School Year: **2022-23**

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	07/01/2022-06/30/2023
Schoolsite Council (SSC) Approval Date	04/26/2022
Local Board Approval Date	06/28/2022

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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, occurs 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 our school plan, and development of 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 least restrictive environment, and interact with their general education peers in a variety of academic and social settings. They participate in the same assessments models, with appropriate accommodations and supports, as their general education peers. Special Education teachers collaborate in a PLC model to ensure the instruction in Special Education settings align 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 student 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 student 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 reading levels of all students at Cahuilla. The teachers use a combination of formative and interim assessments to monitor student achievement. For 2022/2023, 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, ICA's, and 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 formative 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 (Gr. K-2) and ICA's/district directed assessments (Gr. 3-5). 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 SST process will transition to an MTSS Model 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 socal-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: student 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.

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

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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)

X Schoolwide Program

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 stakeholders via the Panorama survey, ELAC (when constituted) whole staff surveys, 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 September 1st. Teachers were given three full days to nominate themselves. The ballots were sent via Google Survey on September 9th. The voting window closed at the end of September 14th. As a result of the elections, Ms. Rose Distefano was elected to the position.

Parent Election Process:
A notice for parent nominations for SSC were posted on our website and Class DoJo on September 2nd. The opportunity to self-nominate closed on September 8—six days later. The ballots were created and sent via a Google Survey on September 9th. Parents were provided a link to the elections on September 9th by two methods: Blackboard and ClassDojo. The voting window closed on September 14th. Over the course of the six days, I sent multiple reminders using Blackboard and DoJo to remind/encourage parents to vote. At the end of the election, four new parents were elected to a two year term: Ms. Cristal Riccio (57.6% of the votes), Ms. Kate Ambrose (50.8% of the votes), Ms. Alyssa Singer (47.5% of the votes), and Ms. Maribel Cantu (44.1% of the votes).

Other Election Process:
The election for the "other" position was conducted in the exact same manner as the teachers. All timelines were exactly the same as well.

Title I Meeting:
August 26, 2021-Virtual Meeting

SSC Meeting Dates and Topics:
- -09/15/2021--SSC Annual Training
- -10/21/2021--Review of vacancies and member election results, UCP form, Review and Approve By-laws, Elect Officers.
- -02/24/2022--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
- -03/17/2022--Data Review, Review Intervention Program Data, Monitor SPSA Goal/Actions & Budget.
- -04/26/2022--Review Draft/Proposed SPSA and Vote.

ELAC Meeting Dates and Topics:
SSC Continued to assume the role of ELAC for the 2nd year as agreed upon last year.

Leadership Team Dates and Topics:
08/24/2021--STAR Assessment Data Review & Professional Development Plan for school year.
09/21/2021--SMART Goals, Grade Level Intervention, MTSS PD and start Self-Assessment, Science Adoption
10/19/2021--Refine the Rethink Tier 2 behavior intervention sheet, High Impact PD steps, Monthly Communication to parents around learning objectives, MTSS Discussion and continue of self-assessment.
11/16/2021--MTSS Self-Assessment/Reflection Tool, Creation of Student Store and Cahuilla Bucks.
12/14/2021--CAES Writing Units and Expectations (PD), Continue with MTSS Self-Assessment/Reflection, Data Review

in PLC's
02/16/2022--Identifying our current practices that align to MTSS Model and placing them in their Tiers, Follow-Up on Parent Communication Letter on Learning Goals, STAR Group Reporting Reminder to Drive Instructional Planning.
03/15/2022--STAR Benchmark Data Review, ELPAC Discussion, Mask Guidance.
04/28/2022--Bell Schedules for 2022/2023, Duty Schedules, preparation for SBAC.
05/17/2022--Preparation for End of Year Events, Assessment Update and Interim Report, 21/22 Planning Details

Grade Level/Staff Team Meetings: Results Disseminated to Staff
01/25/2022--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.
04/26/2022--Panorama Survey Results Shared with Staff

Parent Advisory Meeting:
09/16/2021--Culture and Climate Discussion and Input: Diversity & Racial Equity
12/07/2021--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

Coffee with The Principal:
10/08/2021--Review Parent Engagement and Introduce PSUSD Representative and Solicit Input
11/12/2021--Review SEL Program-Solicit Input
12/10/2021--Increase Parent Input and Update on Forming of New PTA, Solicit Input

Survey the school site council made the following adjustments to the SPSA:
Actions to Maintain: TOSA--shift focus to provide Behavioral Support in an MTSS model, 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: SEL and Academic Intervention (Pre-SST and SST collaboration during school day)--does not need LCAP funding any longer.

Actions to Continue with Modifications: Tutoring-increase in allocation based upon this years implementation and need, increase supervision aide support for safety, Instructional Materials and Supplies to fund Robotics Club, Student Store materials, etc.

The council will review the assessments used to inform progress for the 2022/2023 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 groups: SED, EL, Hispanic, and White. All four groups were represented in the 2022/2023 plan. No resource inequities were present.

A review of the interim assessment data and Panorama survey data did provide the following needs/themes: 1) Behavior: an 8.2 percent increase in office/discipline referrals from this time last year, 2) Suspension Rate is up by 10 incidents from this time last year (rate of 1.5%), 3) Chronic Absenteeism increased by 36.8% from this time last year, 4) Panorama Survey: Safety is down by 9%, Effective Response to Discipline is down by 11%, and Disrespect by students dropped to 54% favorable response (down 29%), 5) STAR MATH CURRENT GROWTH RATE is 15% lower than the district goal, and 6) STAR READING CURRENT STUDENT GROWTH RATE is 22.1% below the district average.

In conclusion the following themes emerged as needs: 1) Increase academic growth in Math and Reading, 2) Increase the student and staff perception around discipline and systemic responses, 3) Decrease Chronic Absenteeism. The 2022/2023 plan will really focus on implementing strategies that make progress in developing a comprehensive MTSS Plan.

Needs Assessment – Review of Performance

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

Reflections: Success

Fall of 2021:
Attendance: Our current overall attendance rate is 87.06%.
Success: While this is a concern, it is right at the district average. There are no significant performance gaps between the school average and students with disabilities, African American or Black, or Hispanic students.

Suspension Data: Cahuilla currently has two students receiving suspensions.
Success: While this is an increase from the following year, it is still below the district average.

To reflect on the successes of Academics, Cahuilla is going to reflect on the Fall 2021 STAR data. The assessment serves as a universal screening to identify the current status of the grade levels and indicate the level of support students might need. It is important to note that this assessment may assess standards that have not been taught yet, and it is worth noting that many of the standards are spiraling; thus, students should have some background knowledge of many of the standards.
ELA:
Kindergarten: 17% at or above and 83% are not meeting. Of these, 43% are in need of intensive support.
First: 34% at or above and 66% are not meeting. Of these, 42% are in need of intensive support.
Second: 7% are at or above, and 93% are not. 52% are in need of intensive support.
Third: 32% are at or above and 68% are not. 33% are in need of intensive support.
Fourth: 29% are at or above and 71% are not. 43% are in need of intensive support.
Fifth: 33% are at or above and 67% are not. 33% are in need of intensive support.

Math:
First: 53% are at or above and 47% are not. 16% are in need of intensive support.
Second: 15% are at or above and 85% are not. 20% are in need of intensive support, with 65% near or only in need of strategic support.
Third: 35% are at or above and 65% are not. 32% are in need of intensive support.
Fourth: 34% are at or above and 66% are not. 34% are in need of intensive support.
Fifth: 36% are at or above and 64% are not. 33% are in need of intensive support.

Success:
ELA: The data shows that 3rd and 5th grade need less amount of intensive support than the other grade levels. Even though the majority of students are not at or above, a large group of students need strategic support and are projected to be at grade level by the end of the year.
Math: The majority of 2nd grade demonstrate a need for strategic support or are near grade level already. This can mean that students will likely recover with the best first instruction during the 2021/2022 school year. Grade 3 and 5 began the school year scoring slightly better at the start of the year than they did at the end of the 2020/2021 school year. Cahuilla students are generally scoring higher in math than ELA. This is not usually the case.

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Spring of 2022:
Attendance: Cahuilla's overall attendance rate, to date, is 86.44% which is .36% lower than the district average. It also puts us in the middle third of our district (though, this is still an overall decline from our normal attendance rates).

