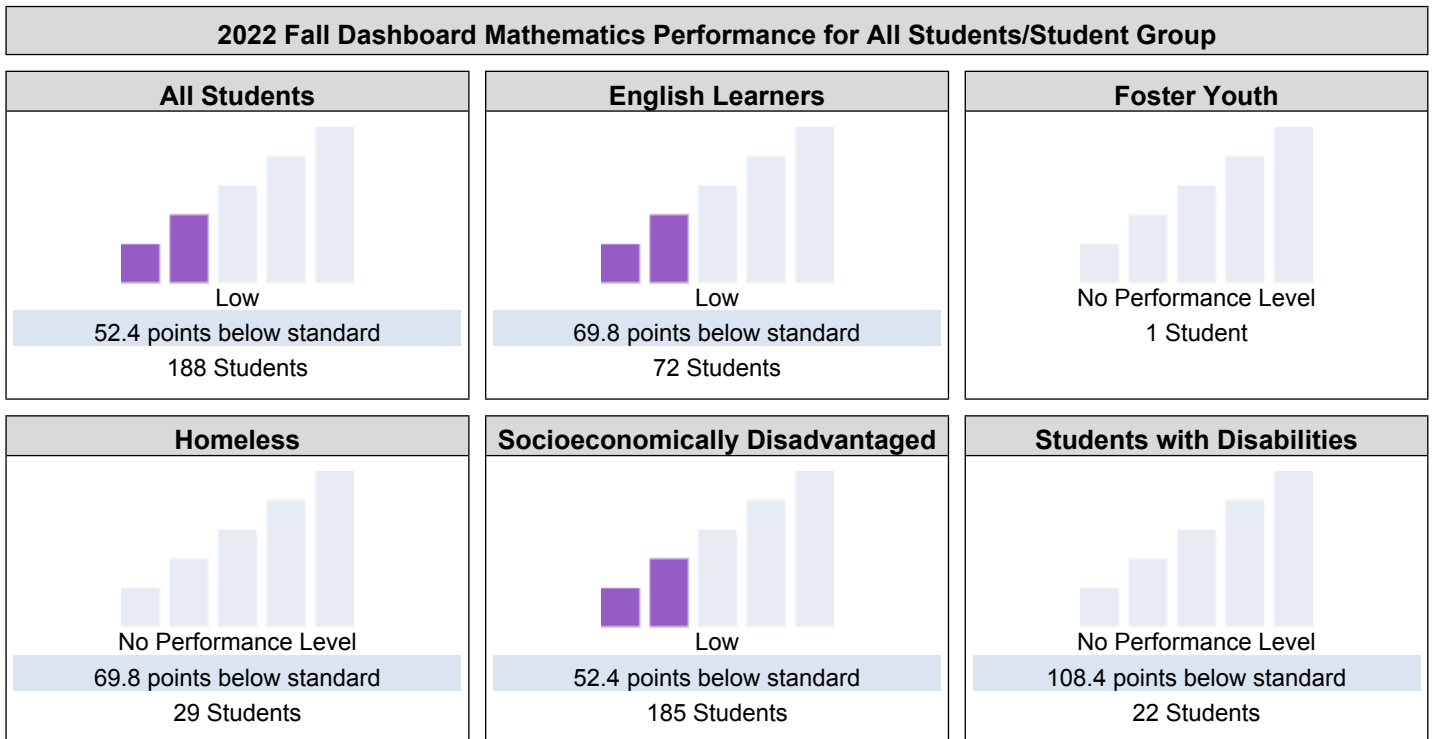
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



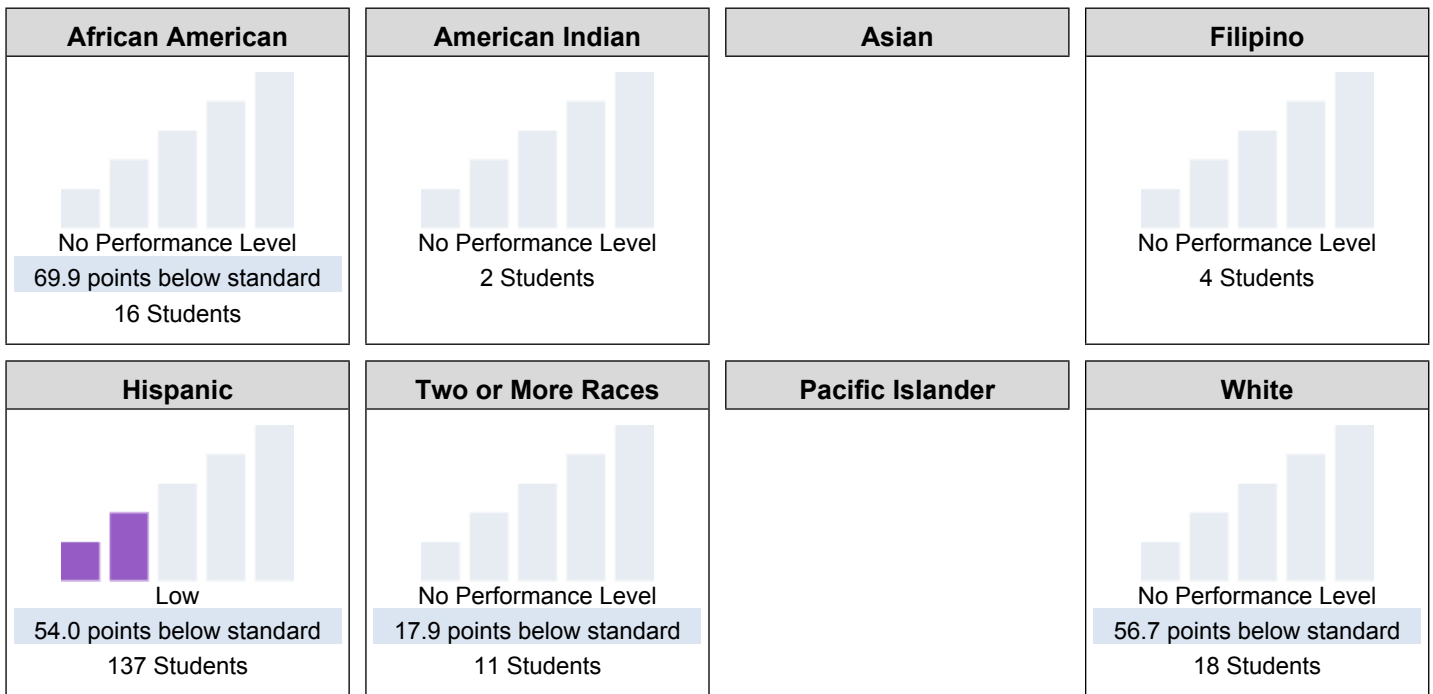
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.1 points below standard 48 Students	29.3 points below standard 24 Students	44.7 points below standard 107 Students

Conclusions based on this data:

1.

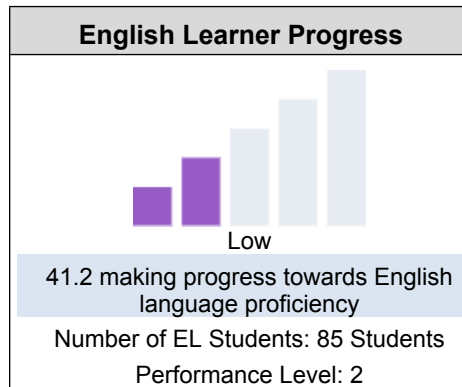
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.5%	42.4%	0.0%	41.2%

Conclusions based on this data:

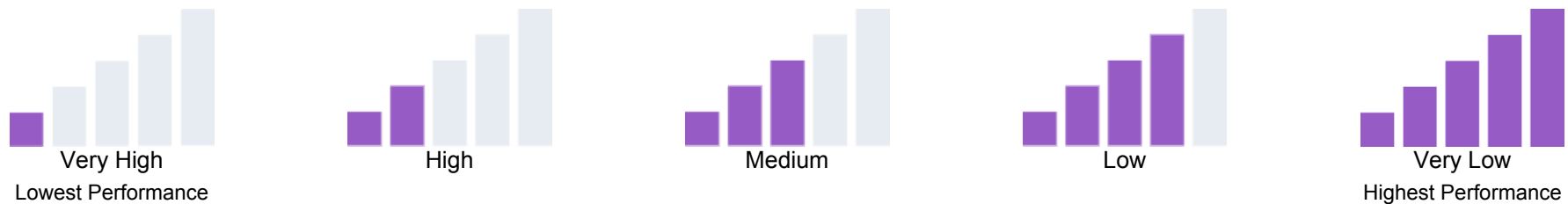
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School and Student Performance Data

