The School Plan for Student Achievement

School: Cahuilla Elementary School

CDS Code: 33671736032395

District: Palm Springs Unified School District

Principal: Ryan E. Saunders, Ed.D.

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X This certifies that updates to my SPSA are completed

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

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

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School Vision and Mission

Cahuilla Elementary School's Vision and Mission Statements
PSUSD & Cahuilla Vision:
Lifelong learning start here.

PSUSD Mission: All members of PSUSD are united in our commitment to equity. We 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- Personnel:
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 increase community and parental involvement; We will implement a volunteer program, provide donations, 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 538 students in grades kindergarten through fifth. Our demographics are as follows: 70.63% of the students are Hispanic, 13.57% are White, 7.99% are African American, and 4.47% are Filiino/Asian, and less than 1% represent Am. Indian/Alaskan Natives.

We are proud to be an 1:1 Chromebook school. All students in 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 beyond. 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 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.

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 at achieve 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. We have two models: Resource and Self-Contained Day Class. All special education students are mainstreamed to the greatest level according to least restrictive enrironment, 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. Our speech language pathologist (SLP) provides support to struggling students through

an Response to Intervention (RtI). He/she supports students through classroom-based interventions an/or working collaboratively with a team a of educators. The SLP is available to explain the role language plays in curriculum, assessment and instruction. He/she can explain the interconnection between spoken and written language and collaborates with educators to scientifically based literacy assessment and intervention approaches. SLP provides support to students through an RtI model that provides duration, intensity, and type of service that a student with communication disabilities may need. SLP will collaborate 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. He/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 assessment purposes. Diagnostic assessments are used to determine reading levels of all students at Cahuilla. Formative assessments are typically teacher created using the PLC model, and are used to inform instruction and tailor it to students' needs. A variety of informal assessments are used to check for understanding between formative assessments. Interim assesments, generated by PSUSD, are used to measure progress towards end of year expectations. Finally, end of year assessments, SBAC and PSUSD generated, are used to determine overall mastery. In addition, ELPAC is used to assess the progress of English Language Learners.

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 socio-emotional development of students.

ACADEMICS:

Tier 1: Best First Instruction--teachers work collaboratively using the PLC model to develop Units of Study that incorporate the adopted core curriculum and approved supplemental resources. They are directly aligned with the pacing 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. Instruction is guided by formal and informal formative assessments, and progress towards mastery are monitored by interim assessments known as benchmarks. 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. Tier II- students who need additional support receive support from Literacy Action Plans, Guided Reading, small group instruction as needed. Tier III--Teacher Tutoring, district provided SES tutoring, and after school program support are all in place. The SST process is used to target the level of support for students, including referrals to special education 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 DIBELS 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. 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.

SOCIO-EMOTIONAL:

Tier 1: Best First Instruction--the program Second Steps is being adopted. This curriculum has a two pronged approach: socio-emotional learning and bully prevention. These curricula will be integrated into the Units of Student when appropriate, and may be stand alone instructional blocks as well. We are also hiring and establishing a school counselor position who will support students and staff in the delivery of these instructional models. Cahuilla is also implementing the Playworks Program, or 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 will 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 socio-emotional development. Students who demonstrate a greater need will move into Tier III--where they can be supported by the Solutions Room person, who will work and counsel students dealing who struggle with coping in the everyday instructional setting. In additiona, we are partnering with 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.

Instructional Materials

Wonders Core & Lexia Supplemental-ELA, Bridges Core & Dream Box Supplemental-Math, Wonders-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.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA

Academic:
Decrease in money spent on intervention software and extended ELD programs and an increase in funding spent on Designated ELD. Funds have also been redirected to increase socio-emotional support of students; which is appropriate when looking at the increased suspension rates and socio-economic needs of students.

Socio-emotional: A Tiered Program
Implementation of School Counselor
Implementation of Playworks
Implementation of SEL and Bully Prevention Curriculum
Implementation of Solutions Room personnel.

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 low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress	As of the most recent CELDT report, our increasing language proficiency has been our greats area. We are a "cool blue" on the dashboard. Increase student attendance. We had more than a 1% growth in school wide attendance. Suspension rates for African Americans went from Orange to Green and Hispanics went from Orange to Yellow. All other subgroups maintained orange status. Interestingly, I am not sure that these areas of greatest progress are directly related to strategies outlined in the SPSA. With this being said, Cahuilla will begin defunding some strategies we felt did did not have a direct impact or positive impact on outcomes these positive progress areas, and instead, will look at funding more targeted and direct strategies to continue the growth we see in these areas mentioned.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs	There is a continued need to increase Math achievement across all grade levels and in all subgroups (currently orange). In addition, there is a need to increase ELA achievement across all grade levels in all subgroups (currently orange). We experienced a small dip in proficiency to orange on the dashboard in ELA and Math in all subgroups, save white students--who moved up to green in Math. We also need to decrease schoolwide suspension rates. Though we are not significantly disproportionate in any subgroup, overall there was a 1.7% increase (currently orange); despite a decrease in suspension rates in African American & Hispanic student. To increase ELA and Math proficiency, we need a "framework" for driving instructional delivery and providing Best First Instruction, as well as, a schoolwide approach to discipline with strategies to meet the academic and SEL needs of Cahuilla students. Our primary focus was on funding people to help implement a Core Support program. This has yielded inconsistent results. We will be looking at implementing the Kagan framework and looking at bringing a school counselor to the staff to meet the needs of students, as well as imlementing an SEL curriculum. There are strategies in place to improve ELL achievement, and though we did improve EL achievement, I am not confident in a direct correlation between the strategies/actions and the achievement results. We will be looking to identify and fund strategies that removes this ambiguity and more clearly demonstrates a direct correlation. In terms of increasing attendance, Saturday was very effective and that will continue, but we still need strategies for preventing chronic absenteeism, and not just increasing the attendance rate. In terms of suspension rates, an administrative and team approach to exhausting OMC, helped reduce suspension rates in two subgroups, but a more schoolwide approach is necessary to reduce the overall suspension rate for the school.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps	In English Language Arts, the average performance was Orange in ELA. The following subgroups performed at the same orange level as all students. These subgroups are EL, SED, Hispanic, White. In Math, the overall performance of all students was Orange. All subgroups, aforementioned, are orange as well; with the exception of white, who are green and performing above the all students average. Cahuilla data indicates there is no significant gap in the performance of subgroups and overall students. There is, however, still a need to dramatically increase student achievement in ELA and Math in all subgroups.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

2017/2018 Panorama Survey Results:
The Panorama Survey provides feedback from students, parents, and staff on a variety of aspects. In the student survey covers the following, 1) Climate of Support for Academic Learning, 2) Knowledge and Fairness of Discipline and Norms, 3) Safety, and 4) Sense of Belonging. For the SEL survey, students are surveyed on Grit, Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness.

Culture & Climate Student Survey Results:
Climate of Support: Cahuilla 77% favorable as compared to 79% favorable for PSUSD.
Knowledge of Fairness of Discipline, Rules, and Norms: 78% favorable as compared to 80% favorable for PSUSD.
Safety: 66% favorable as compared to 65% favorable for PSUSD.
Sense of Belonging (School Connectedness): 76% favorable as compared to 79% favorable for PSUSD.

Conclusion:
A favorable response means that students responded to each of the questions with a response that is favorable of the survey topic. Favorable responses indicate this area is not a concern for this student. The higher percentage of favorable responses means a higher percentage of students see each of these subjects as a positive or strong aspect of Cahuilla Elementary. Right away, you can see that the percentage of favorable students responses for safety is not acceptable. This will be a primary goal for Cahuilla in the 2018/2019 school year. The other three areas have an opportunity to for growth and will also be addressed in the SPSA. The specific areas to target: pushing or hitting, fear of being beaten up or having rumors spread about them.

SEL Student Survey:
Grit: score of 4.0--in the 80-99th percentile compare to others nationally.
Growth mindset: 3.2--in the 0-19th percentile compared to others nationally.
Self-efficacy: 3.7--60-79th percentile compared to others nationally
Self-management: 4.0--40-59th percentile compared to others nationally.
Social Awareness: 4.0--80-90th percentile compared to others nationally.

Conclusion:
The 80-90th percentile is the highest ranking. A color system is also used to indicate areas of concern. All areas, except for growth mindset are green. This means that even though they are not in the highest percentile, they are still not a concern and overall, represent favorable responses from students on these topics. Right away, it is obvious that growth mindset is a concern. This will be

a primary goal in the 2018/2019 SPSA for our students socio-emotional learning. The specific areas to target: Students perceive their intelligence is fixed, they must be naturally smart in a subject to succeed, and there are some things they believe they are incapable of learning.

Staff Survey:
This area assessed four areas: 1) Climate of Support for Academic Learning, 2) Knowledge and Fairness of Discipline, Rules, and Norms, 3) Safety, and 4) Sense of Belonging (School Connectedness). The results of this survey are interpreted the same as the Student Culture and Climate Assessment. High percentages of favorable responses are desirable.
Climate & Support for Academic Learning: 90% favorable as compared to 93% favorable for PSUSD.
Knowledge & Fairness of Discipline, Rules, and Norms: 73% favorable as compared to 86% favorable for PSUSD.
Safety: 77% favorable as compared to 79% favorable for PSUSD.
Sense of Belonging (School Connectedness): 64% favorable as compared to 80% favorable for PSUSD.