Suspensions: To date, Cahuilla Elementary had 10 incidents that resulted in a suspension an 0 expulsion. Those this is a significant increase from last year, it is still a downward three year trend.

ELA: Reflects the Most Recent Benchmark (The third benchmark is given later in May).
TK/K: At Or Above grew to 22 students from 7, On Watch grew from 8 students to 10, and Intervention students grew from 8 to 16, and Urgent Intervention decreased from 19 to 8. This means the general pattern of growth is moving in the right direction.
First: At or Above grew from 19 to 25, On Watch grew from 5 to 10, Intervention grew from 10 to 16, and Urgent Intervention decreased from 23 to 15. This means the general pattern of growth is moving in the right direction.

Second: At or Above grew from 5 to 10, On Watch grew from 2 to 10, Intervention dropped from 13 to 9, and Urgent Intervention dropped from 28 to 31. This means the general pattern of growth is moving in the right direction.
Third: At or Above grew from 20 to 26, On Watch grew from 8 to 9, Intervention decreased from 12 to 5, and Urgent Intervention grew from 19 to 20. This means that students who were in urgent intervention did not get the support they needed.
Fourth: At or Above grew from 17 to 20, On Watch grew from 5 to 12, and Intervention grew from 12 to 18, and Urgent Intervention decreased from 26 to 19. This means the general pattern of growth is moving in the right direction.
Fifth: At or Above grew from 17 to 21, On Watch grew from 9 to 14, Intervention grew from 11 to 16, and Urgent Intervention decreased from 20 to 17. This means the general pattern of growth is moving in the right direction.
ELA:
SWD: 0% at or above with 52.9% at or above typical growth rate.
EL: 15.7% at or above with 66.7% at or above typical growth rate.
Hisp.: 31.8% at or above with 67.8% at or above typical growth rate.
AA: 22.2% at or above with 31.3% at or above typical growth rate.
White: 47.4% at or above with 60% at or above typical growth rate.

Math:
First: At or Above decreased from 29 to 24, On Watch stayed the same at 7 to 7, Intervention grew from 5 to 6, and Urgent Intervention decreased from 11 to 4. This means that some at or above students regressed to On Watch or needed intervention. Students in urgent intervention dropped. There needs to be a focus on Tier 1 Math instruction.
Second: At or Above grew from 11 to 15, On Watch grew from 9 to 12, Intervention dropped from 27 to 17, and Urgent Intervention grew from 11 to 13. This means that instruction is working for students who are at or above, on watch, or in a regular intervention. Students in need of intensive intervention need more support.
Third: At or Above grew from 22 to 28, On Watch dropped from 7 to 5, Intervention dropped from 12 to 8, and Urgent Intervention grew from 16 to 17. Overall, majority of students made growth with the exception of students in need of urgent intervention. These students need more support.
Fourth: At or Above grew from 20 to 27, On Watch grew from 5 to 12, Intervention stayed consistent at 12 to 12, and Urgent Intervention decreased from 21 to 20. Good growth in At or above and On Watch, but intervention students need more support.
Fifth: At or Above grew from 21 to 26, On Watch grew from 8 to 12, Intervention grew from 12 to 13, and Urgent Intervention decreased by 23 to 18. This means the general pattern of growth is moving in the right direction.
Math:
SWD: 19.2% at or above with 59.1% scored at or above typical growth rate.
EL: 32.9% at or above with 60.9% scoring at or above typical growth rate.
Hisp.: 45.5% at or above with 64.4% scoring at or above typical growth.
AA: 34.6% with a growth rate of 59.1% scored at or above typical growth.
White: 55.2% at or above with 55.6% scoring at or above typical growth.

Staff: Climate Survey:
Climate of Support for Academic Learning: 90% favorable response (which is down 6%). We are within 1% of the district average.
Knowledge and Fairness of Discipline, Rules, and Norms: 88% favorable response (which is down 8%). We are also 8% above district average.
Safety: 85% favorable response (which is down 9%). We are 15% over the district average.
School Leadership: 65% favorable responses (which is down15%). We are even with the district average of 65%.
Sense of Belonging: 56% favorable responses (which is down 26%). We are below the district average by 21%. This is a significant drop and concern.

Student Climate Survey:
Climate of Support for Academic Learning: 76% favorable response (which is down 5%). We are within 7% of the district average.
Knowledge and Fairness of Discipline, Rules, and Norms: 74% favorable responses (which is down 10%) and is within 4% of the district average.
Safety: 60% favorable responses, which is within 3% of the district average.
Sense of Belonging: 70% favorable response which was within 6% of the district average.

Family Climate Survey:
Climate of Support for Academic Learning: 90% favorable responses (which is down 2%) and within 3% of the district average.
Knowledge and Fairness of Discipline, Rules, and Norms: 93% favorable responses (which is up 3%) and is above the district average by 1%.
Safety: 98% favorable response which is 5% over the district average.

Sense of Belonging: 96% favorable response (which is up 2%) and 3% over the district average.

The following items supported these successes:
The teams fully utilized the collaboration time that was allocated to staff members during the planning times and 2:1:2 times.
Teachers regularly attended professional development and implemented new learning.
Grade levels really focused on writing and the High Impact Math Strategies.
A goal of the staff was to focus on empathy and really target SEL supports to students during the year. This is something that needs to be continued and further developed.

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

Reflections: Identified Need

Fall of 2021:
Attendance: Cahuilla's attendance patterns are as such: Satisfactory: 43.80%, At Risk: 11.14%, Moderate Chronic: 20.25%, Severe Chronic: 24.81%. All areas of attendance, save Severe Chronic, are below the district averages. Severe Chronic Absenteeism exceeds the district average by 2.64%. This is an area that will need attention during the 2021/2022 school year.

Suspensions: There have been two instances of students being suspended from August of 2021-October of 2021. This is an increase of two suspensions from the 2020/2021 school year. This is a data point that will need to be monitored, though it is to be expected since students have returned to in-person learning. There will be a need to ensure mental health support is in place for returning students who continue to act out, as well as increase active supervision in order to provide greater emphasis on the prevention of behaviors that can lead to suspensions.

To reflect on the successes of Academics, Cahuilla is going to reflect on the Fall 2021 STAR data. The assessment serves as a universal screening to identify the current status of the grade levels and indicate the level of support students might need. It is important to note that this assessment may assess standards that have not been taught yet, and it is worth noting that many of the standards are spiraling; thus, students should have some background knowledge of many of the standards.
ELA:
Kindergarten: 17% at or above and 83% are not meeting. Of these, 43% are in need of intensive support.
First: 34% at or above and 66% are not meeting. Of these, 42% are in need of intensive support.
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Third: 32% are at or above and 68% are not. 33% are in need of intensive support.
Fourth: 29% are at or above and 71% are not. 43% are in need of intensive support.
Fifth: 33% are at or above and 67% are not. 33% are in need of intensive support.

Math:
First: 53% are at or above and 47% are not. 16% are in need of intensive support.
Second: 15% are at or above and 85% are not. 20% are in need of intensive support, with 65% near or only in need of strategic support.
Third: 35% are at or above and 65% are not. 32% are in need of intensive support.
Fourth: 34% are at or above and 66% are not. 34% are in need of intensive support.
Fifth: 36% are at or above and 64% are not. 33% are in need of intensive support.

Needs:
ELA: All grade levels are going to need intensive support and access to quality best first instruction practices as we return to school in in-person learning with ongoing restrictions. The additional funds will be used to provide additional tutoring opportunities, intensive intervention from the intervention teacher, and additional supervision.

Math: Our current 2nd graders are going to need the most intensives support in Mathematics. Other grade levels have higher groups of students in need of strategic support that can be supported with best first instruction and small group intervention as well.

*****
Spring of 2022:
Upon reviewing the data, the following needs were identified:
ELA:
English Learners (14.5% proficiency rate) did not perform as well as Non-English Learners (39% proficiency rate) on the Reading Benchmarks.
African Americans (25% proficiency rate) did not perform as well as White (36.4% proficiency rate), LatinX (32% proficiency rate) or Asian/Filipino (50/100% proficiency rate) students.
Students with Disabilities (15.6% proficiency rate) did not perform as well as students without a disability (43.2% proficiency rate).