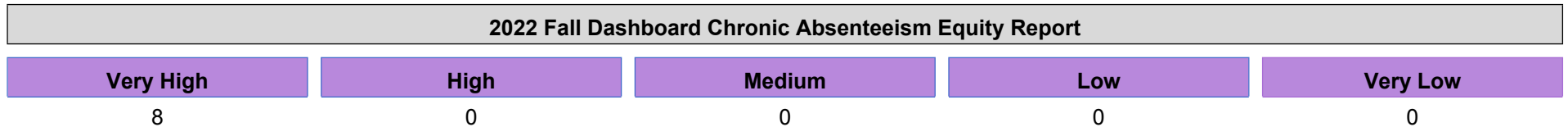
Academic Engagement Chronic Absenteeism

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

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

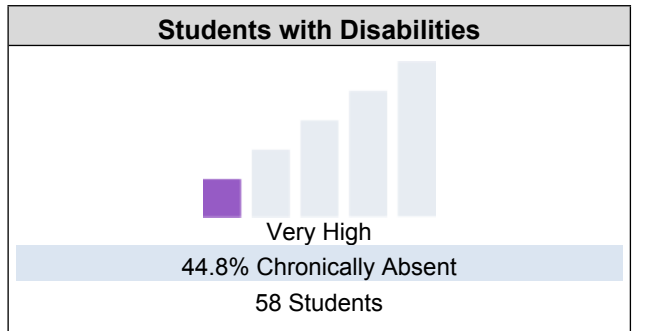
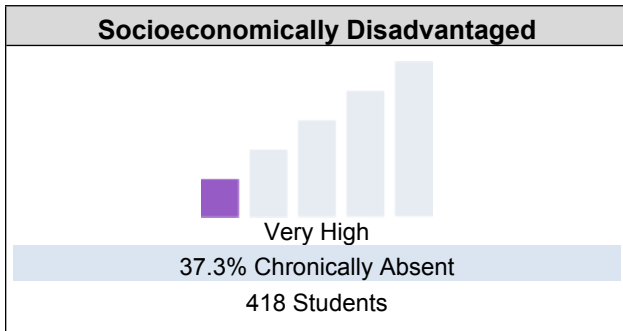
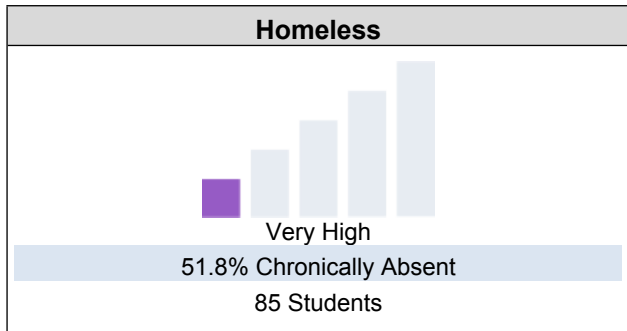
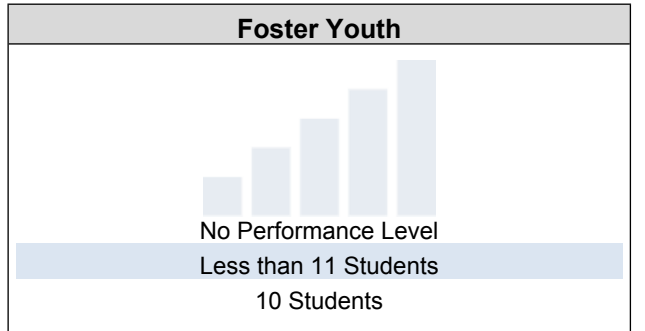
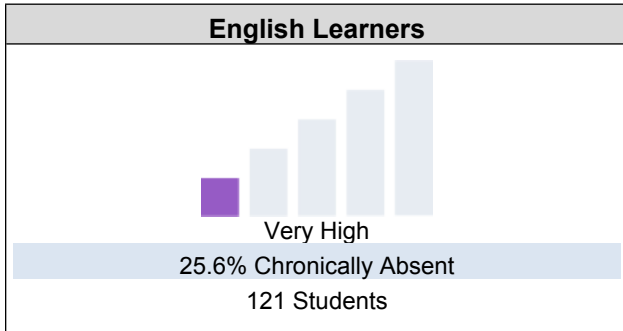
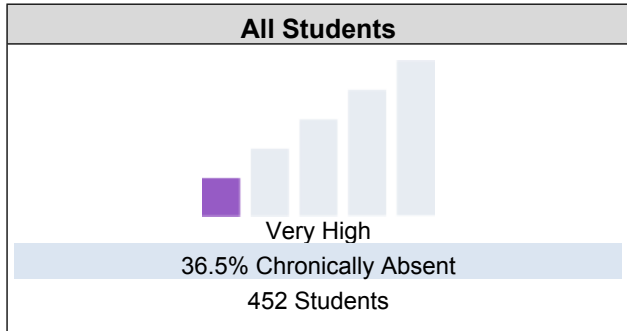


This section provides number of student groups in each level.

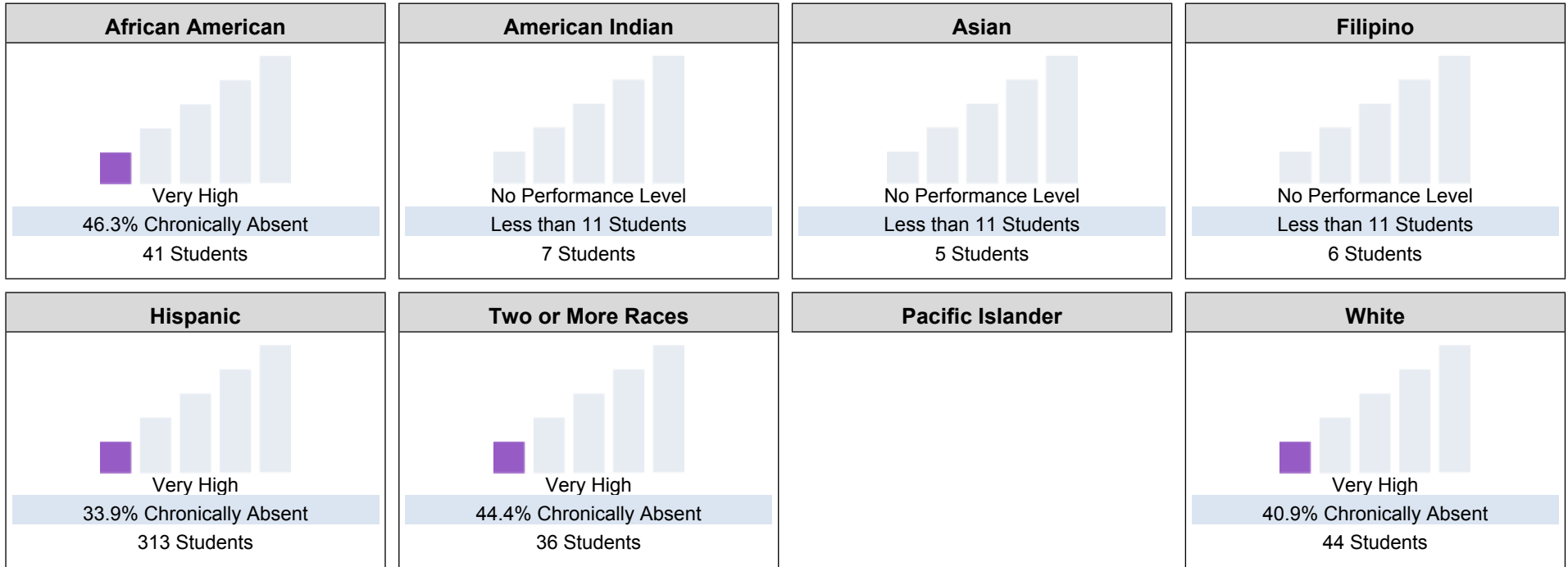


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

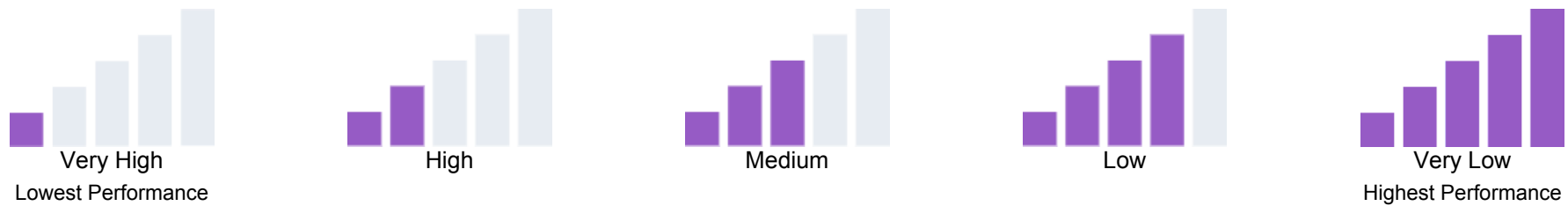
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School and Student Performance Data