Conclusion:
Knowledge & Fairness of Discipline, Rules, and Norms, as well as Sense of Belonging are the two major areas of focus. They are well below the district average of favorable responses and indicate their is a concern. Specific Areas to target: Clearly communicating consequences to students and the handling of discipline problems fairly. For Sense of Belonging, the specifica ares to target: adults having professional relationships with each other, participation in decision making, adults feeling a responsibility to improve this school.

Family Survey:
The Family survey assesses the exact same four areas as previously mentioned.
Climate of Support for Academic Learning: 98% favorable--80-99th percentile compared to others nationally.
Knowledge & Fairness of Discipline, Rules, and Norms: 95% favorable-60-79th percentile compared to others nationally.
Safety: 96%--80-99th percentile as compared to others nationally. Sense of Belonging: 95%--80-99th percentile as compared to others nationally.

Conclusion:
There are no major outliers of concern. The area where improvement could occurr is the Knowledge & Fairness of Discipline, Rules, and Norms. A review of more specific data shows that 94% favorable response towards fair discipline. There will not likely be a specific goal in this area.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Palm Springs Unified School District provides training in the use of our computer based data analysis program, School City. This program allows us to analyze student assessments on the SBAC and ELPAC Tests, and curriculum-embedded and district benchmark assessments. In grade level teams teachers meet six times per year to analyze these assessments and associated state data using OARS. They discuss and review researched-based instructional strategies, set individual student goals, and develop grade-level SMART goals and action plans to improve student achievement. The action plans can include: modifying pacing, depth and complexity, and effective use of researched based instructional strategies. Students are also identified and placed in flexible instructional groups for within the school day interventions and enrichment in English Language Arts and math. Additionally, students are identified for after school enrichment and interventions to support student achievement. LEA ASSESSMENTS WILL BE THE PRIMARY FOCUS OF DATA ANALYSIS DUE TO CAHUILLA BEING FROZEN IN AYP/API AS THE STATE TRANSITIONS TO COMMON CORE. DIBELS Next/Fluency, End of Unit Assessments, and Short Cycle Assessments will be used to monitor student achievement for all students, including EL's, and be used to drive placement in RTI programs. DIBELS is the benchmark driving RTI instruction to support the district's early literacy plan.

The library tech will be provided additional time to go into classrooms and provide designated ELD support for classes with English Learners (to the greatest extent possible).

Staffing and Professional Development

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

Palm Springs Unified School District has a strategic professional development plan to ensure that all schools achieve our district,state, and federal goals. Professional development is aligned to standards-based instruction and upon the assessed needs of our students and staff needs. Our district is committed to developing our professionals and has dedicated eight days of professional development each year to address Professional Learning Communities, standardsbased instruction, and researched based instructional strategies. To ensure a cohesive approach to reaching our district, state, and federal goals Cahuilla Elementary provides professional development aligned with our district's strategic professional development plan. Our professional development is standards-based and based upon the assessed student performance and professional needs of our site. It includes: Professional Learning Communities data team training, researched based instructional strategies (Direct Instruction, Specifically Designed Academic Instruction in English, Response to Instruction, Write from the Beginning, and Step Up to Writing).

Students in grades 3-5 are trained in understanding their digital footprint and citizenship.

Ongoing PD will continue to focus on the implementation of Common Core Standards. Weekly professional development occurrs on a variety of topics and CCSS will be a major focus. These include walk-throughs, consultant trainings, on site consultants, and district TOSA's.

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

TOSA's continue to provide support on a weekly basis regarding common core, DIBELS, and technology.

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

Teachers participate in the on-site PLC's, TK Collaborations, K-1 Literacy Action Plans, and Leadership Team Meetings.

Teaching and Learning

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

Actions within this plan are aligned to researched-based practices.

Palm Springs Unified School District has adopted State approved curriculum in Reading, Math, Social Studies and Science that focus on state adopted performance standards. In the elementary schools, Wonders for ELA in grades K-5, bridges is used for Math, Harcourt Brace is used for Social Studies, Wonders is used for ELD instruction, and Houghton Mifflin is used for Science.

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

Palm Springs Unified School District provides standards-based instructional materials approved by the California Department of Education to all students. Our district provides additional instructional materials support to school sites through our Reprographics Department and warehouse. They furnish schools with copies of weekly tests, decodable materials, and our warehouse stocks consumable materials. Additionally, district funds pay for all consumable materials each year, including standards-based Foss Science Kits, Science, Social Studies, and English Language Arts and Math workbooks. School funds are used to purchase supplemental standards-based instructional materials to support the core curriculum.

Opportunity and Equal Educational Access

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

Services are provided by both Palm Springs Unified School District and Cahuilla's regular programs to enable underperforming students meet standards. Services offered by the district include: standards-based curriculum materials, professional development, data-analysis programs, services to homeless students, childcare, health services and testing services. Cahuilla's programs include: professional development, supplemental standards-based instructional materials for intervention classes within the school day, after school intervention classes, parent involvement and education training, bilingual instructional aides in the classrooms to support English Language Learners, substitute costs associated with Student Success Team meetings, and data analysis team meetings both focused on creating action plans to support under-performing students.

Parental Involvement

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

Palm Springs Unified School District provides a variety of resources for schools to assist students and they are: school psychologist, resource specialist teacher, nurse, community aide, teacher on special assignment for: Gifted and Talented Education Program, science, math, and English Language Development. Cahuilla provides resources to assist students including: additional supervision aides and parent volunteers. In addition, Cahuilla has a wonderful partnership with the Palm Springs Rotary. They support our school through: classroom volunteers, donating over 100 books to the library each year as well as dictionaries, thesaurus, and an atlas for every student in grades 3-5, money for hand held radios to ensure communication and safety, school uniforms, adopting two families at the holidays, and money for additional items as the need arises.

Funding

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

Services are provided by both Palm Springs Unified School District and Cahuilla's categorical funds to enable underperforming students meet standards. Centralized district categorical funds are used for standards-based curriculum materials, professional development, intersession,data-analysis programs, services to homeless students, childcare, health services, and testing services. Cahuilla's categorical funds are used to provide professional development, supplemental standards-based instructional materials for intervention classes within the school day, after school intervention classes, parent involvement and education training, bilingual instructional aides in the classrooms to support English Language Learners, substitute costs associated with Student Success Team meetings, and data analysis team meetings both focused on creating action plans to support under-performing students. To support students not meeting grade level standards, provides teacher tutoring, support in the ASES program, and the PSUSD SES Tutoring services.

Description of Barriers and Related School Goals

Cahuilla Elementary School places a high priority on student and school success and participation in school activities. District community aides and the office of Child Welfare and Attendance support the school and specific families struggling with attendance and health issues. Budget constraints limit the number of students served in small-group after-school intervention programs.

Some of the school, district and community barriers to student achievement include: budget constraints, shortage of substitute teachers, technology availability, limited English language abilities, attendance, counseling services, and poverty. This particular school year, we experienced an abnormal amount of long term subs due to teacher absences. At one point, 20% of the staff was a long term sub, in addition to a grade level combo class.

Teachers have access to the following resources to meet the needs of all students: core curriculum, School City Data Analysis Software, DIBELS, Lexia, Dream Box Math, United Streaming, Coaching support in designing CCSS Units of Study.

We will continue to focus on the English Language Learners this year to increase the scores on the 2018-2019 ELPAC test as well as the SBAC. We continue to provide extra bilingual support during the school day in the form of Designated ELD and after-school intervention in the form of tutoring.

We have regularly scheduled Data Team meetings to review student progress.. Each grade level will work on two SMART goals approximately every 6 weeks. Each grade level has developed a list of essential standards to work on throughout the school year. Benchmark assessments have been developed by teachers to assess what is being taught in the classroom. The benchmark assessments are based on the essential standards. After assessing students, teachers will identify students that require intervention. 80% of the students will receive intervention during class time, 15% will receive an additional intervention after school, and 5% will receive one-on-one support. We will be able to target every student that needs intervention in our school. These percentages vary as the specific needs of students are identified and monitored during the year.

Socio-Emtional/Culture & Climate:
We will continue to emphasize Character Counts at our school this year and teaching children the importance of being kids of character. We will also implement the Second Steps program, which is an SEL and Bully Prevention curriculum. We are also hiring and staffing two personnel who will work with students on behavior management and self-efficacy.

We will continue the Self Manager program at our school. The focus is for students to demonstrate good character traits and responsibility with their actions. Students who follow class and school rules will receive a special Self Manager badge to wear and they receive special privileges throughout the school.

Many teachers attended the voluntary ELPD and CCSS trainings during the school year to learn strategies on how to teach math/ELA to English Language Learners. Next year, we will work closely with High Impact Math consultant team, district TOSA's, and a consultant named Kris Tom to increase rigor and standards/SBAC aligned assessments and lessons.

Teachers will work to implement a new Math curriculum, Bridges, and implement it effectively for the 2018/2019 school year. Learning new curricula can cause some barriers.