MATH:
English Learners (28.2% proficiency rate) did not perform as well as Non-English Learners (42.1% proficiency rate) on the Math Benchmarks.
African Americans (20% proficiency rate) did not perform as well as White (44.8% proficiency rate), LatinX (40.5% proficiency rate) or Asian/Filipino (70% proficiency rate) students.
Students with Disabilities (5% proficiency rate) did not perform as well as students without a disability (37.2% proficiency rate).

Attendance:
African American: 85.1% attendance rate.
White: 86.2% attendance rate.
LatinX: 87.5% attendance rate.
Asian/Filipino: 92.7%/90.6% attendance rates.
Students with Disabilities (86.2% attendance rates) and Students without Disabilities (87.3% attendance rates).
English Learners: 89.4% attendance rates.
Non-English Learners: 85.4% attendance rats.

Suspension:
African American: 0
White: 0
Asian/Filipino: 0
LatinX: 6
Multiple: 4

To address these needs, the 2022/2023 SPSA will reflect continued, deleted, and modified actions.
Actions to Maintain: TOSA--shift focus to provide Behavioral Support in an MTSS model, 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. Target African American Student support in ELA and Math, additional targeted support for EL's in ELA and Math.
Actions to Remove: SEL and Academic Intervention (Pre-SST and SST collaboration during school day)-- does not need LCAP funding any longer.

Actions to Continue with Modifications: Tutoring-increase in allocation based upon this years implementation and need, increase supervision aide support for safety, Instructional Materials and Supplies to fund Robotics Club, Student Store materials, etc.

The council will review the assessments used to inform progress for the 2022/2023 school year (see the school profile).

Overall: In conclusion the following themes emerged as needs: 1) Increase academic growth in Math and Reading, 2) Increase the student and staff perception around discipline and systemic responses, 3) Decrease Chronic Absenteeism. The 2022/2023 plan will really focus on implementing strategies that make progress in developing a comprehensive MTSS Plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	94	80	73
Grade 1	99	83	66
Grade 2	74	89	70
Grade3	79	75	82
Grade 4	83	70	70
Grade 5	96	86	67
Total Enrollment	525	483	428

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%	25.0%
Fluent English Proficient (FEP)	49	54	57	9.3%	11.2%	13.3%
Reclassified Fluent English Proficient (RFEP)	26	28	25	12.9%	16.6%	17.9%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
428	**96.3**	**25.0**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	107	25.0
Foster Youth	4	0.9
Homeless	7	1.6
Socioeconomically Disadvantaged	412	96.3
Students with Disabilities	36	8.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	9.6
American Indian or Alaska Native	4	0.9
Asian	5	1.2
Filipino	8	1.9
Hispanic	301	70.3
Two or More Races	24	5.6
Native Hawaiian or Pacific Islander		
White	45	10.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:
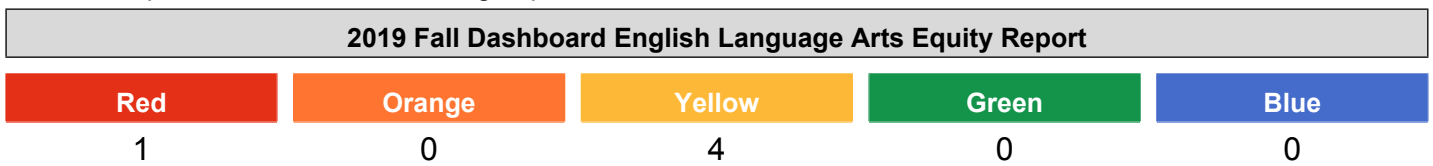
1.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	0	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
19.1 points below standard	18.8 points below standard	0 Students
Increased ++14.3 points	Increased Significantly ++16.6 points	
240	103	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
20.6 points below standard	23.9 points below standard	118.7 points below standard
Increased ++7.2 points	Increased Significantly ++19.7 points	Declined -3.6 points
15	214	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
44.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.2 points	1	1	8
25			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
22.2 points below standard	7.2 points below standard	0 Students	5.4 points below standard
Increased Significantly ++16.3 points	12		Increased ++3.5 points
157			36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
70.1 points below standard	50 points above standard	19.5 points below standard
Maintained ++0.8 points	Increased ++9 points	Increased ++12.3 points
59	44	135

Conclusions based on this data:
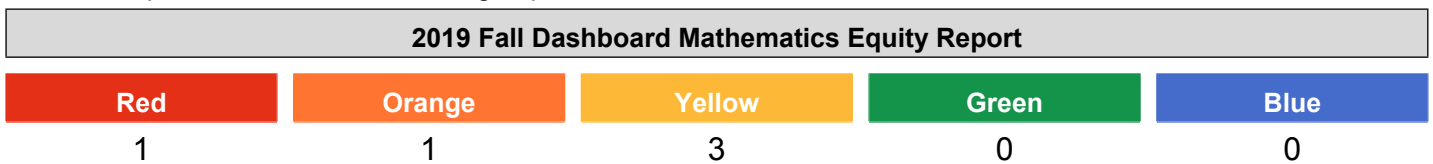
1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	
32.9 points below standard	27.6 points below standard	
Increased ++12.5 points	Increased Significantly ++20.6 points	
240	103	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
48.6 points below standard	39.2 points below standard	139.5 points below standard
Declined Significantly -25.8 points	Increased Significantly ++15 points	Declined -5.5 points
15	214	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
71.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.2 points	1	1	8
25			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Orange
33.9 points below standard	26.9 points below standard		27.1 points below standard
Increased Significantly ++19.6 points	12		Declined -8 points
157			36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.5 points below standard	24.5 points above standard	37.6 points below standard
Increased ++7.2 points	Increased Significantly ++17.1 points	Increased ++5.8 points
59	44	135

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
40 making progress towards English language proficiency
Number of EL Students: 105
Performance Level: Low
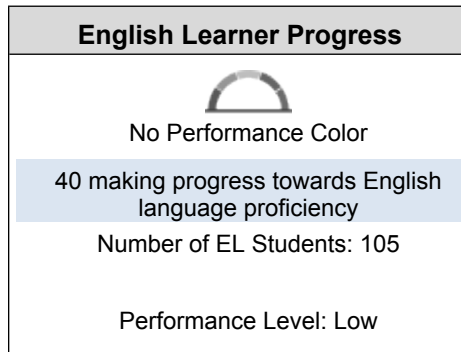
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
33.3	26.6	5.7	34.2

Conclusions based on this data:
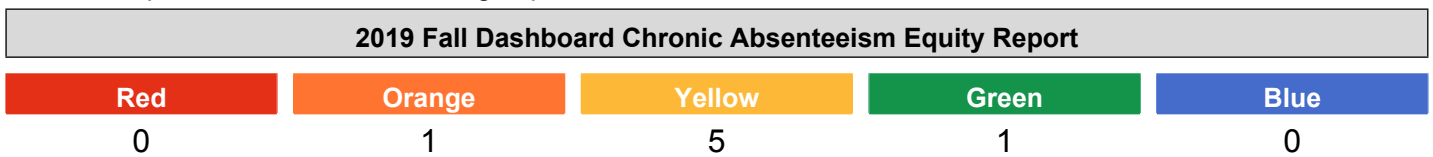
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	5	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
11	8.6	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -5.4	Declined -2.3	2
546	174	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
11.1	11.7	12.7
Declined -7.1	Declined Significantly -6	Declined -9
63	494	71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
18.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.6
Increased +3.2	3	2	Increased +5.6
53			18

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
10.3	12	Less than 11 Students - Data Not Displayed for Privacy	10.3
Declined Significantly -4.9	Declined -15.6	0	Declined -10.2
377	25		68