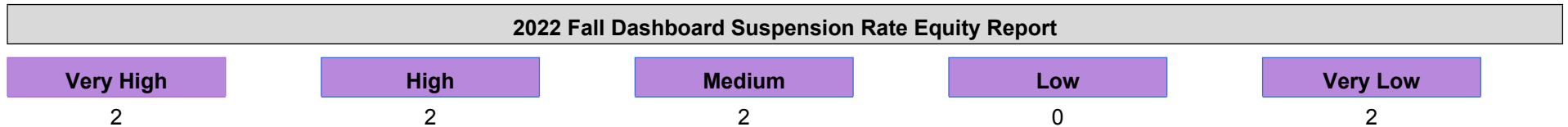
Conditions & Climate Suspension Rate

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

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

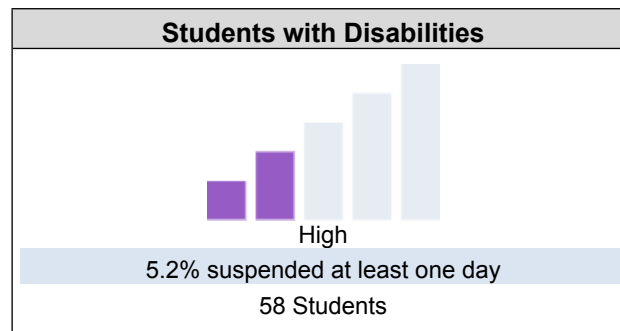
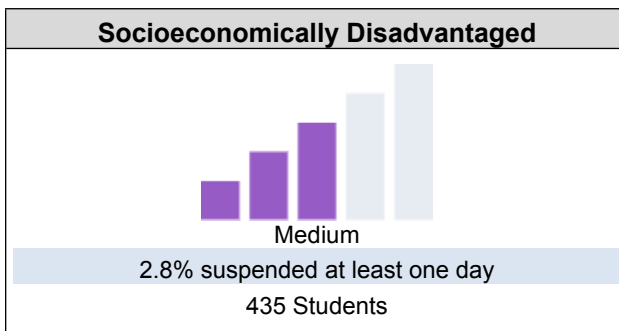
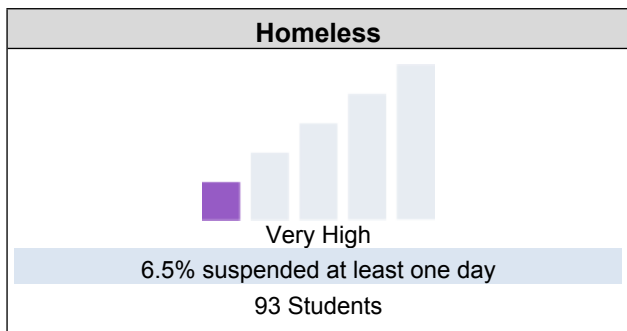
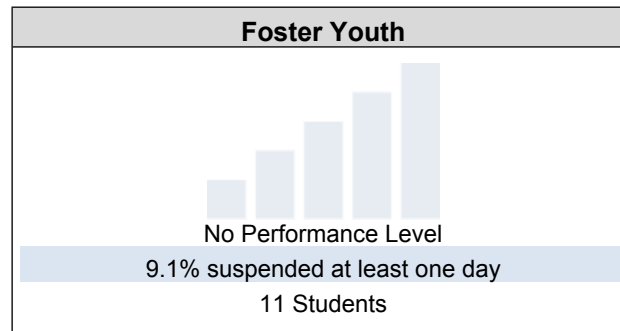
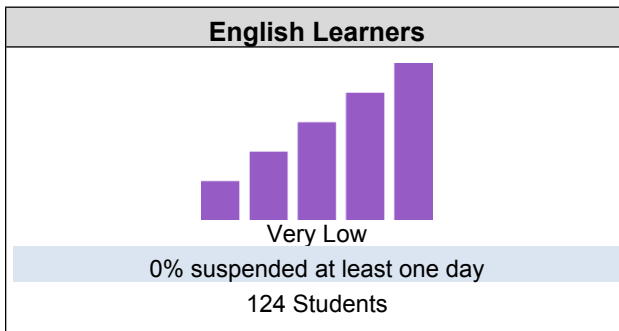
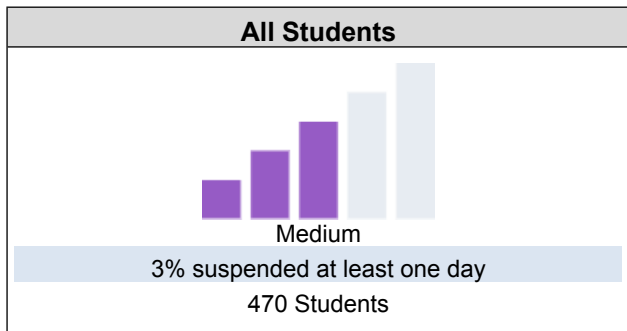


This section provides number of student groups in each level.

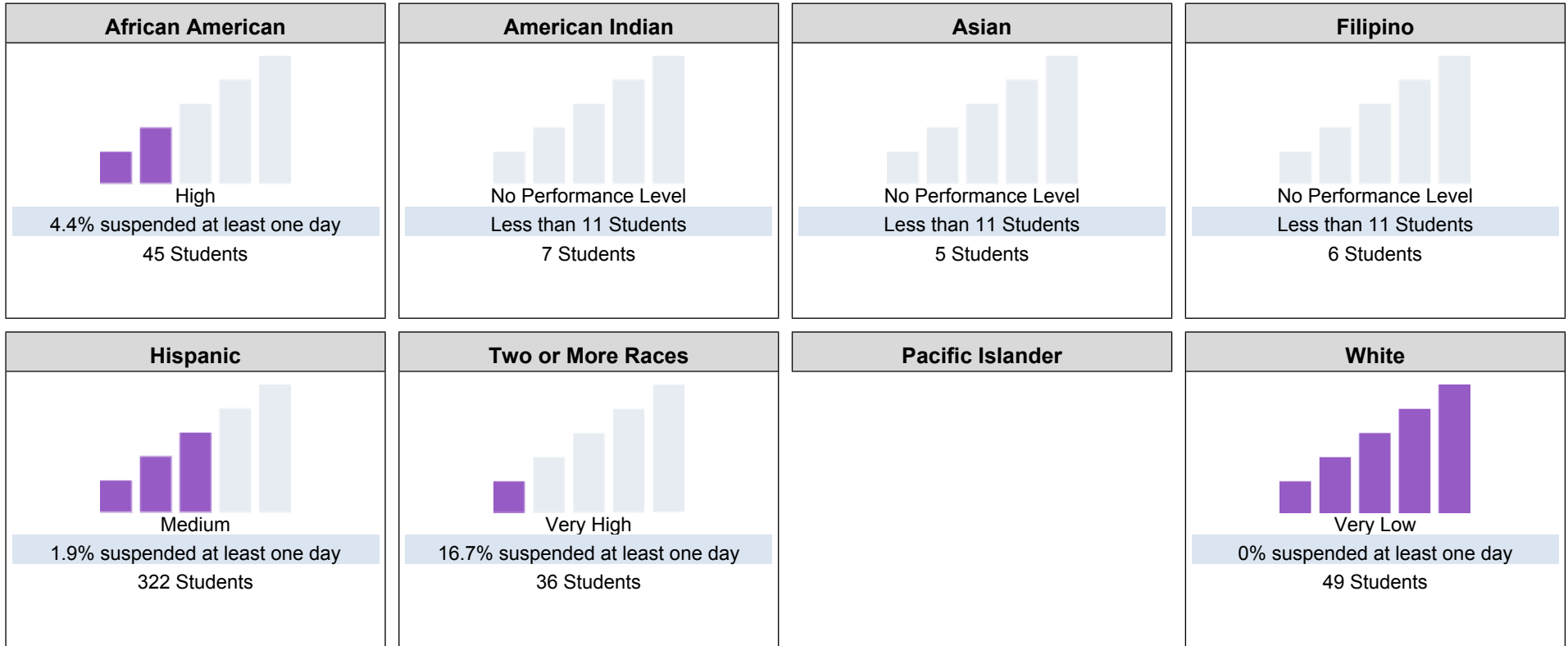


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Cahuilla Elementary will work to close the achievement gap in significant student groups and increase student achievement by, 1) providing best first instruction, 2) targeted intervention and support, 3) access to quality instructional materials, supplies, and programming.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
	St. Group	Color	DFS/Percentage	Change	
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	5 points below standard	Increase +14.1 points (to move column)	All: Low-27.5 points below standard (188 students)
	EL	Yellow	5 points below standard	Increase +13.8 points (to move rows)	EL: Low-52.4 points below standard (72 students)
	Hisp	Yellow	5 points below standard	Increase 17.2 points (to move rows)	HISP: Low-33.8 points below standard (137 students)
	AA	No Performance Color	29 points below standard	Increase 15 points (to move column)	AA: No Performance Level
	SED	Yellow	5 points below standard	Increase 18.9 points (to move rows)	SED: Low-27.7 points below standard (185 students)
	SWD	Orange	70 points below standard	Increase 48.7 points (to move columns)	SWD: No Performance Level
)				
)				
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	Yellow	25 points below standard	Increase 7.9 points (to move rows)	All: Low-52.4 points below standard (188 students)
	EL	Yellow	17.6 points below standard	Increase 10 points (to	EL: Low-69.8 points below standard (72 students)
					HISP: Low-54 points below standard (137 students)
					AA: No Performance Level