Approximately 100 students receive extra homework support through the after school ASES Program.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	92	100	82	90	98	79	90	98	79	97.8	98	96.3
Grade 4	94	82	98	88	80	98	88	80	98	93.6	97.6	100
Grade 5	92	87	83	89	87	82	89	87	82	96.7	100	98.8
All Grades	278	269	263	267	265	259	267	265	259	96	98.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2419.9	2399.3	2426.4	20	13.27	24.05	29	18.37	25.32	22	33.67	27.85	29	34.69	22.78
Grade 4	2450.3	2422.6	2439.2	13	12.50	18.37	32	21.25	21.43	23	13.75	15.31	33	52.50	44.90
Grade 5	2455.7	2472.0	2444.8	4	10.34	4.88	35	25.29	25.61	15	28.74	18.29	46	35.63	51.22
All Grades	N/A	N/A	N/A	12	12.08	15.83	32	21.51	23.94	20	26.04	20.08	36	40.38	40.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	18.37	18.99	46	34.69	53.16	35	46.94	27.85
Grade 4	14	11.25	20.41	50	43.75	37.76	36	45.00	41.84
Grade 5	13	13.79	10.98	36	49.43	41.46	51	36.78	47.56
All Grades	15	14.72	16.99	44	42.26	43.63	41	43.02	39.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	14.29	12.66	45	53.06	58.23	25	32.65	29.11
Grade 4	10	10.00	18.37	64	47.50	37.76	26	42.50	43.88
Grade 5	7	16.09	7.32	44	50.57	40.24	49	33.33	52.44
All Grades	16	13.58	13.13	51	50.57	44.79	33	35.85	42.08

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	18	11.22	21.52	62	57.14	59.49	20	31.63	18.99
Grade 4	10	5.00	13.27	76	48.75	63.27	14	46.25	23.47
Grade 5	7	5.75	12.20	63	71.26	45.12	30	22.99	42.68
All Grades	12	7.55	15.44	67	59.25	56.37	21	33.21	28.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	29	19.39	32.91	38	50.00	48.10	33	30.61	18.99
Grade 4	22	18.75	19.39	59	41.25	54.08	19	40.00	26.53
Grade 5	25	18.39	10.98	55	47.13	43.90	20	34.48	45.12
All Grades	25	18.87	20.85	51	46.42	49.03	24	34.72	30.12

Conclusions based on this data:

1. Overview of Current and Trend Data:

   A review of current and trend data shows that Cahuilla is making progress. Students in Grades 3-5 demonstrated the following results from 2016/2017 to 2017/2018:

   Standard Exceeded: 16% (+4%). This is a steady growth of 7% in 4 year trend);
   Standard Met: 24% (+2%). This is a slow but steady growth of 5% in 4 year trend).

   This means Cahuilla went from having 35% of our students meeting or exceeding standards in 2016/2017 to 40% of our students meeting or exceeding standards in 2017/2018 (+6% growth and up 12% in 4 year trend). The current SPSA did yield a total of 6% growth and is on track with the PSUSD target of 6% growth--overall. While this is steady growth, it is still below staff expectations for student achievement and is not progressing at the expected rate.

2. In terms of Grade Level Data:

   Grade 3: Standards Met or Exceeded: 49% (+18% and 0% increase over 4 year trend data). Grade 3 experienced a performance drop in 2016/2017 and recovered the loss in 2017/2018. The gap is closing.
   Grade 4: Standards Met or Exceeded: 39% (+5% and 6% decrease over 4 year trend data). Grade 4 experienced growth last year, and recovered loss over the 4 year trend. The gap is closing, but the number of proficient or greater students is still less than it was 4 years ago. This is a concern and will continue to be a focus.
   Grade 5: Standards Met or Exceeded: 31% (-4% and 8% decrease over 4 year trend data). Gr 5 experienced a decline and continues to experience a decline in 4 year trend data. Grade 5's data indicates an intensive need or focus to reverse this trend.

   In conclusion, Grade 3 and Grade 4 are making progress in closing the achievement gap. Grade 5 is not.

3. Cahuilla said it was going to return to a focus on Tiered support in 2017/2018 after a significant decrease in student achievement. It did return to this support, and did experience growth in 2/3 grade levels. In conclusion, overall, the achievement gap narrows in 2 of the three grade levels, and widened in Grade 5.

   A review of the CORE Growth Model shows Cahuilla in the bottom left of the grid with a score of -33 Df3. in terms of growth, while Cahuilla is making growth, students are not growing as as quickly as expected. This will continue to be a focus in the ELA goals for 2018/2019.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	92	100	82	90	98	80	90	98	80	97.8	98	97.6
Grade 4	94	82	98	88	80	98	88	80	98	93.6	97.6	100
Grade 5	92	87	83	89	87	82	88	87	82	96.7	100	98.8
All Grades	278	269	263	267	265	260	266	265	260	96	98.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2448.5	2426.2	2442.5	29	23.47	20.00	32	19.39	38.75	21	26.53	18.75	18	30.61	22.50
Grade 4	2450.9	2431.3	2446.7	10	5.00	13.27	18	20.00	21.43	47	37.50	28.57	25	37.50	36.73
Grade 5	2442.1	2457.4	2427.4	6	8.05	7.32	8	13.79	4.88	25	19.54	26.83	61	58.62	60.98
All Grades	N/A	N/A	N/A	15	12.83	13.46	20	17.74	21.54	31	27.55	25.00	35	41.89	40.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	30.61	40.00	31	33.67	33.75	22	35.71	26.25
Grade 4	18	7.50	25.51	39	33.75	22.45	43	58.75	52.04
Grade 5	6	12.64	8.54	23	18.39	15.85	72	68.97	75.61
All Grades	23	17.74	24.62	31	28.68	23.85	46	53.58	51.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	31.63	26.25	51	40.82	43.75	16	27.55	30.00
Grade 4	10	8.75	18.37	56	43.75	41.84	34	47.50	39.80
Grade 5	6	10.34	7.32	33	40.23	28.05	61	49.43	64.63
All Grades	17	17.74	17.31	47	41.51	38.08	37	40.75	44.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	37	25.51	33.75	48	45.92	48.75	15	28.57	17.50
Grade 4	15	8.75	17.35	52	50.00	51.02	33	41.25	31.63
Grade 5	5	8.05	4.88	35	37.93	32.93	60	54.02	62.20
All Grades	19	14.72	18.46	45	44.53	44.62	36	40.75	36.92

Conclusions based on this data:

1. Overview of Current and Trend Data:

   A review of current and trend data shows that Cahuilla is making progress. Students in Grades 3-5 demonstrated the following results from 2016/2017 to 2017/2018:

   Standard Exceeded: 13% (+0%). This is a steady growth of 6% in 4 year trend);
   Standard Met: 22% (+4%). This is a slow but steady growth of 5% in 4 year trend).

   This means Cahuilla went from having 31% of our students meeting or exceeding standards in 2016/2017 to 34% of our students meeting or exceeding standards in 2017/2018 (+4% growth and up 10% in 4 year trend). The current SPSA did yield a total of 4% growth and is NOT on track with the PSUSD target of 6% growth--overall. This is below staff expectations and students are not progressing at the expected rate.

2. In terms of Grade Level Data:

   Grade 3: Standards Met or Exceeded: 59% (+17% and -3% decrease over 4 year trend data). Grade 3 experienced a performance drop in 2016/2017 and recovered the loss in 2017/2018. The gap is closing.
   Grade 4: Standards Met or Exceeded: 34% (+9% and 6% increase over 4 year trend data). Grade 4 experienced growth last year, and recovered loss over the 4 year trend.
   Grade 5: Standards Met or Exceeded: 12% (-10% and 2% decrease over 4 year trend data). Gr 5 experienced a decline and continues to experience a decline in 4 year trend data. Grade 5's data indicates an intensive need or focus to reverse this trend.

   In conclusion, Grade 3 and Grade 4 are making progress in closing the achievement gap. Grade 5 is not.

3. A review of the CORE Growth Model shows Cahuilla in the bottom left of the grid with a score of -45 Df3. in terms of growth, while Cahuilla is making growth, students are not growing as as quickly as expected. This will continue to be a focus in the Math goals for 2018/2019.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1424.7	1426.3	1420.6	39
Grade 1	1515.8	1534.4	1497.0	33
Grade 2	1509.2	1506.5	1511.4	25
Grade 3	1509.5	1505.3	1513.2	27
Grade 4	1510.1	1514.3	1505.6	24
Grade 5	1501.2	1508.6	1493.4	19
All Grades				167

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	14	35.90	*	*	*	*	*	*	39
Grade 1	21	63.64	*	*	*	*	*	*	33
Grade 2	17	68.00	*	*	*	*	*	*	25
Grade 3	*	*	15	55.56	*	*	*	*	27
Grade 4	*	*	*	*	*	*	*	*	24
Grade 5	*	*	*	*	*	*	*	*	19
All Grades	69	41.32	50	29.94	22	13.17	26	15.57	167

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	12	30.77	11	28.21	*	*	11	28.21	39
Grade 1	22	66.67	*	*	*	*	*	*	33
Grade 2	18	72.00	*	*	*	*	*	*	25
Grade 3	12	44.44	11	40.74	*	*	*	*	27
Grade 4	12	50.00	*	*	*	*	*	*	24
Grade 5	12	63.16	*	*			*	*	19
All Grades	88	52.69	42	25.15	13	7.78	24	14.37	167