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance

Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.4	0	Less than 11 Students - Data Not Displayed for Privacy
		2
Declined -0.5	Maintained 0	
558	179	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Green	Orange
3	1.2	2.8
Increased +1.5	Declined Significantly -1	Increased +0.4
66	504	72
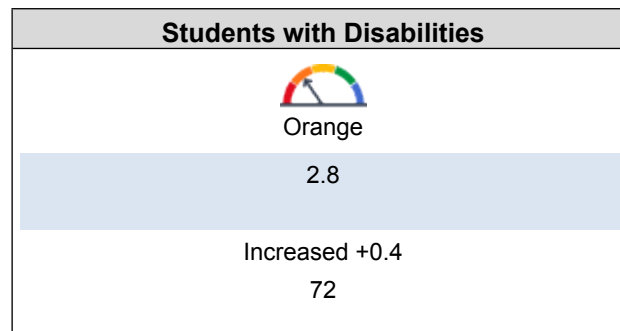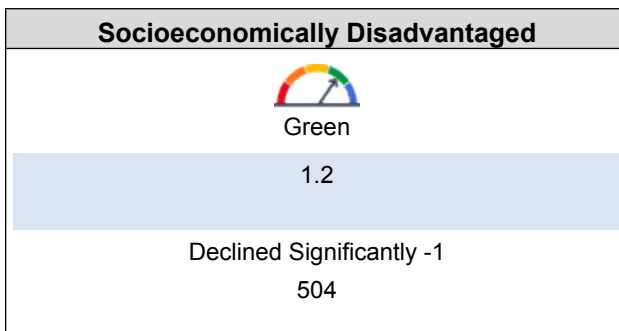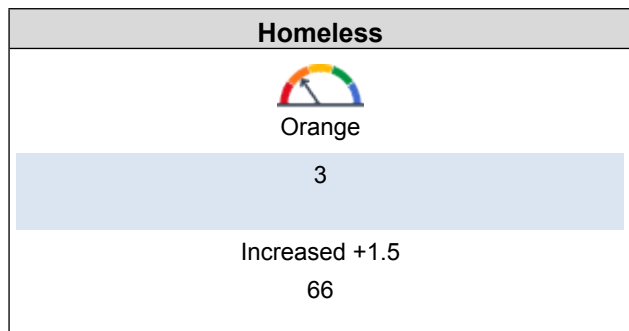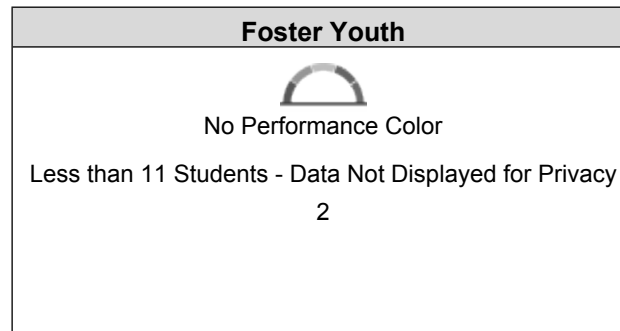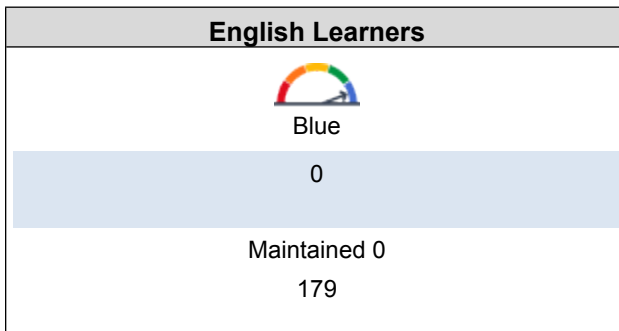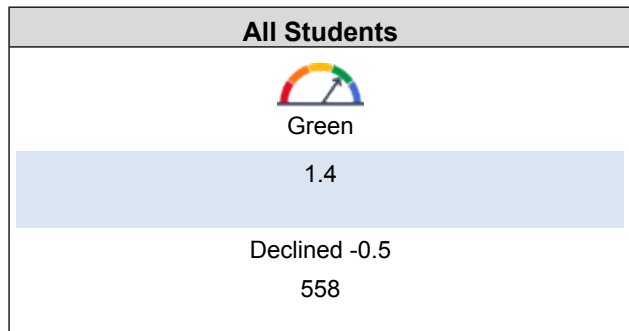
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not 3	Less than 11 Students - Data Not 3	0
Declined -4.5			Maintained 0
56			18

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Orange
0.8	7.7		4.4
Declined -0.9	Increased +7.7		Increased +2.1
384	26		68

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.9	1.4

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
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))	(see table below)	The following actual outcomes utilize the District Benchmark STAR Reading Proficiency Rates. Due to the pandemic, the California School Update was not provided in the fall of 2021. The most recent data is Benchmark #2 of the 2021/2022 school year. All Students: 34.1% English Learners: 14.5% Hispanic: 32% African American: 25% SED: Not Available SWD: 5%

St. Group	Color	DFS/Percentage	Change
All	Yellow	5 points below standard	Increase +14.1 points (to move column)
EL	Yellow	5 points below standard	Increase +13.8 points (to move rows)
Hisp	Yellow	5 points below standard	Increase 17.2 points (to move rows)
AA	No Performance Color	29 points below standard	Increase 15 points (to move column)
SED	Yellow	5 points below standard	Increase 18.9 points (to move rows)
SWD	Orange	70 points below standard	Increase 48.7 points (to move columns)

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	(see table below)	The following actual outcomes utilize the District Benchmark STAR Reading Proficiency Rates. Due to the pandemic, the California School Update was not provided in the fall of 2021. All Students: 39.9% English Learners: 28.2% Hispanic: 40.5% African American: 25%

St. Group	Color	DFS/Percentage	Change
All	Yellow	25 points below standard	Increase 7.9 points (to move rows)
EL	Yellow	17.6 points below standard	Increase 10 points (to

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students with Disabilities (SWD)	<table><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>Inrease 44.4 points (to move column)</td></tr></table>	SED: Not Available SWD: 20%
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).	No 2021/2022 data source.
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results:44% Dashboard Status and Percentage – Medium--45% of students making progress toward English Proficiency. 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	Level 4: 1.79% Well Developed Level 3: 33.04% Moderately Developed Level 2: 44.64% Somewhat Developed Level 1: 20.54% Minimally Developed
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: 24%
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)	As of March 2022, STAR Benchmark #2 Results (most recent): All Students (ALL) ELA - 34.1%

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%	English Learners (EL): 29% Hispanic (Hisp): 42% African American (AA): 50% Socioeconomically Disadvantaged (SED): Students with Disabilities (SWD): 0%
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 support to teachers and direct intervention to students in order to improve academic achievement as a vital part of our schoolwide learning loss recovery plan.	This position was fully implemented. This action will be modified for the next year to shift from collaboration and professional development to intervention teacher. This person an intervention teacher to MTSS Behavior TOSA>	A designated person to provide coaching and support to teacher and direct intervention support to students. 1000-1999: Certificated Personnel Salaries Title I 111,172	Differences are due to 2 factors: 1) PCF changed to reflect adjustments to TITLE 1 and LCFF Allocations, and 2) Personnel Salary Increase. 1000-1999: Certificated Personnel Salaries Title I 80,435
		A designated person to provide coaching and support to teacher and direct intervention support to students. 1000-1999: Certificated Personnel Salaries LCFF 31,797	Differences are due to 2 factors: 1) PCF changed to reflect adjustments to TITLE 1 and LCFF Allocations, and 2) Personnel Salary Increase. 1000-1999: Certificated Personnel Salaries LCFF 470149
Targeted Professional Development--Teacher Early Return for Collaboration and Planning	This action was partially implemented. The PD/Collaboration goals were addressed, but some staff	Pay teachers to come back and collaborated on: 1) Refine Mental Math/Bridges Routines, 2) Writing Plan, 3) Schoolwide Learning	Differences are due to 1) Teachers leaving school site, 2) Teachers not attending after they RSVP'ed.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	members did not attend for a variety of reasons.	Recovery Plan, and 4) Design an SEL Plan. 1000-1999: Certificated Personnel Salaries LCFF 14,600	1000-1999: Certificated Personnel Salaries LCFF 7,720
Tier II: Teacher Tutoring	This action was fully implemented. It will be funded at higher levels for the following school year.	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support--prioritizing SWD and EL groups. 1000-1999: Certificated Personnel Salaries LCFF 3500	Tutoring was provided for an extended period of time. Transfers from under utilized actions were made to cover the overage. 1000-1999: Certificated Personnel Salaries LCFF 4969
Tier I: Academic Supplemental Software: NewsELA /Head Sprout--Additional Software that support distance learning and hybrid learning.	These programs were purchased and fully implemented.	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels. NewsELA, Headsprout, Zoom Field Trips, Learning Dynamics, and Bookflix 4000-4999: Books And Supplies LCFF 11,300	Action fully funded. 4000-4999: Books And Supplies LCFF 11,158
Supplemental Best First Instruction Materials and Supplies to support intervention and implementation of curriculum.	This action was partially implemented. Additional Kagan items were not purchased due to ongoing COVID restrictions for most of the year. Other items were purchased. PSUSD provided many of the supplementary items intended for purchase.	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 develolment goals from High Impact, Kris Tom, Kagan, and ELD/SPED Training and support. 4000-4999: Books And Supplies	District ended up providing headphones, Kagan materials not ordered due to pandemic, other purchases ended up being made from OPEN PO in general budget. 7712