Metric/Indicator	Expected Outcomes	Actual Outcomes																				
Students with Disabilities (SWD)	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>move a column)</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>23.9 points below standard</td> <td>Increase 10 points (to move column)</td> </tr> <tr> <td>AA</td> <td>No performance color</td> <td>51.9 points below standard</td> <td>Increase 20 points (to move column)</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>25 points below standard</td> <td>Increase 14.2 points (to move column)</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>95.1 points below standard</td> <td>Increase 44.4 points (to move column)</td> </tr> </table>				move a column)	Hisp	Yellow	23.9 points below standard	Increase 10 points (to move column)	AA	No performance color	51.9 points below standard	Increase 20 points (to move column)	SED	Yellow	25 points below standard	Increase 14.2 points (to move column)	SWD	Orange	95.1 points below standard	Increase 44.4 points (to move column)	<p>SED: Low-52.4 points below standard (185 students)</p> <p>SWD: No Performance Level</p>
			move a column)																			
Hisp	Yellow	23.9 points below standard	Increase 10 points (to move column)																			
AA	No performance color	51.9 points below standard	Increase 20 points (to move column)																			
SED	Yellow	25 points below standard	Increase 14.2 points (to move column)																			
SWD	Orange	95.1 points below standard	Increase 44.4 points (to move column)																			
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 44.21% (54.74% were nearly met so the goal is to reduce this by half).	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 14.08% (59.15% were nearly met)																				
California School Dashboard – English Learner Progress Indicator (ELPI)	<p>California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results:44%</p> <p>Dashboard Status and Percentage – Medium--45% of students making progress toward English Proficiency.</p> <p>Level 4: Well Developed-25% or greater Level 3: Moderately Developed-40% or greater Level 2: Somewhat Developed-26% or less Level 1: Beginning Stage-10% or less</p>	<p>Dashboard Status and Percentage: 41.2% Making Progress Toward English Language Proficiency (85 students).</p> <p>Level 4: 41.2% Progressed at Least One ELPI Level Level 3: 0% Maintained ELPI Level 4 Level 2: 42.4% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H Level 1: 16.5% Decreased at Least One ELPI Level</p>																				
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -18.6%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 6.6%																				
3rd Grade Smarter Balanced Assessment Consortium English	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)																				

Metric/Indicator	Expected Outcomes	Actual Outcomes
Language Arts (SBAC ELA) Results All Students (ALL)	All Students (ALL) ELA - 57% English Learners (EL): 47% Hispanic (Hisp): 55% African American (AA): 39% Socioeconomically Disadvantaged (SED): 55% Students with Disabilities (SWD): 29%	All Students (ALL) ELA - 43.75%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance -100%	Williams Textbook/Materials Compliance -100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher on Special Assignment: Fund a site Teacher on Special Assignment (TOSA). The role of this TOSA will be to provide behavioral support to students in an MTSS System.	This action was fully funded and due to a payroll increase after pay raises, the cost was over. The TOSA provided Tier 1 and Tier 2 MTSS support in our schoolwide behavior support programs and to targeted groups or individuals moving through the MTSS System. In addition, Position Control Forms were submitted to adjust the percentage of funding between Title 1 and LCFF funds. This is why the actual expenditures is less than the proposed expenditures.	A designated person to provide MTSS training and support to staff and direct support to students. 1000-1999: Certificated Personnel Salaries Title I 88,567	Position Control Forms were submitted to adjust the percentage of funding between Title 1 and LCFF funds. This is why the actual expenditures is less than the proposed expenditures. 1000-1999: Certificated Personnel Salaries Title I 85,826
		A designated person to provide MTSS training and support to staff and direct support to students. 1000-1999: Certificated Personnel Salaries LCFF 96102	Position Control Forms were submitted to adjust the percentage of funding between Title 1 and LCFF funds. This is why the actual is less than the proposed, even though there was a pay raise. 1000-1999: Certificated Personnel Salaries LCFF 94,429

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Targeted Professional Development--Teacher Early Return for Collaboration and Planning	A smaller percentage of teachers who RSVP to return early for the training actually showed up. This action will be discontinued for the 2023/2024 SPSA.	Pay teachers to come back and receive professional development around MTSS and collaboration around team strategies. 1000-1999: Certificated Personnel Salaries LCFF 12,000	Pay teachers to come back and receive professional development around MTSS and collaboration around team strategies. 1000-1999: Certificated Personnel Salaries LCFF 4,405
Tier II: Teacher Tutoring	Teacher provided tutoring on a regularly scheduled event. This funding amount will be reduced in the 2023/2024 due to more people being hired by ELOP programs.	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support--prioritizing EL and African American Students. 1000-1999: Certificated Personnel Salaries LCFF 3000	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support--prioritizing EL and African American Students. 0001-0999: Unrestricted: Locally Defined LCFF 3,539
		Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support--prioritizing EL and African American Students. 1000-1999: Certificated Personnel Salaries Title I 1559	Expenditure was moved to LCFF completed due to retractive pay raises processed mid-year. 0001-0999: Unrestricted: Locally Defined Title I 0
Tier I: Academic Supplemental Software: NewsELA /Head Sprout--Additional Software that support distance learning and hybrid learning.	It did turn out that the site did not need to purchase any additional supplemental software. Additional items were provided by district or did not cost. The money was then moved to help offset 10% increased personnel costs of funded personnel.	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels. NewsELA, Headsprout, etc. 4000-4999: Books And Supplies LCFF 5500	The money was then moved to help offset increased personnel costs of funded personnel. 0001-0999: Unrestricted: Locally Defined LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental Best First Instruction Materials and Supplies to support intervention and implementation of curriculum.	Items were purchased including manipulatives, Learning Dynamic Kinder Curriculum, replacement technology as needed, toner, etc.	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Headphones, Equipment, paper, etc. Including materials to support professional development goals from High Impact, Kris Tom, Kagan, and ELD/SPED Training and support. Support Robotics Club, Chill Calming Room. 4000-4999: Books And Supplies LCFF 15346	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Headphones, Equipment, paper, etc. Including materials to support professional development goals from High Impact, Kris Tom, Kagan, and ELD/SPED Training and support. Support Robotics Club, Chill Calming Room. 4000-4999: Books And Supplies LCFF 14,337
Academic Enrichment Fieldtrips	Each grade level did take at least one field trip. Field trip costs over the \$1,000 per grade level allocation were absorbed through fundraising or community organization funds.	Each grade level will receive an allocation to ensure all students receive academically enriching field trips regardless of ability to fundraise. These field trips will now be done in a virtual manner. None Specified LCFF 6,000	Each grade level did take at least one field trip. Field trip costs over the \$1,000 per grade level allocation were absorbed through fundraising or community organization funds. (some costs are still coming later in the year). None Specified LCFF 6,000
Chill Calming Center	This action was not implemented. The money was used to help offset a 10% personnel cost increase.	Purchase calming materials, furniture. 4000-4999: Books And Supplies LCFF 1000	This action was not implemented. The money was used to help offset a 10% personnel cost increase. 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

Overall, district benchmark, attendance, and discipline data all indicate Cahuilla's performance is moving in the right direction. Our Teacher on Special Assignment was very instrumental in the following activities: 1) MTSS Tier 1 behavior support with activities that included facilitating MTSS meetings, looking at student data to identify students in need of MTSS support in coordination with teacher referrals, 2) MTSS Tier 2 behavior support in ensuring BSP plans for general education students could be implemented, providing coaching to staff in various situations involving student behaviors, 3) Facilitating all assessments implementation to help collect data and make informed decisions around supports needed.