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	35.90	*	*	13	33.33	*	*	39
Grade 1	21	63.64	*	*	*	*	*	*	33
Grade 2	13	52.00	*	*	*	*			25
Grade 3	*	*	13	48.15	*	*	*	*	27
Grade 4	*	*	*	*	*	*	*	*	24
Grade 5	*	*	*	*	*	*	*	*	19
All Grades	54	32.34	43	25.75	37	22.16	33	19.76	167

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	26	66.67	*	*	*	*	39
Grade 1	26	78.79	*	*	*	*	33
Grade 2	22	88.00	*	*			25
Grade 3	*	*	17	62.96	*	*	27
Grade 4	*	*	12	50.00	*	*	24
Grade 5	*	*	*	*	*	*	19
All Grades	96	57.49	48	28.74	23	13.77	167

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	17	43.59	14	35.90	39
Grade 1	21	63.64	*	*	*	*	33
Grade 2	14	56.00	*	*	*	*	25
Grade 3	17	62.96	*	*	*	*	27
Grade 4	18	75.00	*	*	*	*	24
Grade 5	15	78.95	*	*	*	*	19
All Grades	93	55.69	46	27.54	28	16.77	167

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	18	46.15	11	28.21	39
Grade 1	20	60.61	*	*	*	*	33
Grade 2	13	52.00	*	*	*	*	25
Grade 3	*	*	16	59.26	*	*	27
Grade 4	*	*	12	50.00	*	*	24
Grade 5	*	*	12	63.16	*	*	19
All Grades	50	29.94	74	44.31	43	25.75	167

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	51.28	14	35.90	*	*	39
Grade 1	13	39.39	14	42.42	*	*	33
Grade 2	*	*	15	60.00			25
Grade 3	*	*	19	70.37			27
Grade 4	*	*	13	54.17	*	*	24
Grade 5	*	*	15	78.95	*	*	19
All Grades	63	37.72	90	53.89	14	8.38	167

Conclusions based on this data:

1.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

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

SUBJECT: Academic Achievement

LCAP GOAL:

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

LCAP ALIGNED SCHOOL GOAL #1:

SCHOOL GOAL #1: Tiered Program for Providing Instruction that utilizes technology as an integral part of learning.
a) Grades 1-5 will implement an effective Tier I program by providing standards based instruction utilizing research based strategies specific to the content and needs of students.
b) Grades 1-5 will implement an effective Tier I & II program by providing Small Group instructional program within each classroom of each grade level. Groups may be enrichment or intervention depending on need of student.
c) Grades K-5 will implement an effective Tier III Support program using the SST process to identify students with potential disabilities or other needs that are impeding their achievement.
d) All grades will utilize technology to implement the Tiered Program in order to prepare students for college and career readiness.
e) Saturday school will be used as a Tier II in order to target students who have absences.

Expected Annual Measurable Outcomes:

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT	GOAL 1 – ACADEMIC ACHIEVEMENT																	
A – CA School Dashboard Academic Indicator ELA	Orange (-36.8, -10)	7 to 20 points	-29.8	Orange (-43.3, -4.8)	7 to 20 points	-36.3	Orange (-42.6, -6.7)	7 to 20 points	-35.6	Red (-74.1, 45.5)	20 or more points	-54.1	Orange (-41.4, -9.7)	7 to 20 points	-34.4	Yellow (-70.7, 20.8, n=28)	7 to 20 points	-63.7
B – CA School Dashboard Academic Indicator Math	Orange (-43.0, -3.6)	5 to 15 points	-38.8	Orange (-43.2, -1.1)	5 to 15 points	-38.2	Orange (-51.7, -4.6)	5 to 15 points	-46.7	Red (-71.4, 30.1)	15 or more points	-56.4	Orange (-46.6, -2.5)	5 to 15 points	-41.6	Yellow (-37.6, 48.2, n=28)	5 to 15 points	-32.6
C – CA School Dashboard ELPI	Blue (79.1%, 12.9%)	Maintain Green	77.6% or higher															
D – EL Reclassification Rate	7.1%	1.5%	8.6%															
F – 3rd Grade ELA SBAC (% meeting/exceeding)	31.6%	increase 4%	35.6%	13.2%	increase 6%	19.2%	23.8%	increase 4%	27.8%	18.2%	increase 6%	22.2%	29.5%	increase 4%	33.5%	NA	increase 4%	4.0%
G – 3rd Grade DIBELS Benchmark 3 Composite Score (% at benchmark)	51.1%	increase 4%	55.1%	44.4%	increase 4%	48.4%	44.8%	increase 4%	48.8%	40.0%	increase 4%	44.0%	50.0%	increase 4%	54.0%	0.0%	increase 4%	4.0%
J – Williams Textbook/Materials Compliance	100%	maintain or increase	100%															

Data Used to Form this Goal:

Additional data used to form this goal includes: K-5 DIBELS data, District ELA and Math Interim Assessment data, 2018 CAASPP results, and ELPAC data

Associate Research Based Data:

URL: http://www.cde.ca.gov
ABSTRACT: The preparation of teachers and support for their continuing professional development is critical to the quality of California schools. Research from other countries suggests that student achievement can improve when teachers are able to spend time together planning and evaluating instruction (Beaton et al. 1996).

Implementing ESEA Flexibility Plans: http://www.rti4success.org/sites/default/files/Response_to_Intervention_Pocket_Guide_2.pdf. This framework discusses the essential components to have an effective tiered response to instruction. "A common, research-based RTI framework will help strengthen implementation by expanding school staff's understanding of how instructional programming becomes increasingly intensive. For example, district-wide use of a common framework helps individual schools accurately classify practices as primary, secondary, or tertiary. These distinctions should help building-level administrators and classroom teachers determine how to deploy staff and instructional resources in a sensible and efficient manner."

Creating Curriculum/Alignment: http://www.allthingsplc.info/blog/view/347/celebrating-and-curating-for-curriculum-alignment

Designated ELD: https://www.cde.ca.gov/ci/rl/cf

Saturday School: Closing the Gap through Extended Learning Opportunities: http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf
This states the variety of positive impacts that extended learning opportunities, including Saturday enrichment, can have on various aspects of student engagement and achievement.

How the School will Evaluate the Progress of this Goal:

Analyze results from:
Math and ELA Interim Assessments
SBAC/CAASPP Results
ELPAC results
Progress Adviser Reports
DIBELS Benchmark Results
Common Grade Level Assessment Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Early Literacy Team	2018/2019	Literacy Coach	Calibrated DIBELS team will administer DIBELS in K-2. All grade levels will participate in Literacy Action Plan strategy (SMART Goal for DIBELS)	None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Units of Study	2018/2019	Dr. Saunders	Dr. Saunders will work with teachers in a PLC framework to design Units of Study that are aligned to standards, SBAC/ELPAC Assessments, and teacher created assessments.	5700-5799: Transfers Of Direct Costs	Title I	12,000
Tier II: Teacher Tutoring	2018/2019	Dr. Saunders	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support.	1000-1999: Certificated Personnel Salaries	Title I	7,364
Tier I: Academic Supplemental Software	2018/2019	Dr. Saunders	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels.	4000-4999: Books And Supplies	Title I	4984
21st Century Supplemental Technology Materials & Supplies	2018/2019	Dr. Saunders	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Equipment, paper, etc.	4000-4999: Books And Supplies	Title I	9216
				4000-4999: Books And Supplies	LCFF	7500
Tier II Support for SEL and Academic Intervention	2018/2019	Dr. Saunders	SST, Action-Learning Walks, Prof. Development Subs	5700-5799: Transfers Of Direct Costs	LCFF	4,975
Designated ELD Support	2018/2019	Dr. Saunders	Provide a classified Library Tech additional time to provide support to English Learners.	2000-2999: Classified Personnel Salaries	LCFF	8,042

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE Student Enrichment Learning Academy	2018/2019	Dr. Saunders	Students will participate in enrichment programs such as field trips, after school clubs, or other activities that are rigorous and standards aligned.	None Specified	LCFF	3,000
Saturday School	2018/2019	Dr. Saunders	Students will have opportunities to participate in Saturday Enrichments to increase academics and clear absences.	None Specified	None Specified	0.00

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

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

SUBJECT: Parent and Community Partnerships

LCAP GOAL:

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.

LCAP ALIGNED SCHOOL GOAL #2:

Increase the availability of translators in parent and community events and written communication to families in order to ensure parents have an opportunity to be involved to the greatest extent possible when engaging in communication with the school.
Work to increase the Cahuilla attendance rate from 94.7% to the district goal of 96%.

Expected Annual Measurable Outcomes:

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
PARTNERSHIPS	GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																	
C – Student Attendance Rates	95.5%	increase 1%	96.5%	96.5%	increase 1%	97.5%	95.7%	increase 1%	96.7%	95.2%	increase 2%	97.20%	95.7%	increase 1%	96.7%	93.8%	increase 2%	95.8%
D – CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation – Chronic Absentee Rate (2016-2017)	12.3%	X	X	8.0%	X	X	10.7%	X	X	10.6%	X	X	10.6%	X	X	20.0%	X	X

Data Used to Form this Goal:

Additional data used to form this goal includes: Panorama Survey data

Associate Research Based Data:

Interpretation and Translation FAQ's: http://www.brycs.org/documents/upload/Interpretation-Translation-FAQ.pdf
The Elementary and Secondary Education Act requires education agencies to provide "to the extent practicable, in a language parents can understand" various aspects of their child's education--including informatinon regarding student achievement or academic assessments.