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 15,472	
		Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Headphones, Equipment, paper, etc. 4000-4999: Books And Supplies Title I 716	District ended up providing headphones, Kagan materials not ordered due to pandemic, other purchases ended up being made from OPEN PO in general budget. 4000-4999: Books And Supplies Title I 0.00
Tier II Support for SEL and Academic Intervention (Pre-SST and SST Process)	This action was implemented, but the costs ended up being significantly less since each site was provided a resident substitute teacher.	SST, Action-Learning Walks, Prof. Development Subs--These meetings will be conducted during non-student time in order to avoid disrupting class and needing guest teachers. 5700-5799: Transfers Of Direct Costs LCFF 6,000	Many of these items were able to be covered with an inhouse substitute provided by the district. 5700-5799: Transfers Of Direct Costs LCFF 903.00
Academic Enrichment Fieldtrips-- Virtual Field Trips	This action was partially implemented. Due to COVID, actual field trips were not purchased, but zoom field trips was purchased. Time constraints made it difficult this year due to time changes and students being on campus.	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	Field Trips were not approved until the near end of school and it was too late to schedule and provide field trips. None Specified LCFF 0.00
Small Group/Para Support	This action was not implemented.	Pay paraprofessionals extra duty to provide more in-class support to teachers and facilitate running small groups interventions as a	Pandemic limited, for a large portion of the year, for adults to intermingle in multiple classes. 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		part of our schoolwide learning loss recovery plan. 2000-2999: Classified Personnel Salaries LCFF 6,000	LCFF 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, strategies that could be implemented without pandemic restrictions were implemented. The TOSA did provide very strong reading intervention to students, though the amount of students services was a smaller percentage of the student body based upon qualifying criteria for the intervention program and grade level targets. Tutoring was well funded and expended, and there is a need to try and recruit more students to participate.

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 pandemic negatively impacted our ability to fully or partially fund some of the actions: Field trips, Para rotations in classrooms, Action Walks. In addition, the district provided additional materials intended to be funded by the site (headphones, chromebooks, etc).

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.

TOSA will refocus efforts on a behavioral aspect of an MTSS System.
Substitute teachers for collaboration during they day will be discontinued.
Paras for rotations will be discontinued.
The teacher paid early return will continue, but the training will focus on MTSS.
Tutoring will continue and will target African American students and English Learners.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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%.	CAES received 76 survey responses. This is approximately 19%
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%	All Students: 96% Hispanic: 97% African American: Not reported Confidentiality Protected: 93%
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%	All Students: 90% Hispanic: 93% African American: Not Reported Confidentiality Protected: 100%
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%.	Approximately 46% attended a site specific event. Zoom was very beneficial to events like Parent/Teacher Conferences, but was not effective for other engagements.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Family Engagement Events--Core Content and Enrichment Events--SITE: CAES African American Parent Advisory Council, GATE Parent Advisory Council, ELAC	These events were not implemented due to ongoing COVID restrictions of visitors on campus.	Provide bilingual translators or interpreters who will help translate in meetings, conferences, and communication materials. 2000-2999: Classified Personnel Salaries LCFF 1,844	There were no real after hours events that required translations. All translations for events were able to be provided by employees during the school day. This action will be removed. Zoom proved to be challenging again to engage parents in an advisory capacity. We developed a core group of 5-6 people who participated. ELAC continued to be delegated to SSC for the second year. 2000-2999: Classified Personnel Salaries LCFF 150.00
		Provide Content Specific Nights to promote parent engagement and learning around grade level standards. Title I Part A: Parent Involvement 1,871	The pandemic continued to limit events that allowed parents to come onto campus. Title I Part A: Parent Involvement 0.00
Attendance Intervention and Support Team	This action was implemented with a significant modification due to COVID. Many students experienced COVID related quarantine or illness absences; thus, making it difficult to know who was habitually absent for non-health related issues. Attendance was addressed with families in SST's, IEP's, P/T Conference meetings.	Engage parents in support process when their children are experiencing chronic absenteeism. 0001-0999: Unrestricted: Locally Defined LCFF 0.00	Attendance concerns were addressed through the SST process to help determine in order to avoid perceptions that students being impacted by COVID were being penalized. 0001-0999: Unrestricted: Locally Defined LCFF 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, these actions were significantly impaired by the pandemic. Zoom proved to be a challenge to get parents engaged. We did successfully create a very small PTO, and this core group attended advisory meetings (zoom), Coffee with The Principal (zoom), and SSC. Despite the lack of activities, Panorama Survey results indicate parents still feel strongly connected to the school/district.

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

All parent engagement events struggled to be effectively implemented due to the pandemic. As mentioned, a core group were dedicated but engaging parents in an interactive manner was more challenging. This action will be continued for one more year to see if things open up and parents can become more physically present on campus.

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.

There will not be significant changes made to this goal. The Support for Academic Learning goals were not met, but were not significantly missed either. They will remain. The School Connectedness goals were met and will continue.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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%	As of April 2022: All Students: 86.9% (this includes students with H Code Exemptions due to COVID).
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	(see table below)	As of April 2022: All Students: 58.7% English Learners: Hispanic: 57.1% African American: 60.9% SED: SWD: 53.2% These totals include students who were excluded due to H Code: COVID.

St. Group	Color	DFS/Percentage	Change
All	Yellow	9%	Delined 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)	(see table below)	As of April 2022: All Students:1.5% English Learners: Hispanic: 1.2% African Americans:0.0% SED: SWD: 2.1%

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%

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
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%	As of April 2022: 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	Panorama Survey - School Connectedness All Students (ALL) -76% Favorable Responses English Learner (EL) -68% Favorable Responses (average) Hispanic (Hisp) - 71% Favorable Responses African American (AA) -67% Favorable Responses
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) -60% English Learner (EL) -60% Hispanic (Hisp) - 61% African American (AA) - 60%

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
Mental Health Support	This action was partially implemented. The position was vacant for a portion of the year.	Provide individual or family mental health therapy and support to families in crisis. 1000-1999: Certificated Personnel Salaries LCFF 9,235	The position was very challenging to fill for the majority of the year. A person has been hired and begun providing services, and the district will eventually bill the site and encumber the funds. This action is going to be discontinued. 1000-1999: Certificated Personnel Salaries LCFF 4,800
Self-Manager Program	This action was fully imlemented.	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	This program continued to be a success. We have more than 85 self-managers. 0.00
Supplemental Supervision Aides	This action was fully implemented. Costs were significantly less due to staff changeover and changes in benefits costs.	Additional support to provide supervision and ensure a safe learning environment for students before and during school. 2000-2999: Classified Personnel Salaries	The district ended up providing extra duty for the school sites during the pandemic. 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 24,000	11,801.00

Analysis

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

Overall, the mental health action was not fully implemented due to staffing shortages.
The self-manager action continues to be very successful with more than 85 self-managers.
Supervision aides were fully implemented, with some staff changes throughout the year, but were effective in providing additional supervision.

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 mental health support was very challenging to provide due to staffing shortages. A staff member was hired and services students for a portion of the year.
The positions were filled and implemented as expected, but the cost difference is due to the new staff member selecting a different benefits package that was less expensive.

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 Mental Health action will be discontinued. Self-Manager program will continue and we will shoot for 100 students in the program.
Supervision aide support will be continued and increased.
The district funded much of the additional support that was intended to be funded by the site. In addition, an employee resigned and the position was vacant for a short duration. The new employee selected a different benefits plan that was cheaper.