Teachers did return prior to the start of the school year for paid collaboration around planning and MTSS professional development. This action will be discontinued because the actual turn out was lower than anticipated.

Every grade level is attending at least one academic enrichment field trip for the year.

Supplemental materials and supplies were purchased through out the year. These items included 1) Learning Dynamics Curriculum, 2) Supplemental technology and related items like toner, headphones, etc., 3) replacement technology as items were damaged or worn out, 4) manipulatives to support math instruction, 5) paper for instructional materials, and some attendance and behavioral incentives for our student store as a part of our Schoolwide Token Economy for Positive Behavior.

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

The following actions were under-expended or not implemented:

1) Chill Calming Center--monies were re-allocated to offset the 10% increase in personnel costs, 2) Early Return Paid Collaboration was under-expended due to a lower than anticipated turn out for the professional development, 3) The personnel costs were dramatically increase by 10% as a result of the negotiated pay raises between district and teacher association as aligned to state recommendation for COLA.

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

As a result of this years implementation, some actions will continue, some will be modified, and some will be eliminated.

Due to the lower number of students to be reclassified this year, our TOSA will shift his time, commensurate to TITLE 1 funding, to target specific reading/language support to English Learners in the Level 3/4 range. This action can be found in Goal 1 of the Planned Strategies/Actions section. This action can be found in Goal 1 of the Planned Strategies/Actions section.

Due to an increased focus on UDL, the items purchased under the Supplemental Materials and Supplies will focus more on UDL related materials to increase effective implementation of these strategies. This action can be found in Goal 1 of the Planned Strategies/Actions section.

Due to the projected performance on SBAC for Math and our current STAR Benchmarks and ICA Data, we will continue to work with High Impact coaches to provide support for administration and coach to continue providing support for newer staff in the area of mathematics. This action can be found in Goal 1 of the Planned Strategies/Actions section.

Due to the continued improved momentum of reducing chronic absenteeism (which still remains high for Students With Disabilities, Homeless, African American, White, and Multiple Race groups), we will fund Saturday School and provide more academic tutoring during this time as we do have students who attend and do not have absences to clear and could benefit. English Learners will be specifically invited for language support in these areas. This action can be found in Goal 1 of the Planned Strategies/Actions section.

The goal itself will continue as it is written with same focus and measures.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Increase the engagement levels of families in school activities.
Work to increase the Cahuilla attendance rate from 93.78% to the district goal of 96%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - Increase by 28% to 35%.	Parent Participation in Stakeholder Input Process: 26%.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Not to fall below 95% Hispanic (Hisp) -Not to fall below 95% African American (AA) -Not to fall below 95% Confidentiality Protected: Not to fall below 95%	Family School Connectedness via Panorama Family Climate Survey All (ALL) - 95% (-1%) Goal Met Hispanic (Hisp) -100% Goal Met African American (AA) -96% Goal Met Confidentiality Protected: 100% Goal Met
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95%) Hispanic (Hisp) -Maintain (not fall below 95%) African American (AA) -Maintain (not fall below 95%) Confidentiality Protected: Not to fall below 95%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95% Goal Met Hispanic (Hisp) -100% Goal Met African American (AA) -96% Goal Met Confidentiality Protected: 100% Goal Met
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Will aim to increase 42% to 45%.	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 87% attended at least one event.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Family Engagement Events--Core Content and Enrichment Events--SITE: CAES African American Parent Advisory Council, GATE Parent Advisory Council, ELAC--Content Themed Engagement Events</p>	<p>The following events did occur: Geeky Game Night, Three Parent Advisory Meetings, ELAC did not form.</p>	<p>Provide bilingual translators or interpreters who will help translate in meetings, conferences, and communication materials.</p> <p>Title I Part A: Parent Involvement 1,679</p>	<p>Translations were provided under the cost of general funds. The other events did not incur any costs.</p> <p>Title I Part A: Parent Involvement 0</p>
<p>MTSS Leadership Team</p>	<p>The MTSS Team met approximately two marathon MTSS Support days as well as numerous stand alone MTSS meetings with MTSS Team and Families.</p>	<p>Engage parents in support process when their children are experiencing chronic absenteeism or significant behavioral challenges.</p> <p>0.00</p>	<p>Engage parents in support process when their children are experiencing chronic absenteeism or significant behavioral challenges.</p> <p>0.00</p>

Analysis

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

Overall, parent participation significantly improved over the prior year. Parent/Teacher Conferences saw mid-80% participation rates. Parent Advisory meetings still struggle to have a significant turn out despite adjusting days, times, and formats to promote parent participation. We did see a strong improvement in stakeholder participation. 26% of families provided a survey response. 95% student response, and 90% staff response rate.

SART meetings were conducted. Nearly 60 SART meetings were conducted this year and we are seeing a strong decrease in chronic absenteeism (though it is still a concern).

The MTSS meetings worked hard to provide tiered support in a variety of areas to students in need and who were demonstrating chronic absenteeism. Meetings were held to create intervention plans to target attendance, academic, or behavioral support for students.

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

The major difference between intended budgeted expenses is the money allocated for parent engagement. Though we had many parent engagement opportunities and participation significantly increased, they did not often result in costs.

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

The current goal will be adjusted to specifically measure parent engagement through the Panorama Survey: School Connectedness and Academic Support for Learning. This will make this goal more easily measured and targeted.

We will continue to work towards meeting the PSUSD Attendance goal that was adjusted to be 95%. Our current positive attendance rate is 88.8%. This is an increase of 2% from this time last year.

The following actions will be added to the plan:

A Parent Engagement event with attendance as a targeted theme. We will provide refreshments, translators, and activities to build an initial relationship, particularly with primary grade students' families where attendance was a significant concern.

We will continue with SART Meetings as an intervention to support families and reduce our chronically absent rate especially for our students with disabilities, homeless, African Americans, whites, and multiple race groups.

Saturday school will now be added to the SPSA in order to assure Saturday School can happen more consistently and regularly. It will also include a tutoring piece as a part of the program.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

Cahuilla will implement a Tiered program to address the socio-emotional needs of students and staff.

1) ensure students, staff, and families reply with favorable responses in the panorama survey on the topics of Climate and Support for Academic Learning, Knowledge & Fairness of Discipline, Rules, and Norms, Safety, and Sense of Belonging. Cahuilla will strive to be in the 80-99th percentile for the overall responses on the surveys.

2) As for students and SEL, we will provide programs to increase favorable responses in growth mindset and self-management. The goal will be to have responses land in the 80-99th percentile for favorable responses.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rates All Students (ALL) -87%																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>9%</td> <td>Declined Decrease by 2%</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>7.5%</td> <td>Declined Decrease by 1.1%</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>8.3%</td> <td>Declined Decrease by 2%</td> </tr> <tr> <td>AA</td> <td>Green</td> <td>15%</td> <td>Significantly Declined Decrease by 3%</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>10%</td> <td>Decline Decrease by 1.7%</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>10%</td> <td>Decline Decrease by 2.7%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	9%	Declined Decrease by 2%	EL	Green	7.5%	Declined Decrease by 1.1%	Hisp	Green	8.3%	Declined Decrease by 2%	AA	Green	15%	Significantly Declined Decrease by 3%	SED	Green	10%	Decline Decrease by 1.7%	SWD	Green	10%	Decline Decrease by 2.7%	<p>All: 36.5%</p> <p>EL: 25.6%</p> <p>HISP: 33.9%</p> <p>AA: 46.3%</p> <p>SED: 37.3%</p> <p>SWD: 44.8%</p>
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	9%	Declined Decrease by 2%																											
EL	Green	7.5%	Declined Decrease by 1.1%																											
Hisp	Green	8.3%	Declined Decrease by 2%																											
AA	Green	15%	Significantly Declined Decrease by 3%																											
SED	Green	10%	Decline Decrease by 1.7%																											
SWD	Green	10%	Decline Decrease by 2.7%																											