How the School will Evaluate the Progress of this Goal:

Analyze results from:
Panorama Survey results

Parent attendance rates for school events/trainings
Student attendance rates
Chronic absenteeism rates
Parent-Teacher conference attendance

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Translation Services	2017/2018	Dr. Saunders	Provide bilingual translators who will help translate in meetings, conferences, and communication materials.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2238
Parent Training & Support Program/Consultant	2017/2018	Dr. Saunders	Provide training and support to parents to promote engagement and an ability to support students in their learning.	5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
			Science Fair Night	None Specified	None Specified	
			Read Across America Night	None Specified	None Specified	
			PRICE Parent Class	None Specified	None Specified	
			Self-Esteem Parent Classes	None Specified	None Specified	

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

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

SUBJECT: Safe Learning Environment

LCAP GOAL:

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.

LCAP ALIGNED SCHOOL GOAL #3:

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

Expected Annual Measurable Outcomes:

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 – SAFE LEARNING ENVIRONMENT	GOAL 3 - SAFE LEARNING ENVIRONMENT																	
A – CA School Dashboard Suspension Rate Indicator	Orange (1.8%, 0.7%)	decline by 0.3% to 1.0%	1.5%															
C – Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D – Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		

Data Used to Form this Goal:

Additional data used to form to form this goal includes: Panorama survey, discipline referral rates

Associate Research Based Data:

https://charactercounts.org/research/
This website outlines the research-based components of the program and the positive effects it has on school climate/culture.
Positive Reinforcement...a proactive intervention for the classroom: http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/posrein.pdf
This discusses the various types of reinforcement that have found to be effective in changing student behaviors. Our strategies qualify as "Activity Reinforces" and are viewed as very effective and positive for students.

Safety:
http://www.schoolsecurity.org/trends/best-practices-for-school-security-and-emergency-preparedness-planning/
http://media.cefpi.org/SafeSchoolsGuide.pdf

How the School will Evaluate the Progress of this Goal:

Analyze results from:
Panorama Survey results
Suspension rates
Expulsion rates
Discipline referral rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Character Counts Lesson at Assembly-Mindfulness Activities	Monthly	Dr. Saunders	Students will receive a monthly lesson on the Six Pillars of Character. Students will engage in breathing activities at assemblies.			
Self-Manager Program	Monthly	Dr. Saunders	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.			
Supervision AIdes	2018/2019	Dr. Saunders	Additional support to provide supervision and ensure a safe learning environment for students before and during school.	2000-2999: Classified Personnel Salaries	LCFF	17,153
Raptor Safety Visitor Management Program	2018/2019	Dr Saunders	A visitor management system to increase security of visitors to the school campus.	4000-4999: Books And Supplies	LCFF	550

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SEL Curriculum	2018/2019	Dr. Saunders/Faculty	Students will receive instruction from a curriculum that promotes Socio-emotional learning and bully prevention.	4000-4999: Books And Supplies	Title I	11,000
School Counselor	2018/2019	Dr. Saunders/Counselor	A school counselor will join the staff to provide much needed socio-emotional and academic counseling and support.	1000-1999: Certificated Personnel Salaries	Title I	45,000
				1000-1999: Certificated Personnel Salaries	LCFF	45,000
Mental Health Counseling for Families	2018/2019	Dr. Saunders	A PSUSD Mental Health providers will run therapeutic groups for students and families in crisis.	5800: Professional/Consulting Services And Operating Expenditures	Title I	22,100
Solutions Room Program/Personnel	2018/2019	Dr. Saunders	A paraprofessional will provide Tier III support to students who demonstrated significant difficulty coping from day to day in an instructional setting.	2000-2999: Classified Personnel Salaries	LCFF	48,700
Classroom Emergency Radios	2018/2019	Dr. Saunders	Make progress towards the goal of putting a two-way radio in every classroom to ensure communication is accessible in an emergency.	4000-4999: Books And Supplies	LCFF	3,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cahuilla Bucks: Incentive Program	2018/2019	Dr. Saunders/Committee	Create a monetory (token economy) system that pays students in Cahuilla Bucks when they make positive choices. These bucks would be redeemable for prizes.	4000-4999: Books And Supplies	LCFF	1,100
Playworks	2018/20194	Dr. Saunders/Employee	Implement a structured recess program to reduce student conflict.	4000-4999: Books And Supplies	LCFF	1,500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	111664	0.00
Title I Part A: Parent Involvement	2238	0.00
LCFF	141270	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	141,270.00
None Specified	0.00
Title I	111,664.00
Title I Part A: Parent Involvement	2,238.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	97,364.00
2000-2999: Classified Personnel Salaries	76,133.00
4000-4999: Books And Supplies	39,600.00
5700-5799: Transfers Of Direct Costs	16,975.00
5800: Professional/Consulting Services And Operating	22,100.00
None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	45,000.00
2000-2999: Classified Personnel Salaries	LCFF	73,895.00
4000-4999: Books And Supplies	LCFF	14,400.00
5700-5799: Transfers Of Direct Costs	LCFF	4,975.00
None Specified	LCFF	3,000.00
5800: Professional/Consulting Services And	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	52,364.00
4000-4999: Books And Supplies	Title I	25,200.00
5700-5799: Transfers Of Direct Costs	Title I	12,000.00
5800: Professional/Consulting Services And	Title I	22,100.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,238.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	57,081.00
Parent and Community Partnerships	2,238.00
Safe Learning Environment	195,853.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Ryan Saunders	X				
Mr. Miche Guidry		X			
Ms. Terri Whaley		X			
Ms. Jasmin Flores		X			
Ms. Pam Gonzalez			X		
Mr. Milt Levinson				X	
Ms.Lauren Ogle				X	
Ms. Patricial Russell				X	
Mr. Aaron Rogers				X	
Ms. Andrea Madrigal				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.

School Site Council Meeting Minutes

Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
X	Other committees established by the school or district (list): The leadership team met and reviewed the SPSA at a Leadership Team Meeting.	Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 10/16/2018.

Attested:

Typed Name	Signature	Date
Ryan E. Saunders, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date
Ms. Andrea Madrigal		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement

LCAP GOAL:

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

LCAP ALIGNED SCHOOL GOAL #1:

SCHOOL GOAL #1: Tiered Program for Providing Instruction that utilizes technology as an integral part of learning.
a) Grades 1-5 will implement an effective Tier I program by providing standards based instruction utilizing research based strategies specific to the content and needs of students.
b) Grades 1-5 will implement an effective Tier I & II program by providing Small Group instructional program within each classroom of each grade level. Groups may be enrichment or intervention depending on need of student.
c) Grades K-5 will implement an effective Tier III Support program using the SST process to identify students with potential disabilities or other needs that are impeding their achievement.
d) All grades will utilize technology to implement the Tiered Program in order to prepare students for college and career readiness.
e) Saturday school will be used as a Tier II in order to target students who have absences.

Expected Annual Measurable Outcomes

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT	GOAL 1 – ACADEMIC ACHIEVEMENT																	
A – CA School Dashboard Academic Indicator ELA	Orange (-36.8, -10)	7 to 20 points	-29.8	Orange (-43.3, -4.8)	7 to 20 points	-36.3	Orange (-42.6, -6.7)	7 to 20 points	-35.6	Red (-74.1, 45.5)	20 or more points	-54.1	Orange (-41.4, -9.7)	7 to 20 points	-34.4	Yellow (-70.7, 20.8, n=28)	7 to 20 points	-63.7
B – CA School Dashboard Academic Indicator Math	Orange (-43.0, -3.6)	5 to 15 points	-38.8	Orange (-43.2, -1.1)	5 to 15 points	-38.2	Orange (-51.7, -4.6)	5 to 15 points	-46.7	Red (-71.4, 30.1)	15 or more points	-56.4	Orange (-46.6, -2.5)	5 to 15 points	-41.6	Yellow (-37.6, 48.2, n=28)	5 to 15 points	-32.6
C – CA School Dashboard ELPI	Blue (79.1%, 12.9%)	Maintain Green	77.6% or higher															
D – EL Reclassification Rate	7.1%	1.5%	8.6%															
F – 3rd Grade ELA SBAC (% meeting/exceeding)	31.6%	increase 4%	35.6%	13.2%	increase 6%	19.2%	23.8%	increase 4%	27.8%	18.2%	increase 6%	22.2%	29.5%	increase 4%	33.5%	NA	increase 4%	4.0%
G – 3rd Grade DIBELS Benchmark 3 Composite Score (% at benchmark)	51.1%	increase 4%	55.1%	44.4%	increase 4%	48.4%	44.8%	increase 4%	48.8%	40.0%	increase 4%	44.0%	50.0%	increase 4%	54.0%	0.0%	increase 4%	4.0%
J – Williams Textbook/Materials Compliance	100%	maintain or increase	100%															

How will the school evaluate the progress?