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.

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

2022/2023 Identified Needs:
Spring of 2022:
Upon reviewing the data, the following needs were identified:
ELA: Needs Statements--
English Learners (14.5% proficiency rate) did not perform as well as Non-English Learners (39% proficiency rate) on the Reading Benchmarks.
African Americans (25% proficiency rate) did not perform as well as White (36.4% proficiency rate), LatinX (32% proficiency rate) or Asian/Filipino (50/100% proficiency rate) students.
Students with Disabilities (15.6% proficiency rate) did not perform as well as students without a disability (43.2% proficiency rate).

MATH:
English Learners (28.2% proficiency rate) did not perform as well as Non-English Learners (42.1% proficiency rate) on the Math Benchmarks.
African Americans (20% proficiency rate) did not perform as well as White (44.8% proficiency rate), LatinX (40.5% proficiency rate) or Asian/Filipino (70% proficiency rate) students.
Students with Disabilities (5% proficiency rate) did not perform as well as students without a disability (37.2% proficiency rate).

Attendance:
African American: 85.1% attendance rate.
White: 86.2% attendance rate.
LatinX: 87.5% attendance rate.
Asian/Filipino: 92.7%/90.6% attendance rates.
Students with Disabilities (86.2% attendance rates) and Students without Disabilities (87.3% attendance rates).
English Learners: 89.4% attendance rates.
Non-English Learners: 85.4% attendance rats.

Need: African American students have the lowest attendance rates. They should be targeted with attendance support in the MTSS Plan.

Suspension:
African American: 0
White: 0
Asian/Filipino: 0
LatinX: 6
Multiple: 4

Need: LatinX students were suspended more frequently than others. Additional interventions in an MTSS model is necessary.

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Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state-related expected outcomes have been maintained from the 20-21 plans.

The most recent CA Dashboard data indicate the following:
Academics: Overall, Cahuilla is making progress on the 5x5 Matrix and Dashboard. All students and subgroups are in a Yellow status in ELA and Math--except for SWD. A greater increase in focus on SWD's is necessary. They are the only group not in Yellow or higher status. Interim data show they are one of the groups that were projected to make growth, but still not at an acceptable rate. This plan eliminates some strategies, while maintaining others with an adjusted focus on SWD.
ELPI shows that a greater emphasis on EL's will need to be a priority. The current strategies in this plan will have some of their goals adjusted to focus on these students and target Designated and Integrated ELD support.

Based upon a review of Interim Assessment Data, DIBEL's, ELPI Data,Dashboard Data, Panorama Survey Responses, and various SPSA Input meetings, the following will occur:
Maintained Actions: TOSA--greater focus on monitoring EL and SWD Data, Supp. Materials & Supplies, SEL and Academic Intervention (Pre-SST and SST collaboration during school day), Academic Field trips, Kagan Materials (emphasis on EL & SWD Strategies), Parent Support-Translations, Parent Engagement Classes, Attendance Smoothie Bicycle Parties, Playworks Equipment, Self-Manager Program (emphasis SEL Skills)

Removed Actions: Early Return PD (action served its purpose), Designated ELD 1 Hour support person (cost of action not yielding the needed benefits), Pre-SST Referral Manual (action served its purpose), Raptor Funding (district fully funds)

Modified Actions: Tutoring-Priority given to EL's and SWDS, Supplemental Academic Software, Saturday Enrichment-decrease frequency and target EL and SWD, Paraprofessional-Behavior (emphasize SEL aspects), supervision aides

At the school site council meeting on October 15, 2020, the council reviewed the most recent "loss of learning data" as well as monthly attendance data for August and September. The data shows the following:
Imagine Learning Benchmark #1--52 Kindergarten students took the assessment and 5.8% were below in ELA. In Math, 74.9% were below or well below. Note: Not all students completed the assessment and it was realized that students had a great deal of assistance with ELA assessment from someone within the home.
Imagine Learning Benchmark #1--48 students completed the assessment and 16.7% were below in ELA. In Math, 86% were below or well below.
Imagine Learning Benchmark #1--523 students completed the assessment and 40% were below or well below in ELA. In Math, 69% were below or well below.
School City--Gr. 3--73 students completed the assessment with 57% scoring below expectations or unsatisfactory in ELA and 63% in Math scoring below expectations or unsatisfactory.
School City--Gr. 4--65 students completed the assessment with 83% scoring below expectations or unsatisfactory in ELA and 73% in Math scoring below expectations or unsatisfactory.

School City--Gr. 5--61 students completed the assessment with 64% scoring below expectations or unsatisfactory in ELA and 73% in Math scoring below expectations or unsatisfactory.

Trends: Student data, with the exception of Kindergarten in ELA, indicates students have been negatively impacted by a loss of learning as a result of the pandemic and loss of instruction. There is a great need to provide intensive support to these students in order to narrow the gap widened by the pandemic and school closures.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

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	Yellow	19.1 points below standard	Increased ++14.3 points
EL	Yellow	18.8 points below standard	Increased Significantly ++16.6 points
Hisp	Yellow	22.2 points below standard	Increased Significantly ++16.3 points
AA	No Performance Color	44.6 points below standard	Increased Significantly ++19.2 points
SED	Yellow	23.9 points below standard	Increased Significantly ++19.7 points
SWD	Red	118.7 points below standard	Declined - 3.6 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	5 points below standard	Increase +14.1 points (to move column)
EL	Yellow	5 points below standard	Increase +13.8 points (to move rows)
Hisp	Yellow	5 points below standard	Increase 17.2 points (to move rows)
AA	No Performance	29 points below standard	Increase 15 points (to move column)
SED	Yellow	5 points below standard	Increase 18.9 points (to move rows)
SWD	Orange	70 points below standard	Increase 48.7 points (to move columns)

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

Baseline

St. Group	Color	DFS/Percentage	Change
All	Yellow	32.9 points below standard	Increased ++12.5 points
EL	Yellow	27.6 points below standard	Increased Significantly ++20.6 points
Hisp	Yellow	33.9 points below standard	Increased Significantly ++19.6 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	25 points below standard	Increase 7.9 points (to move rows)
EL	Yellow	17.6 points below standard	Increase 10 points (to move a column)
Hisp	Yellow	23.9 points below standard	Increase 10 points (to move column)

Metric/Indicator	Baseline	Expected Outcome

AA	No Performance Color	71.9 points below standard	Increased ++3.2 points
SED	Yellow	39.2 points below standard	Increased Significantly ++15 points
SWD	Red	139.5 points below standard	Declined -5.5 points

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)

Metric/Indicator	Baseline	Expected Outcome
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 - 24.21% met or exceeded standards	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 School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: 40% Dashboard Status and Percentage – Low-40% making progress towards English Proficiency. Level 4: Well Developed-20.86% (did not meet goal) Level 3: Moderately Developed-35.25% (did not meet goal) Level 2: Somewhat Developed-30.22% (did not meet goal) Level 1: Beginning Stage-13.67% (met goal) 33.3% Decreased at least one level. 26.6% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 5.7% Maintained Level 4 34.2% Progressed at least one level.	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results:44% Dashboard Status and Percentage – Medium--45% of students making progress toward English Proficiency. 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
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - (RFEP) Reclassification Rate: 16.6% (exceeded goal).	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -18.6%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA -51% (missed goal by 2%)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 57%

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL)	English Learners (EL): 23% (missed goal by 24%) Hispanic (Hisp): 51% (met goal) African American (AA): 34% (missed goal by 5%) Socioeconomically Disadvantaged (SED): 50% (exceeded goal by 1%) Students with Disabilities (SWD): 20% (missed goal by 9%).	English Learners (EL): 47% Hispanic (Hisp): 55% African American (AA): 39% Socioeconomically Disadvantaged (SED): 55% Students with Disabilities (SWD): 29%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance -100%

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

<u>X</u>   All

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Ryan E. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	78741
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A designated person to provide MTSS training and support to staff and direct support to students.

Amount	96102
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A designated person to provide MTSS training and support to staff and direct support to students.