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>1%</td> <td>Decline Decrease by .4%</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0</td> <td>Maintain Maintain less than .5%</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>0.5%</td> <td>Decline Decrease by .3%</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>0</td> <td>Maintain Maintain less than .5%</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>.9%</td> <td>Decline Decrease by .3%</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>2.5%</td> <td>Decline Decrease by .3%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	1%	Decline Decrease by .4%	EL	Blue	0	Maintain Maintain less than .5%	Hisp	Blue	0.5%	Decline Decrease by .3%	AA	Blue	0	Maintain Maintain less than .5%	SED	Green	.9%	Decline Decrease by .3%	SWD	Yellow	2.5%	Decline Decrease by .3%	All: 3% EL: 0% HISP: 1.9% AA: 4.4% SED: 2.8% SWD: 5.2%
St. Group	Color	DFS/Percentage	Change																											
All	Green	1%	Decline Decrease by .4%																											
EL	Blue	0	Maintain Maintain less than .5%																											
Hisp	Blue	0.5%	Decline Decrease by .3%																											
AA	Blue	0	Maintain Maintain less than .5%																											
SED	Green	.9%	Decline Decrease by .3%																											
SWD	Yellow	2.5%	Decline Decrease by .3%																											
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL):0% English Learner (EL):0% Hispanic (Hisp):0% African American (AA):0%	Expulsion Rates All Students (ALL):0% English Learner (EL):0% Hispanic (Hisp):0% African American (AA):0%																												
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) -80% Favorable Responses English Learner (EL) -80% Favorable Responses Hispanic (Hisp) - 87% Favorable Responses African American (AA) -80% Favorable Responses	Family School Connectedness via Panorama Family Climate Survey All (ALL) - 71% Goal Not Met Hispanic (Hisp) -100%Goal Met African American (AA) - No Data Produced Confidentiality Protected: No Data Produced for Students																												
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) -75% English Learner (EL) -75% Hispanic (Hisp) - 75% African American (AA) - 75%	Panorama Survey – School Safety All Students (ALL) -55% English Learner (EL) -57% Hispanic (Hisp) - 57% African American (AA) - 48%																												

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results -Met	Williams Facilities Inspection Results -Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental Supervision Aides	Due to a 10% increase personnel cost combined with difficulty finding candidates, the action was not implemented.	Additional support to provide supervision and ensure a safe learning environment for students before and during school. 2000-2999: Classified Personnel Salaries LCFF 30800	Additional support to provide supervision and ensure a safe learning environment for students before and during school. 2000-2999: Classified Personnel Salaries LCFF 0.00
Self-Manager Program	This program was fully implemented. with over 100+ self-managers identified for the year.	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program. Bring a focus to SEL aspects to help ensure it is a focus in this program. 0.00	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program. Bring a focus to SEL aspects to help ensure it is a focus in this program. 0.00

Analysis

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

Overall, the strategies for this goal were not able to be fully implemented. Despite not having the additional supervision aides, we still saw a decrease in student behavior; however, we did see a decrease of 5% in favorable responses (55%). This indicates that student perception around safety is still a concern.

The self-manager program is very successful. More than 25% of the students meet the requirements for program participation.

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

There was only one significant difference in intended implementation and budgeted expenditures. The action for providing additional supervision aide support was not able to be implemented due to 1) 10% increase cost of other personnel funded by the SPSA and 2) finding and retaining candidates was very difficult due to the nature of the schedule.

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

Due to the experiences this year, the supervision aide expenditure will be eliminated. To continue address the need of increasing student perceptions around safety, we will be implementing Chill Zones within the classroom, Restorative Practice Training for staff, conflict mediation professional development for staff, and essential materials needed. We will continue to fund supplemental materials supplies that support our student store and positive behavior system (Cahuilla Bucks).

This overall goal will be adjusted to focus on the metrics of school connectedness and school safety as indicated in the Panorama Survey.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Cahuilla Elementary will work to close the achievement gap in significant student groups and increase student achievement by, 1) providing best first instruction, 2) targeted intervention and support, 3) access to quality instructional materials, supplies, and programming. STAR Benchmarks will be used to measure progress and the growth impact will be used to measure effectiveness of strategies.

LCAP Goal

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

Identified Need

A review of the data identified the following needs:

- 1) The Fall of 2022 California School Dashboard indicates overall school performance in: 1) English Language Arts as Low, 2) Mathematics as Low, 3) English Learner Progress as Low. This indicates a need for continued improvement in both best first instruction and tiered support for students in both subjects, and to reduce chronic absenteeism which is undoubtedly impacting academic learning.
- 2) EL's and Hispanics are increasing at a lesser rate in English Language Arts than the "All Students" group indicating a need for additional targeted support in ELA and EL Programming, and to reduce chronic absenteeism which is undoubtedly impacting academic learning.
- 3) EL's are increasing at a lesser rate in Mathematics than the "All Students" group indicating a need for additional targeted support in Mathematics.
- 4) Although most student groups have improved as measured in STAR test results through the 2022/2023 academic year, the growth percentiles in ELA (55.7%) and Math (51.7%) are less than the goal of 65% and indicate an ongoing need in improving best first instruction, tiered supports, and reducing chronic absenteeism.
- 5) SWD and AA students are not significant subgroups in ELA and Math.
- 6) CAST Data indicates that only 14.08% were at standard, and nearly 59.15% were nearly at standard. This indicates there is need to increase the quality of Science instruction, ensure it has time for instruction, and to reduce chronic absenteeism which is undoubtedly impacting academic learning.
- 7) The current reclassification rate is 6.6% and this is significantly lower than it should be. ELPI data shows that 41.2% progressed at least one level in proficiency. This means that 58.9

ATSI: Cahuilla is not in ATSI status for any academic areas. Chronic Absenteeism and Suspension rate are the two indicators for ATSI. The following subgroups have ATSI Status for Chronic Absenteeism and/or Suspension Rate.

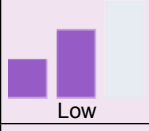




- 8) SWD has a chronic absenteeism rate of 44.8%. This is significantly higher than the "All Students" group.
- 9) Homeless Youth had a chronic absenteeism rate of 51.8% and a suspension rate of 6.5%. Both of these are significantly higher than the "All Students" group.
- 10) African American students had a chronic absenteeism rate of 46.3%. This is significantly higher than the "All Students" group.
- 11) White Students had a chronic absenteeism rate of 40.9%. This is significantly higher than the "All Students" group.
- 12) Two or More/Multiple Race students had a chronic absenteeism rate of 44.4% and suspension rate of 16.7%. These are significantly higher than the "All Students" group and other subgroups.

Measuring and Reporting Results

Metric/Indicator

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

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Low	27.5 points below standard	
EL	 Low	52.4 points below standard	
Hisp	 Low	33.8 points below standard	
AA	 No Performance Level	30.3 points below standard	
SED	 Low	27.7 points below standard	

Expected Outcome

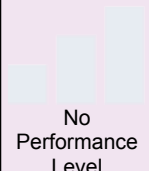
St. Group	Color	DFS/Percentage	Change
All	Yellow	+3 Scaled Score Points	24.5 points below standard
EL	Yellow	+3 Scaled Score Points	29.4 points below standard
Hisp	Yellow	+3 Scaled Score Points	30.8 points below standard
AA	Yellow	+3 Scaled Score Points	27.3 points below standard
SED	Yellow	+3 Scaled Score Points	24.7 points below standard
SWD	Orange	+3 Scaled Score Points	85.5 points below standard

Metric/Indicator

Baseline




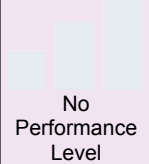

Expected Outcome

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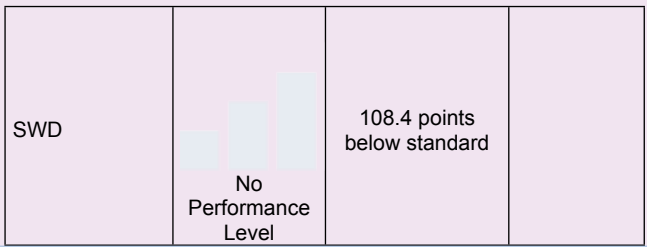
SWD	 <p>No Performance Level</p>	88.5 points below standard	
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California School Dashboard - Academic Indicator for Mathematics All Students (ALL)
 English Learners (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 <p>Low</p>	52.4 points below standard	
EL	 <p>Low</p>	69.8 points below standard	
Hisp	 <p>Low</p>	54.0 points below standard	
AA	 <p>No Performance Level</p>	69.9 points below standard	
SED	 <p>Low</p>	52.4 points below standard	

St. Group	Color	DFS/Percentage	Change
All	Yellow	+3 Scaled Score Points	49.4 points below standard
EL	Yellow	+3 Scaled Score Points	66.8 points below standard
Hisp	Yellow	+3 Scaled Score Points	51.0 points below standard
AA	Yellow	+3 Scaled Score Points	66.9 points below standard
SED	Yellow	+3 Scaled Score Points	49.4 points below standard
SWD	Orange	+3 Scaled Score Points	105.4 points below standard

Metric/Indicator	Baseline	Expected Outcome
	 <p>SWD</p> <p>No Performance Level</p> <p>108.4 points below standard</p>	
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 14.08% (59.15% were nearly met)	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 19%
California School Dashboard – English Learner Progress Indicator (ELPI)	<p>Dashboard Status and Percentage: 41.2% Making Progress Toward English Language Proficiency (85 students).</p> <p>Level 4: 41.2% Progressed at Least One ELPI Level Level 3: 0% Maintained ELPI Level 4 Level 2: 42.4% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H Level 1: 16.5% Decreased at Least One ELPI Level</p>	<p>Dashboard Status and Percentage: 45% (+3.8%) Making Progress Toward English Language Proficiency (85 students). This will place us in the Medium Performance Level</p> <p>Level 4: +4% to 45.2% Level 3: 80% Maintain or Reclassify Level 2: -4% to 38.4% Maintain ELPI Levels 1, 2L, 2H, 3L, or 3H. Level 1: 10% or less decreased at least one ELPI Level</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 6.6%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: +3.4% to 10%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 43.75%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - + 3% to 46.74%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100% (maintain current status).