Analyze results from:
Math and ELA Interim Assessments
SBAC/CAASPP Results
ELPAC results
Progress Adviser Reports

DIBELS Benchmark Results
Common Grade Level Assessment Results

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 Early Literacy Team				
1.2 Professional Development: Units of Study				
1.3 Tier II: Teacher Tutoring				
1.4 Tier I: Academic Supplemental Software				
1.5 21st Century Supplemental Technology Materials & Supplies				
1.6 Tier II Support for SEL and Academic Intervention				
1.7 Designated ELD Support				
1.8 GATE Student Enrichment Learning Academy				
1.9 Saturday School				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

SUBJECT: Parent and Community Partnerships

LCAP GOAL:

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.

LCAP ALIGNED SCHOOL GOAL #2:

Increase the availability of translators in parent and community events and written communication to families in order to ensure parents have an opportunity to be involved to the greatest extent possible when engaging in communication with the school.
Work to increase the Cahuilla attendance rate from 94.7% to the district goal of 96%.

Expected Annual Measurable Outcomes

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
PARTNERSHIPS	GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																	
C – Student Attendance Rates	95.5%	increase 1%	96.5%	96.5%	increase 1%	97.5%	95.7%	increase 1%	96.7%	95.2%	increase 2%	97.20%	95.7%	increase 1%	96.7%	93.8%	increase 2%	95.8%
D – CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation – Chronic Absentee Rate (2016–2017)	12.3%	X	X	8.0%	X	X	10.7%	X	X	10.6%	X	X	10.6%	X	X	20.0%	X	X

How will the school evaluate the progress?

Analyze results from:
Panorama Survey results
Parent attendance rates for school events/trainings
Student attendance rates
Chronic absenteeism rates
Parent-Teacher conference attendance

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.1 Parent Translation Services				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.2 Parent Training & Support Program/Consultant				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

SUBJECT: Safe Learning Environment

LCAP GOAL:

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.

LCAP ALIGNED SCHOOL GOAL #3:

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

Expected Annual Measurable Outcomes

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 – SAFE LEARNING ENVIRONMENT	GOAL 3 - SAFE LEARNING ENVIRONMENT																	
A – CA School Dashboard Suspension Rate Indicator	Orange (1.8%, 0.7%)	decline by 0.3% to 1.0%	1.5%															
C – Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D – Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		

How will the school evaluate the progress?

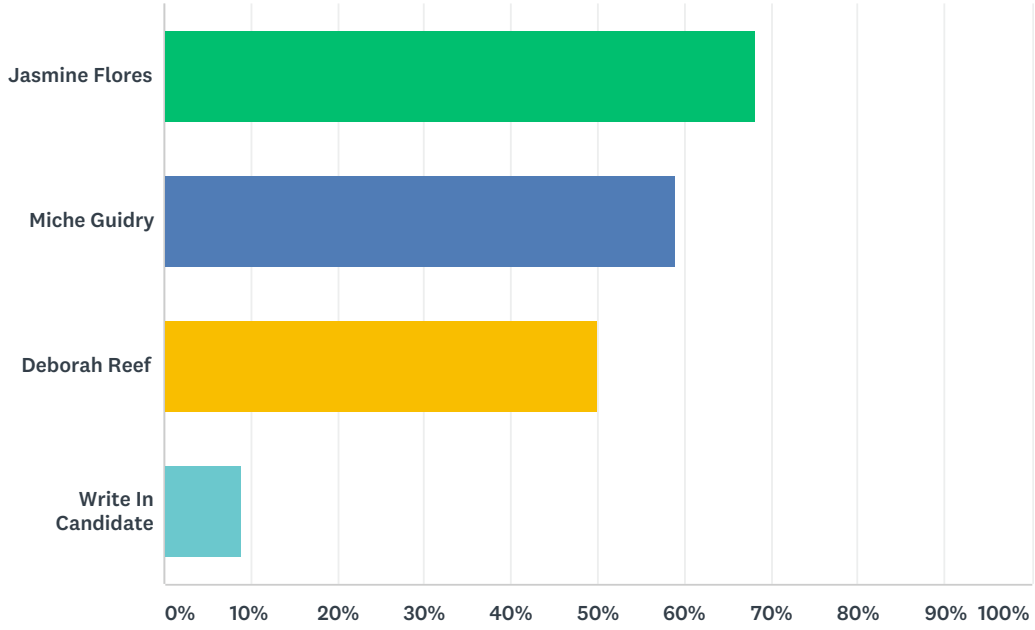
Analyze results from:
Panorama Survey results
Suspension rates
Expulsion rates
Discipline referral rates

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
3.1 Monthly Character Counts Lesson at Assembly-Mindfulness Activities				
3.2 Self-Manager Program				
3.3 Supervision AIdes				
3.4 Raptor Safety Visitor Management Program				
3.5 SEL Curriculum				
3.6 School Counselor				
3.7 Mental Health Counseling for Families				
3.8 Solutions Room Program/Personnel				
3.9 Classroom Emergency Radios				
3.10 Cahuilla Bucks: Incentive Program				
3.11 Playworks				

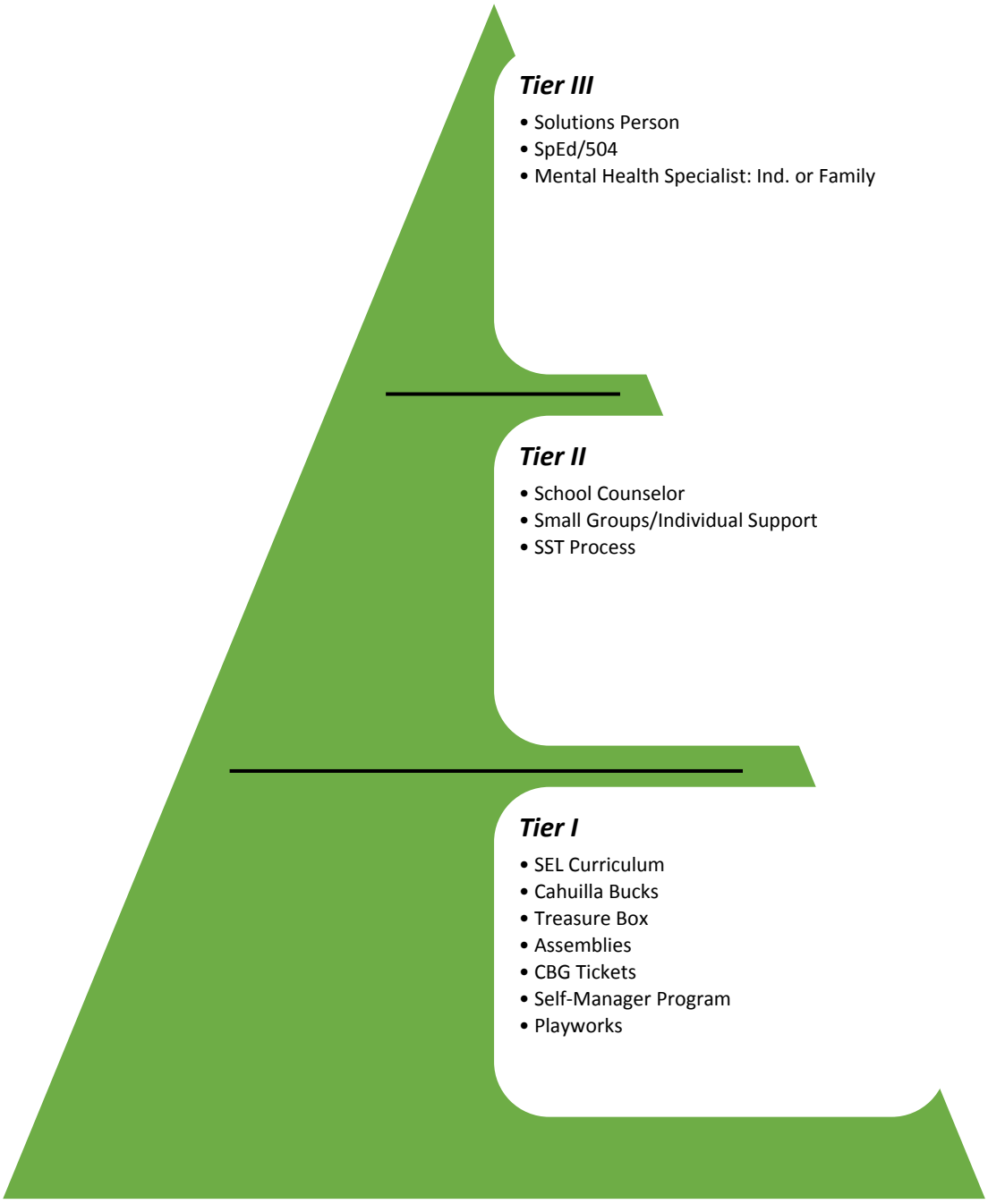
Q1 Please select two names from the candidates below:

Answered: 22 Skipped: 0

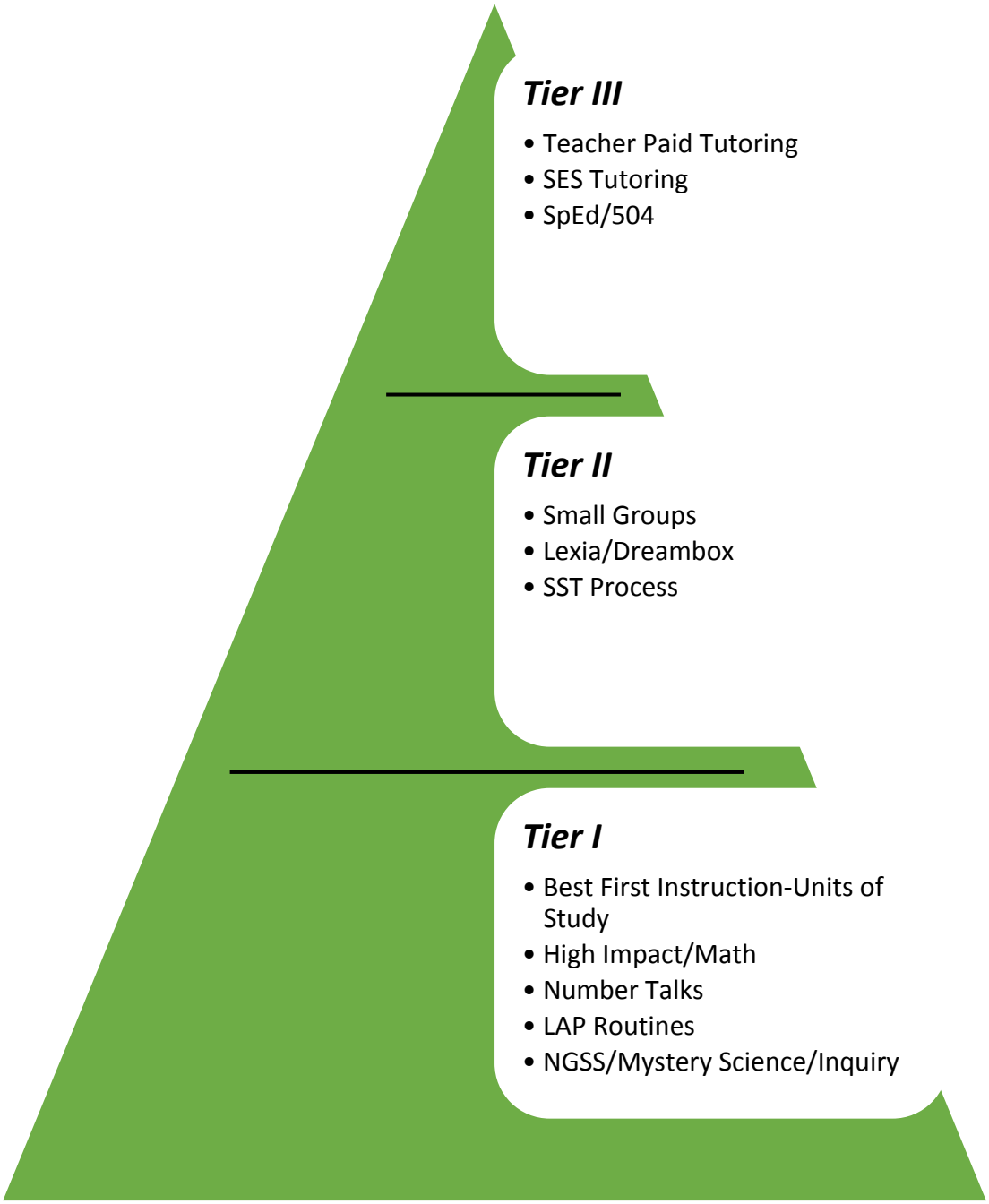


ANSWER CHOICES	RESPONSES	
Jasmine Flores	68.18%	15
Miche Guidry	59.09%	13
Deborah Reef	50.00%	11
Write In Candidate	9.09%	2
Total Respondents: 22		

Affective Domain


Tier III
• Solutions Person
• SpEd/504
• Mental Health Specialist: Ind. or Family
Tier II
• School Counselor
• Small Groups/Individual Support
• SST Process
Tier I
• SEL Curriculum
• Cahuilla Bucks
• Treasure Box
• Assemblies
• CBG Tickets
• Self-Manager Program
• Playworks

cognitive Domain


Tier III
• Teacher Paid Tutoring
• SES Tutoring
• SpEd/504
Tier II
• Small Groups
• Lexia/Dreambox
• SST Process
Tier I
• Best First Instruction-Units of Study
• High Impact/Math
• Number Talks
• LAP Routines
• NGSS/Mystery Science/Inquiry

SERVING THE WHOLE CHILD AS A PATHWAY TO PROFICIENCY

DR. RYAN E. SAUNDERS

PSUSD INSTRUCTIONAL MAP K-5

- Handout from April and May Principal Meetings
- Lexia and Dreambox---Not a tool for Whole Class Instruction and Use of Time

VARIOUS DOMAINS OF LEARNING

- COGNITIVE DOMAIN: WHAT ARE THEY LEARNING/THINKING
- AFFECTIVE DOMAIN: EMOTIONS INTELLIGENCE/RELATIONSHIPS
- PSYCHOMOTOR: MOVEMENT/PHYSICAL/KINESTHETIC

COGNITIVE DOMAIN: ACADEMIC LEARNING

DR. RYAN E. SAUNDERS

CONTENT FOCUS *INSERT MINUTES ONCE RECEIVED FROM PSUSD*

- ENGLISH LANGUAGE ARTS: UNTS OF STUDY
- MATHEMATICS: BRIDGES
- SCIENCE: NGSS (CAN BE INTEGRATED W/ UNITS OF STUDY) & MYSTERY SCIENCE
- SOCIAL STUDIES: INTEGRATED IN UNITS OF STUDY AS APPROPRIATE
- WRITING: INTEGRATED IN UNITS OF STUDY
- ENGLISH LANGUAGE DEVELOPMENT
- PHYSICAL EDUCATION
- MUSIC

UNITS OF STUDY: A PATHWAY TO PROFICIENCY—A TIER I PROGRAM

DR. RYAN E. SAUNDERS

BASIC COMPONENTS

- MATERIALS FOR PLANNING
- STANDARDS
- SKILLS
- ACADEMIC VOCABULARY
- MATERIALS FOR TEACHING
- ASSESSMENT
- INSTRUCTIONAL PLAN

MATERIALS FOR PLANNING

WHAT ARE THE QUALITY MATERIALS WE USE TO PLAN QUALITY INSTRUCTION?

- WONDERS
- SEL CURRICULUM (SECOND STEPS)
- PSUSD PACING GUIDES
- SBAC TIERED VOCABULARY GRADE LEVEL LISTS
- WISE CONSUMER LENS SCHEMA
- DOK SCHEMA
- SBAC QUESTION STEMS DOCUMENT
  - CLAIMS & TARGETS: http://www.rcoe.us/educational-services/files/2014/09/SBAC-Claims-Targets-Standard-Alignment-Grade-3-ELA.pdf
  - QUESTION STEMS/ITEM AND TASK SPECIFICATION: http://www.smarterbalanced.org/assessments/development/

MATERIALS FOR PLANNING

WHAT ARE THE QUALITY MATERIALS WE USE TO PLAN QUALITY INSTRUCTION?

- TIER II & TIER III PYRAMID SCHEMA
- ELPAC QUESTION STEM TYPES
- THINKING MAPS
- http://www.rcoe.us/educational-services/files/2014/09/SBAC-Claims-Targets-Standard-Alignment-Grade-3-ELA.pdf

STANDARDS

WHAT STANDARDS ARE THE FOCUS, AND HOW MUCH TIME SHOULD BE ALLOCATED TO TEACHING THOSE INDIVIDUAL STANDARDS?

- WHICH STANDARDS ARE TO BE TAUGHT IN THE INSTRUCTIONAL SEGMENT
- CAN OTHER CONTENT STANDARDS BE INTERGRATED (NGSS, WRITING, ETC)
- HOW MANY DAYS/WEEKS IS THE INSTRUCTIONAL SEGMENT
- HOW MUCH TIME SHOULD BE SPENT ON SPECIFIC STANDARDS
  - PURSUING MASTERY
  - INTRODUCING STANDARD
- HOW ARE THEY ASSESSED AND WEIGHTED ON THE SBAC

SKILLS TO BE DEVELOPED

WHAT ARE THE SKILLS IN THE STANDARDS? WHAT ARE KIDS EXPECTED TO 'DO' TO SHOW THEY LEARNED THE STANDARD AT THE EXPECTED LEVEL OF LEARNING?

- SAMPLE STANDARD: **Standard RL 1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- SKILLS: **Standard RL 1:**
- **Question words: Who, what, where, when, how, and why**
- **Creating questions dependent upon text**
- **Responding to questions and providing evidence from text**

ACADEMIC VOCABULARY

WHAT IS THE VOCABULARY THAT WILL NEED TO BE EXPLICITY TAUGHT?

- SEE SBAC TIERED VOCABULARY LISTS
  - TIER I—EVERYDAY WORDS (ESSENTIAL FOR ELD STUDNETS)
  - TIER II—HIGH UTILITY-FOUND IN MULTIPLE CONTENTS (DESCRIBE, JUSTIFY, ETC)
    - https://www.grps.org/images/departments/academics/pdfs/ela/Common_Core_Smarter_Balanced_Word_List.pdf
  - TIER III—DOMAIN SPECIFIC

MATERIALS USED TO DELIVER LESSON

WHAT MATERIALS ARE NEEDED TO DELIVER THE INSTRUCITON?