Strategy/Activity 2

Targeted Professional Development--Teacher Early Return for Collaboration and Planning

Students to be Served by this Strategy/Activity

- <u>X</u> English Learner
- <u>X</u> Foster Youth
- <u>X</u> Low Income
- <u>X</u> Students with Disabilities
- <u>X</u> All

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Ryan Saunders

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay teachers to come back and receive professional development around MTSS and collaboration around team strategies.

Strategy/Activity 3

Tier II: Teacher Tutoring

Students to be Served by this Strategy/Activity

X	English Learner
X	Students with Disabilities

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Amount	1559
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Strategy/Activity 4

Tier I: Academic Supplemental Software: NewsELA /Head Sprout--Additional Software that support distance learning and hybrid learning.

Students to be Served by this Strategy/Activity

X	All

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels. NewsELA, Headsprout, etc.

Strategy/Activity 5

Supplemental Best First Instruction Materials and Supplies to support intervention and implementation of curriculum.

Students to be Served by this Strategy/Activity

X   All

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	15346
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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.

Strategy/Activity 6

Academic Enrichment Fieldtrips

Students to be Served by this Strategy/Activity

X	All

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	LCFF
Budget Reference	None Specified
Description	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.

Strategy/Activity 7

Chill Calming Center

Students to be Served by this Strategy/Activity

X	All
X	Specific Student Groups: Students who are demonstrating significant behavioral challenges and need additional support to de-escalate and return to learning.

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders, Counselor, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Purchase calming materials, furniture.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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%.

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

Average daily attendance rate is 87% and this is 9% below the district goal.
Chronic Absenteeism, according to Schoolzilla, is 55%, which is up 32 percentage points from the prior year.
Attendance will need to be a focus for the 2022/2023 school year.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 7% provided responses.	Parent Participation in Stakeholder Input Processes - Increase by 28% to 35%.
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): 94% responded favorably. Hispanic (Hisp): 98% responded favorably African American (AA): Did not receive responses Confidentiality Protected: 87%	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%

Metric/Indicator	Baseline	Expected Outcome
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): 92% Hispanic (Hisp): 95% African American (AA): Did not receive responses Confidentiality Protected: 88%	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 Attendees Attending 1 or more school/parent center sponsored events at site: <3% of Cahuilla Families	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Will aim to increase 42% to 45%.

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Events--Core Content and Enrichment Events--SITE: CAES African American Parent Advisory Council, GATE Parent Advisory Council, ELAC--Content Themed Engagement Events

Students to be Served by this Strategy/Activity

X	English Learner
X	Low Income
X	Students with Disabilities
X	Specific Student Groups: All non-English speaking families.

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	1559
Source	Title I Part A: Parent Involvement
Description	Provide bilingual translators or interpreters who will help translate in meetings, conferences, and communication materials.

Strategy/Activity 2

MTSS Leadership Team

Students to be Served by this Strategy/Activity

X	All
X	Specific Student Groups: Students with Chronic Absenteeism

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders, Counselor, TOSA

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 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.

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

Family Connectedness via Panorama Family Climate Survey: Positive Response Rate
All Students: 96%
Hispanic: 97%
African American: Not reported
Confidentiality Protected: 93% (This groups needs additional engagement strategies to feel connected at the school.)

Climate of Support for Academic Learning via Panorama Family Climate Survey: Positive Response Rate
All Students: 90%
Hispanic: 93% (This group is significantly less that the confidentially protected reporting group).
African American: Not Reported
Confidentiality Protected: 100%

Overall: It would seem that additional engagement strategies for African American families is needed to influence this data point. Students in the Confidentially Protected group has 100% positive response rate, but the parent perception is not the same.
****
Survey Results Indicated the following:

Student Results:

Climate of Support for Academic Learning...80%
Knowledge and Fairness of Discipline....82%
Sense of Belonging....77%
Safety...67% (teasing being the major factor).

Family Results:
Climate of Support for Academic Learning...97%
Knowledge and Fairness of Discipline....97%
Sense of Belonging....98%
Safety...99%

SEL Results:
Student favorable responses increase in all categories with the exception of 1: Social Awareness--it decreased by 2.

There is a need to focus on Student Climate Data:
67% responded favorably that they felt Safe or Very Safe at school, but 21% of the students had no opinion on the topic (neither safe nor unsafe). There is a need to target this subgroup who will remain in Cahuilla and see how we can help them feel safe or very safe at school.

Attendance Rates: 95.3%
Attendance rates, as a school, were moving in the right direction. African Americans are the only sub-group in Orange so this needs to be addressed.

Suspension Data: .99%
Suspensions were overall improved as a school. The following sub-groups were Medium (Orange): Homeless and Students with Disabilities, and High (Orange): White. These groups will need to be targeted for additional support during the year.

Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020 all state related expected outcomes have been maintained from the 20-21 plans.

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%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Yellow	11	Declined Significantly -5.4
EL	Green	8.6	Declined - 2.3

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	9%	Declined
EL	Green	7.5%	Declined

Metric/Indicator	Baseline	Expected Outcome

Students with Disabilities (SWD)

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

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%

Panorama Survey – School Connectedness
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)

Panorama Survey - School Connectedness
Baseline Data:
All students: 77% responded favorably.
EL: 69% responded favorably
AA: 84% responded favorably

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

Metric/Indicator	**Baseline**	**Expected Outcome**
African American (AA)	Hisp: 78% responded favorably	
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 67% responded favorably EL: 62% responded favorably AA: 64% responded favorably Hisp: 69% responded favorably	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

Supplemental Supervision Aides

Students to be Served by this Strategy/Activity

X̲   All

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Dr. Saunders

Proposed Expenditures for this Strategy/Activity

Amount	
	30800

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional support to provide supervision and ensure a safe learning environment for students before and during school.

Strategy/Activity 2

Self-Manager Program

Students to be Served by this Strategy/Activity

X	All

Timeline

2021/2022

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.

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)**
High Impact Math Professional Development	July 1, 2021 - June 30, 2022	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding.	39,609	Title I
School House Project English Language Arts Professional Development	July 1, 2021 - June 30, 2022	Consultant and substitutes to support rigorous English language arts instruction and the gradual release of responsibility model.	11,875	Title I
Kagan Professional Development	July 1, 2021 - June 30, 2022	Consultant and substitutes to support cooperative learning structures implementation.	4,268	Title I
Supplemental Interventions – extended day tutoring and extended year academies	July 1, 2021 - June 30, 2022	Provide targeted interventions and supports to students through tutoring beyond the school day and during extended year opportunities.	38,867	Title I
Technology Teacher on Assignment (TOSA)	July 1, 2021 - June 30, 2022	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, 2021 - June 30, 2022	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 Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2021 - June 30, 2022	Training and accompanying books and materials	2,962	Title IV
Peace4Kids Training	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	1,250	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	$81,858
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$251,607.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	80,300	0.00
Title I Part A: Parent Involvement	1,559	0.00
LCFF	169,748	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	$80,300.00
Title I Part A: Parent Involvement	$1,559.00

Subtotal of additional federal funds included for this school: $81,859.00

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	$169,748.00

Subtotal of state or local funds included for this school: $169,748.00

Total of federal, state, and/or local funds for this school: $251,607.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	169,748.00
Title I	80,300.00
Title I Part A: Parent Involvement	1,559.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,559.00
1000-1999: Certificated Personnel Salaries	191,402.00
2000-2999: Classified Personnel Salaries	30,800.00
4000-4999: Books And Supplies	21,846.00
None Specified	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	111,102.00
2000-2999: Classified Personnel Salaries	LCFF	30,800.00
4000-4999: Books And Supplies	LCFF	21,846.00
None Specified	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	80,300.00
	Title I Part A: Parent Involvement	1,559.00

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				
Ms. Robin Kener (Year 2)		X			
Ms. Rosie Distefano (Year 1)		X			
Ms. Kassandra Dorado (Year 2)		X			
Dr. Chris "Sam" Smith (Year 1)			X		
Ms. Maribel Cantu (Year 1)				X	
Ms. Patricia Russell (Year 2)				X	
Ms. Alyssa Singer (Year 1)				X	
Ms. Kate Ambrose (Year 1)				X	
Ms. Cristal Riccio (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
[signature: Rana Cockrell]	Other: The leadership team met to review the draft SPSA and provide input on April 19, 2021 The entire staff met on April 28, 2021 to review the SPSA input and draft SPSA to be presented to SSC. The staff reviewed the Panorama Survey input from parents and students at a staff meeting on April 22, 2021.