Planned Strategies/Activities

Strategy/Activity 1

Teacher on Special Assignment: Fund a site Teacher on Special Assignment (TOSA). The role of this TOSA will be to provide behavioral support to students in an MTSS System.

Students to be Served by this Strategy/Activity

English Learner

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Ryan E. Saunders

Proposed Expenditures for this Strategy/Activity

Amount

89,932

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

This portion of the TOSA's time will be used to provide reading/language intervention to EL's and other students in need.

Amount

120314

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

This portion of the TOSA's time will be used to provide MTSS training and support to staff and direct support to students with an emphasis on Multiple Race and Homeless Students (ATSI Subgroups).

Strategy/Activity 2

Tier II: Teacher Tutoring

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	5,786
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers to be paid to provide tutoring support for all students in need with EL's receiving priority placement in the tutoring programs.

Strategy/Activity 3

High Impact Administration and Coach Support

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Ryan Saunders and Academic Coach Ms. Amy Tuft

Proposed Expenditures for this Strategy/Activity

Amount	9,078
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Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Dr. Saunders, Ms. Faris, and Ms. Tuft will work with High Impact Consulting to continue supporting the ongoing work with High Impact Math. Coaching to be provided to administration and instructional coach specifically around planning these strategies in UDL planning framework.

Strategy/Activity 4

PSUSD TOSA Coaching Release Time for Classroom Teachers and Paid After School Trainings--UDL and High Impact Math Planning and EL Support

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, and Ms. Amy Tuft

Proposed Expenditures for this Strategy/Activity

Amount	5,600
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Each classroom teacher will receive two days of release time to develop and implement an action plan by their design with input from coach and administration on the implementation of High Impact Math Strategies in the UDL Framework.
Amount	1,255
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will have the opportunity to meet with Coach or Administration outside of the regular instructional day for the purpose of paid collaboration, planning, and coaching.--Math, UDL, EL Support

Strategy/Activity 5

Supplemental Academic Field Trips and Attendance Incentive Field Trips

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	To ensure every grade level goes on a minimum of one field trip for the purpose of enriching learning and/or encouraging student attendance.

Strategy/Activity 6

Restorative Practice and Conflict Mediation Training and Materials for Certificated Staff

Students to be Served by this Strategy/Activity

All

Specific Student Groups:
ATSI Subgroups: Multiple Race and Homeless Students

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris and Mr. Reedy

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	To pay for the training costs for Leadership Team to Attend Restorative Practice Training
Amount	3,200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	To pay for training materials, supplemental supplies, or other needed to implement, monitor, and assess the implementation of Restorative Practice/Conflict Mediation.

Strategy/Activity 7

Saturday School Enrichment and Embedded Tutoring/SBAC Camp

Students to be Served by this Strategy/Activity

- English Learner
- All
- Specific Student Groups:
- To provide additional language/academic tutoring for EL's and Attendance Recovery for the following ATSI Groups: SWD, Homeless, AA, White, and Multiple Races.

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, Ms. Reef (Saturday School Site Lead)

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3. To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students
Amount	0
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3.To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students

Strategy/Activity 8

Supplemental Instructional Materials/UDL Instructional Materials

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, Ms. Avila

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase and provide supplemental materials that support the implementation, monitoring, and assessing effectiveness of UDL Implementation.
Amount	3,000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	To purchase supplemental Learning Materials for Kindergarten--Learning Dynamics.
Amount	2,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	To purchase behavioral, academic, and attendance incentives to ensure schoolwide positive behavior system rewards student store is operable.
Amount	15,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	To purchase supplemental materials and supplies to support Saturday School, SBAC Camps, Intervention, Technology (Toner, Printers, Projectors, Repairs), and High Impact Math Strategies implementation (Chart Paper, Markers, etc).

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

To maintain high levels of parent engagement in activities that emphasize academic progress, intervention, and celebrations. Our target goal is 80% of all families will have engaged in at least one event during the 2023/2024 school year. Parents will demonstrate engagement in input process as measured by the Panorama Survey School Connectedness and Support for Academic Learning Surveys--goal of 95% or higher in favorable responses.

LCAP Goal

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

Identified Need

A review of the data demonstrated the following needs:

- 1) ELA and Math are low performing. Parents of these students need to be involved in the intervention process.
- 2) EL's are not advancing at a rate consistent with Non-EL's. Parents of these students need to be involved in the intervention process.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Process: 26%.	Parent Participation in Stakeholder Input Processes - Increase to 28% to 35%.
Family School Connectedness via Panorama Family Climate Survey	Family School Connectedness via Panorama Family Climate Survey	Family School Connectedness via Panorama Family Climate Survey

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) Hispanic (Hisp) African American (AA)	All (ALL) - 95% (-1%) Goal Met Hispanic (Hisp) -100% Goal Met African American (AA) -96% Goal Met Confidentiality Protected: 100% Goal Met	All Students (ALL) - Not to fall below 95% Hispanic (Hisp) -Not to fall below 95% African American (AA) -Not to fall below 95% Confidentiality Protected: Not to fall below 95%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95% Goal Met Hispanic (Hisp) -100% Goal Met African American (AA) -96% Goal Met Confidentiality Protected: 100% Goal Met	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95%) Hispanic (Hisp) -Maintain (not fall below 95%) African American (AA) -Maintain (not fall below 95%) Confidentiality Protected: Not to fall below 95%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 87% attended at least one event.	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Will maintain at least an 80% engagement rate.

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Event: Attendance Themed Family Engagement Event

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
All ATSI Subgroups with Chronic Attendance: SWD, Homeless, AA, White, Multiple Race

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	1163
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Provide materials to families that educate them around the importance of attendance and provide incentives to attend.
Amount	560
Source	Title I Part A: Parent Involvement
Budget Reference	None Specified
Description	To provide food and refreshments to families in attendance.

Strategy/Activity 2

School Attendance Review Team Meetings

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
All ATSI Subgroups with Chronic Attendance: SWD, Homeless, AA, White, Multiple Race

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, Mr. Reedy, Ms. Avila

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Description	Teachers will be provide class coverage to be involved in the SART meeting with families as well in order to strengthen those relationships. This action will target Goal 2 and Goal 3.

Strategy/Activity 3

MTSS Support Family Engagement Meetings

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
All ATSI Subgroups with Chronic Attendance: SWD, Homeless, AA, White, Multiple Race

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders, Ms. Faris, Mr. Reedy, Ms. Avila

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Description

Engage parents in support process when their children are experiencing chronic absenteeism or significant behavioral challenges.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Cahuilla will implement a Tiered program to address the socio-emotional needs of students and staff.

- 1) ensure students, staff, and families reply with favorable responses in the panorama survey on the topics of School Connectedness and Support for Academic Learning Cahuilla will strive to be in the 80-99th percentile for the overall responses on the surveys.
- 2) Student surveys will grow 3% on the Panorama Survey Response around Safety.
- 3) Chronic Absenteeism is considered very high. There is a 36.5% Chronic Absenteeism rate for the school.
- 4) The following ATSI Subgroups were identified as in need: SWD, Homeless, White, AA, Multiple Races. These families need to have greater engagement in the school in order to support the attendance of these groups.

PSUSD Attendance reports will be reviewed in the PSUSD Benchmark windows to review progress.
PSUSD Suspension reports will be reviewed in the PSUSD Benchmark windows to review progress.