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 04/26/2022.

Attested:

Signature	
[signature: Ryan E. Saunders]	Principal, Ryan E. Saunders, Ed.D. on 05/20/2022
[signature: Robin Kener]	SSC Chairperson, Ms. Robin Kener on 05/20/2022

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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
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.	The TOSA was able to provide ongoing coaching and support to the PLC/grade level teams in a variety of areas: 1) assessment administration, 2) data gathering and analysis, and support in implementing instructional strategies.	The pandemic significantly impacted his ability to provide coaching in some areas as he was learning himself how to do distance learning and teaching in Zoom. Informal assessments and teacher driven data indicate students were struggling during the pandemic and will need greater support next year.	The TOSA position will be modified to the position of Intervention Teacher on Special Assignment. This refocus the efforts of the TOSA from Coach to intervention provider.
Targeted Professional Development--Teacher Early Return for Collaboration and Planning	Teachers were able to receive aspects of the targeted professional development in terms of mathematics, zoom, online platforms, and other instructional strategies that provided training and support in providing distance learning during the pandemic.	The coaching and support provided in class was a challenge. The TOSA had to learn new strategies and programs rapidly in order to support teachers in these areas. Much of the PD was "in the moment" to problem solve issues around tech, software, and strategies being transitioned to distance learning. There is going to be a need for greater support around SEL. Targeted professional development will need to continue to emphasize writing and math, and will also include SEL support.	Next year, the targeted professional development will take the form of an early return paid professional development opportunity around SEL, Math, and Writing. This will allow teachers to plan for the upcoming year and be more prepared as they welcome students back from distance learning/hybrid learning during the pandemic.
Tier II: Teacher Tutoring	We did have at least one teacher offer tutoring to students beyond the school day. The person did serve students from her own class, and it did positively impact approximately 6-8 students throughout the year.	Many teachers did not take on the added task of providing additional tutoring beyond the day. The pandemic really took up a lot of planning time, and teachers were just not willing to take this on. They were able to provide additional	The action will continue, but the funding will be reduced as we will focus on more "during the day" interventions and supports. Tutoring will be more of a tier 2 support for students.

		support to students during the day since distance learning was only half-day and teachers ran small groups in the afternoons.	
Tier I: Academic Supplemental Software: NewsELA /Head Sprout-- Additional Software that support distance learning and hybrid learning.	Supplemental software were purchased throughout the year. Software included Head Sprout, NewsELA, and in addition, we purchased KAMI, ZoomField Trips, and others that were a regular part of instruction.	One software that was purchased did not get fully implemented as another version of Kami was identified to be more effective after the purchase. Some of these software may be irrelevant once we return from distance learning and hybrid.	Kami will be discontinued. Kami was not fully implemented when a preferred application was discovered and used.
Supplemental Best First Instruction Materials and Supplies to support intervention and implementation of curriculum.	This action was fully implemented. As needs presented themselves, items were purchased in order to support teachers with the needed materials for distance learning, hybrid learning, instructional material pick-up events, additional technology, and software. These items included instructional materials above and beyond what is normally provided-- chromebooks, white boards, pencils/paper, note books, storage containers, etc for students to use during distance learning and hybrid. In addition, items were also purchased to support a safe and secure learning environment like dividers, additional masks, etc.	Many of the items purchased were not originally planned for; however, as items were identified as needs to support best first instruction in distance learning and in hybrid, these items were purchased. Some of the materials purchased were not fully implemented, such as Kagan materials, due to the pandemic. They will be implemented in the fall.	There aren't really any changes to be made to this action. The purchased materials were appropriate and supported the goal.
Academic Enrichment Fieldtrips	This action as implemented successfully. SST and other collaborations around supporting students did take place, but were able to be done in a way that did not require substitute coverage.	The distance learning and zoom aspect created challenges for engaging families in the SST process. Often times, students who needed the most intervention did not respond as they struggled to connect, even though hot spots, multiple chromebooks, and other materials were repeatedly provided to the families.	This action will not be modified and will continue as it will be essential in the next year when we return to in-person instruction. Students will face social and emotional needs as they transition to in-person campus. The crisis will continue to be experienced by families as a result of the pandemic.
Chill Calming Center	This action was fully implemented. At least 4 teachers took advantage of the virtual field trip option. Students and teachers reported great satisfaction	Not as many teachers participated as we would have liked. One of the barriers were time differences. The field trips often were livestream	This action will continue next year as the time barrier will not be an issue during the regular school day.

	and engagement increased during these events.	webinar type events based upon east coast time. Some trips were difficult to access based upon the times and the current distance learning and hybrid schedule.	
	The materials were all purchased and stored for use during the pandemic.	The materials were not able to be implemented due to the pandemic and distance learning.	This action will not continue since the materials were purchased and are still ready for use.

Goal #2:
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%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Family Engagement Events--Core Content and Enrichment Events--SITE: CAES African American Parent Advisory Council, GATE Parent Advisory Council, ELAC--Content Themed Engagement Events	We saw great success in communication with families. On average, approximately 25-30% of the families interacted in "click point" interactions with Cahuilla's DoJo platform. The streamlining of communication worked very effectively. Daily posts for the schedule helped reduce confusion and the panoramic survey saw a positive response in communication perceptions--over 80% positive responses. DoJo provided automatic translation in school posts, so this helped provide support to non-English speaking families.	We still have approximately 3% of the families not connect to DoJo and need to utilize other means of communication. Because man of the activities were included within the school day, there wasn't a demand for interpreters in need of extra duty pay. Thus, funds were not fully allocated, thought the action was implemented.	This action will continue due to the success we had this year with the program. We actually had higher levels of parent communication as a result.
	Parents were very communicative this year thanks to the implementation of ClassDoJo and Blackboard emails.	We did not have some of the planned events: Science Fair Nights, Spelling Bee, Reading Events due to the pandemic.	We will continue with this action next year and make a determination at the end of next year as to whether or not these actions should continue.
	This program was not implemented due to the pandemic.	This program was not implemented due to the pandemic.	This program will return for next year when we are back in session.

			Saturday school will have an SEL focus and provide that support to students.
MTSS Leadership Team	Teachers issued monthly awards for a variety of activities. The smoothie bicycle action was not implemented due to the pandemic.	This program was not implemented due to the pandemic.	This program will return for next year when we are back in session. Attendance will be a focus and this action was successful in prior years leading up to the pandemic.
	The part time person service 8 students during the year. The families of these students reported that the service was beneficial to the students in managing the crisis. Students attended weekly support sessions with a mental health therapist and focused on a variety of actions to cope with the demands of schooling in the pandemic. The therapist provided support for 1/2 day each week.	There weren't any aspects of this action that were not working. The current support met the needs of the students who wanted support.	Next year, we predict a greater need based upon panorama survey data and stakeholder input, so the services will be for one full day per week.
	This program was purchased implemented. Informal anecdotal input indicates parents appreciate having the resource and some indicate they are using it regularly.	Unfortunately, the program does not have a way of letting us know or gauge how many people were accessing the program.	The program will be continued in order to promote a greater introduction and emphasis of the program when we return to in-person learning. Product will be emphasized and promoted during a parent/reading event.

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 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.

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

	implementing this activity or strategy, including:	*strategy is not working, including:*	
Supplemental Supervision Aides			
Self-Manager Program	The self-manager program was implemented in the distance learning model. Approximately 47 students received the recognition. Teachers reported to administration that students were again eager to engage in the program and receive the recognition.	The enrollment in the program is down and not as many students acquired the status. This is due to the pandemic and students who normally qualified, did not at this time.	The action will continue and will be promoted and emphasized to a greater capacity when we return to in person learning.
	This action was fully implemented and exceeded in order to meet the needs of the students during hybrid. Supervision aides were present to support families and students during material pick-up events, the drive through promotion, and recess and dismissal events during hybrid.	There wasn't any aspect of this action that didn't work.	This action will continue based upon the need for ongoing supervision.
	This program was implemented during the year. The person was successful for the majority of the year in providing virtual in-class support to teachers and students during distance learning.	Mid year, the person failed to report to their shifts and moved away. The person resigned and the position was not filled again.	The action will be removed due to budget reductions.