LCAP Goal

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

Identified Need

A review of the revealed the following needs:

- 1) The overall suspension rate of the school is considered medium and saw an increase over the prior year. Current rate is 3%.
- 2) The following subgroups were identified as in need of support for suspension rates: Homeless (6.5%) and Multiple Race Students (16.7%). Both of these are disproportionately higher than the school average.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.3%	Student Attendance Rates All Students (ALL) - 96%

Metric/Indicator

Baseline

Expected Outcome

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	11	Declined Significantly -5.4
EL	Green	8.6	Declined - 2.3
Hisp	Yellow	10.3	Declined Significantly -4.9
AA	Orange	18.9	Increased +3.2
SED	Yellow	11.7	Declined Significantly -6
SWD	Yellow	12.7	Declined -9

St. Group	Color	DFS/Percentage	Change
All	Yellow	9%	Declined
EL	Green	7.5%	Declined
Hisp	Green	8.3%	Declined
AA	Green	15%	Declined
SED	Green	10%	Declined
SWD	Green	10%	Declined

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

St. Group	Color	DFS/Percentage	Change
All	Green	1.4	Declined - 0.5
EL	Blue	0	Maintained 0
Hisp	Green	0.8	Declined - 0.9
AA	Blue	0	Declined - 4.5
SED	Green	1.2	Declined Significantly -1
SWD	Orange	2.8	Increased +0.4

St. Group	Color	DFS/Percentage	Change
All	Green	1%	Declined Decrease by .4%
EL	Blue	0	Declined Maintain less than .5%
Hisp	Blue	0.5%	Declined Decrease by .3%
AA	Blue	0	Declined Maintain less than .5%
SED	Green	.9%	Declined Decrease by .3%
SWD	Yellow	2.5%	Declined Decrease by .3%

Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expulsion Rates
All Students (ALL):0%
English Learner (EL):0%
Hispanic (Hisp):0%
African American (AA):0%
Socioeconomically Disadvantaged (SED):0%
Students with Disabilities (SWD):0%

Expulsion Rates
All Students (ALL):0%
English Learner (EL):0%
Hispanic (Hisp):0%
African American (AA):0%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All (ALL) - 71% Goal Not Met Hispanic (Hisp) -100%Goal Met African American (AA) - No Data Produced Confidentiality Protected: No Data Produced for Students	Panorama Survey - School Connectedness All Students (ALL) -80% Favorable Responses English Learner (EL) -80% Favorable Responses Hispanic (Hisp) - 87% Favorable Responses African American (AA) -80% Favorable Responses
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) -55% English Learner (EL) -57% Hispanic (Hisp) - 57% African American (AA) - 48%	Panorama Survey – School Safety All Students (ALL) -75% English Learner (EL) -75% Hispanic (Hisp) - 75% African American (AA) - 75%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results -Met

Planned Strategies/Activities

Strategy/Activity 1

Tier 2 Calming Centers within Every Classroom

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
ATSI Subgroups: Homeless and Multiple Race Students.

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, Mr. Reedy, and Ms. Avila, All Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	To provide some small comfort items that are typically utilized in a small "chill zone" within a classroom. These can include small pillows, rugs, crates of books or sensory items.

Strategy/Activity 2

Self-Manager Program

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Description	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program. Bring a focus to SEL aspects to help ensure it is a focus in this program.

Strategy/Activity 3

Saturday School Enrichment and Embedded Tutoring/SBAC Camp

Students to be Served by this Strategy/Activity

English Learner
 All

Specific Student Groups:

- To provide additional language/academic tutoring for EL's and Attendance Recovery for the following ATSI Groups: SWD, Homeless, AA, White, and Multiple Races.

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, Ms. Reef (Saturday School Site Lead)

Proposed Expenditures for this Strategy/Activity

Amount	9,345
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students
Amount	750
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3.To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students

Strategy/Activity 4

Supplemental SEL Software: Centervention

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
ATSI Subgroups for Suspension: Homeless and Multiple Race Students

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Ms. Faris, Mr. Reedy, Counselor-Ms. Campbell, and Ms. Avila

Proposed Expenditures for this Strategy/Activity

Amount	2250
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	To purchase supplemental SEL Curriculum and resources to supplement Second Step as the core curriculum. This ensures there is adequate curriculum for the entire school year.

Centralized Services for Planned Improvements in Student Performance

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

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

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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$98,510
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$285,233.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	96,787	0.00
Title I Part A: Parent Involvement	1,723	0.00
LCFF	186,723	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$96,787.00
Title I Part A: Parent Involvement	\$1,723.00

Subtotal of additional federal funds included for this school: \$98,510.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$186,723.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$186,723.00

Total of federal, state, and/or local funds for this school: \$285,233.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	186,723.00
None Specified	0.00
Title I	96,787.00
Title I Part A: Parent Involvement	1,723.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	226,632.00
2000-2999: Classified Personnel Salaries	750.00
4000-4999: Books And Supplies	30,863.00
5000-5999: Services And Other Operating Expenditures	2,250.00
5700-5799: Transfers Of Direct Costs	11,600.00
5800: Professional/Consulting Services And Operating Expenditures	12,578.00
None Specified	560.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	135,445.00
2000-2999: Classified Personnel Salaries	LCFF	750.00
4000-4999: Books And Supplies	LCFF	29,700.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,250.00
5700-5799: Transfers Of Direct Costs	LCFF	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,578.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	91,187.00
5700-5799: Transfers Of Direct Costs	Title I	5,600.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,163.00
None Specified	Title I Part A: Parent Involvement	560.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Ryan Saunders	X				
Mr. Jeffrey Kopatz (Year 2) (VICE CHAIR)		X			
Ms. Michelle Sardone (Year1)		X			
Mr. Nicholas Higgins (Year 2) (CHAIR)		X			
Mr. Keith Reedy (Year 1)			X		
Ms. Jennifer Guzman (Year 2)				X	
Ms. Regina King (Year 1)				X	
Ms. Angela Bennet (Year 1)				X	
Ms. Hilda Falefaga (Year 1) (SECRETARY)				X	
Ms. Nicole Johnson (Year 1)				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: The leadership team met to review the draft SPSA and provide input on April 25, 2023 and conducted ATSI Root Analysis on March 2, 2023.

The entire staff met on April 26, 2023 to review the SPSA input and draft SPSA to be presented to SSC. ATSI Root Analysis and Input conducted on March 22, 2023.

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

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

This SPSA was adopted by the SSC at a public meeting on 10/26/2023.

Attested:



Principal, Ryan E. Saunders, Ed.D. on 10/26/2023



SSC Chairperson, Mr. Nicholas Higgins on 10/26/2023

Title I and LCFF Funded Program Evaluation

Goal #1:
 Cahuilla Elementary will work to close the achievement gap in significant student groups and increase student achievement by, 1) providing best first instruction, 2) targeted intervention and support, 3) access to quality instructional materials, supplies, and programming. STAR Benchmarks will be used to measure progress and the growth impact will be used to measure effectiveness of strategies.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Teacher on Special Assignment: Fund a site Teacher on Special Assignment (TOSA). The role of this TOSA will be to provide behavioral support to students in an MTSS System.			
Tier II: Teacher Tutoring			
High Impact Administration and Coach Support			
PSUSD TOSA Coaching Release Time for Classroom Teachers and Paid After School Trainings--UDL and High Impact Math Planning and EL Support			
Supplemental Academic Field Trips and Attendance Incentive Field Trips			
Restorative Practice and Conflict Mediation Training and Materials for Certificated Staff			
Saturday School Enrichment and Embedded Tutoring/SBAC Camp			
Supplemental Instructional Materials/UDL Instructional Materials			

Goal #2:
 To maintain high levels of parent engagement in activities that emphasize academic progress, intervention, and celebrations. Our target goal is 80% of all families will have engaged in at least one event during the 2023/2024 school year.
 Parents will demonstrate engagement in input process as measured by the Panorama Survey School Connectedness and Support for Academic Learning Surveys--goal of 95% or higher in favorable responses.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Family Engagement Event: Attendance Themed Family Engagement Event			
School Attendance Review Team Meetings			
MTSS Support Family Engagement Meetings			

Goal #3:

Cahuilla will implement a Tiered program to address the socio-emotional needs of students and staff.

- 1) ensure students, staff, and families reply with favorable responses in the panorama survey on the topics of School Connectedness and Support for Academic Learning Cahuilla will strive to be in the 80-99th percentile for the overall responses on the surveys.
- 2) Student surveys will grow 3% on the Panorama Survey Response around Safety.
- 3) Chronic Absenteeism is considered very high. There is a 36.5% Chronic Absenteeism rate for the school.
- 4) The following ATSI Subgroups were identified as in need: SWD, Homeless, White, AA, Multiple Races. These families need to have greater engagement in the school in order to support the attendance of these groups.

PSUSD Attendance reports will be reviewed in the PSUSD Benchmark windows to review progress.
PSUSD Suspension reports will be reviewed in the PSUSD Benchmark windows to review progress.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Tier 2 Calming Centers within Every Classroom			
Self-Manager Program			
Saturday School Enrichment and Embedded Tutoring/SBAC Camp			
Supplemental SEL Software: Centervention			