- VARIES PER LESSON
- EXAMPLES: CHART PAPER, POST-IT NOTES, CHROMEBOOKS, GOOGLE CLASSROOM,

ASSESSMENT

HOW DO WE MAKE SURE THE ASSESSMENT IS AT THE SAME RIGOR OF INSTRUCITON?

- SOURCES FOR QUESTIONS
  - KDS
  - WONDERS ASSESSMENTS/QUESTIONS
  - TEACHER CREATED ITEMS
- CRITERIA FOR JUDGING/EVALUATING QUESTION TYPES
  - DOK SCHEMA
  - ELPAC QUESTION TYPES
  - SBAC QUESTION STEMS/SENTENCE FRAMES: CONSTRUCTED RESONSE, MULTIPLE SELECTION RESPONSES, ETC.

INSTRUCTIONAL SEQUENCE—HOME ROOM INSTRUCTION

WHICH APPROACH LENDS ITSELF TO THE STANDARDS/SKILLS?

- DIRECT INSTRUCTION
  - I DO
  - WE DO
  - YOU DO
- INQUIRY BASED INSTRUCTION
  - ENGAGE
  - EXPLORE
  - EXPLAIN
  - ELABORATE
  - EVALUATE

DIRECT INSTRUCTION

- I DO, WE DO, YOU DO LESSON PLAN MODEL
  - COMMON STANDARDS
  - VARIED MATERIALS: INDIVIDUAL TEACHER APPROACH OR GRADE LEVEL APPROACH
  - COMMON STRATEGIES: MUST BE AGREED UPON BY GRADE LEVEL AND CONSISTENTLY USED
  - VARIES ASSSESSMENTS TO REFLECT ON QUALITY OF INSTRUCTION AND STUDENT LEARNING: INDIVIDUAL TEACHER APPROACH OR GRADE LEVEL APPROACH

INQUIRY APPROACH

- 5-E LESSON PLAN MODEL
  - COMMON STANDARDS
  - TEACHER FLEXIBILTY IN STRATEGIES FOR EACH STEP OF THE 5 E'S
  - VARIES ASSESSMENTS TO REFLECT ON QUALITY TEACHING & STUDENT LEARNING

STRATEGIC SUPPORT: A TIER II PROGRAM

DR. RYAN E. SAUNDERS

SMALL GROUPS/GUIDED READING—FOCUS ON READING

- LEVELING ASSESSMENT—USING DIBELS
- GROUPING STRATEGY—USING PREDETERMINED STRATEGY
- TARGET SKILLS ASSESSED IN DIBELS AS APPROPRIATE FOR GRADE LEVEL

SMART GOAL INSTRUCTION

- COMMON STANDARDS
- COMMON STRATEGIES
- COMMON ASSESSMENTS—MONITOR PROGRESS TOWARD MASTERY OF CONTENT STANDARD (ESSENTIAL STANDARD(S))

INTENSIVE SUPPORT: A TIER III PROGRAM

DR. RYAN E. SAUNDERS

TUTORING—EXTENDED LEARNING OPPORTUNITIES

- PAID TEACHER TUTORING
- PSUSD SES TUTORING PROGRAMS

“WHOLE STUDENT” APPROACHES WHICH ADDRESS TIER III ACADEMIC NEEDS AS WELL

- SST PROCESS
- SPECIAL EDUCAITON REFERRAL
- 504 PLANS

AFFECTIVE DOMAIN: SOCIO-EMOTIONAL LEARNING

DR. RYAN E. SAUNDERS

TIER I

- SEL CURRICULUM
- CAHUILLA BUCKS
- TEACHER TREASURE BOXES
- CAUGHT BEING GOOD TICKETS
- MONTHLY ASSEMBLIES
- SELF-MANAGER PROGRAM
- PLAYWORKS' STRUCTURED RECESS PROGRAM

TIER II

- SCHOOL COUNSELOR SUPPORT
  - SMALL GROUPS
  - INDIVIDUAL SUPPORT
  - ADDITIONAL SEL LESSONS W/IN THE GROUPS AND INDIVIDUAL LESSONS

TIER III

- MENTAL HEALTH INDIVIDUAL/FAMILY COUNSELING
- “SOLUTIONS” SUPPORT PERONS
- SPECIAL EDUCATION ASSESSMENT

PSYCHOMOTOR DOMAIN: MOVEMENT LEARNING

DR. RYAN E. SAUNDERS

SCHOOLWIDE APPROACHES

- PLAYWORKS—STRUCTURED RECESS PROGRAM
- PHYSICAL EDUCATION
- KINESTETHIC LEARNING STRATEGIES

SERVING THE WHOLE CHILD AS A PATHWAY TO PROFICIENCY

DR. RYAN E. SAUNDERS

PSUSD INSTRUCTIONAL MAP K-5

- Handout from April and May Principal Meetings
- Lexia and Dreambox---Not a tool for Whole Class Instruction and Use of Time

VARIOUS DOMAINS OF LEARNING

- COGNITIVE DOMAIN: WHAT ARE THEY LEARNING/THINKING
- AFFECTIVE DOMAIN: EMOTIONS INTELLIGENCE/RELATIONSHIPS
- PSYCHOMOTOR: MOVEMENT/PHYSICAL/KINESTHETIC

COGNITIVE DOMAIN: ACADEMIC LEARNING

DR. RYAN E. SAUNDERS

CONTENT FOCUS *INSERT MINUTES ONCE RECEIVED FROM PSUSD*

- ENGLISH LANGUAGE ARTS: UNTS OF STUDY
- MATHEMATICS: BRIDGES
- SCIENCE: NGSS (CAN BE INTEGRATED W/ UNITS OF STUDY) & MYSTERY SCIENCE
- SOCIAL STUDIES: INTEGRATED IN UNITS OF STUDY AS APPROPRIATE
- WRITING: INTEGRATED IN UNITS OF STUDY
- ENGLISH LANGUAGE DEVELOPMENT
- PHYSICAL EDUCATION
- MUSIC

UNITS OF STUDY: A PATHWAY TO PROFICIENCY—A TIER I PROGRAM

DR. RYAN E. SAUNDERS

BASIC COMPONENTS

- MATERIALS FOR PLANNING
- STANDARDS
- SKILLS
- ACADEMIC VOCABULARY
- MATERIALS FOR TEACHING
- ASSESSMENT
- INSTRUCTIONAL PLAN

MATERIALS FOR PLANNING

WHAT ARE THE QUALITY MATERIALS WE USE TO PLAN QUALITY INSTRUCTION?

- WONDERS
- SEL CURRICULUM (SECOND STEPS)
- PSUSD PACING GUIDES
- SBAC TIERED VOCABULARY GRADE LEVEL LISTS
- WISE CONSUMER LENS SCHEMA
- DOK SCHEMA
- SBAC QUESTION STEMS DOCUMENT
  - CLAIMS & TARGETS: http://www.rcoe.us/educational-services/files/2014/09/SBAC-Claims-Targets-Standard-Alignment-Grade-3-ELA.pdf
  - QUESTION STEMS/ITEM AND TASK SPECIFICATION: http://www.smarterbalanced.org/assessments/development/

MATERIALS FOR PLANNING

WHAT ARE THE QUALITY MATERIALS WE USE TO PLAN QUALITY INSTRUCTION?

- TIER II & TIER III PYRAMID SCHEMA
- ELPAC QUESTION STEM TYPES
- THINKING MAPS
- http://www.rcoe.us/educational-services/files/2014/09/SBAC-Claims-Targets-Standard-Alignment-Grade-3-ELA.pdf

STANDARDS

WHAT STANDARDS ARE THE FOCUS, AND HOW MUCH TIME SHOULD BE ALLOCATED TO TEACHING THOSE INDIVIDUAL STANDARDS?

- WHICH STANDARDS ARE TO BE TAUGHT IN THE INSTRUCTIONAL SEGMENT
- CAN OTHER CONTENT STANDARDS BE INTERGRATED (NGSS, WRITING, ETC)
- HOW MANY DAYS/WEEKS IS THE INSTRUCTIONAL SEGMENT
- HOW MUCH TIME SHOULD BE SPENT ON SPECIFIC STANDARDS
  - PURSUING MASTERY
  - INTRODUCING STANDARD
- HOW ARE THEY ASSESSED AND WEIGHTED ON THE SBAC

SKILLS TO BE DEVELOPED

WHAT ARE THE SKILLS IN THE STANDARDS? WHAT ARE KIDS EXPECTED TO 'DO' TO SHOW THEY LEARNED THE STANDARD AT THE EXPECTED LEVEL OF LEARNING?

- SAMPLE STANDARD: **Standard RL 1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- SKILLS: **Standard RL 1:**
- **Question words: Who, what, where, when, how, and why**
- **Creating questions dependent upon text**
- **Responding to questions and providing evidence from text**

ACADEMIC VOCABULARY

WHAT IS THE VOCABULARY THAT WILL NEED TO BE EXPLICITY TAUGHT?

- SEE SBAC TIERED VOCABULARY LISTS
  - TIER I—EVERYDAY WORDS (ESSENTIAL FOR ELD STUDNETS)
  - TIER II—HIGH UTILITY-FOUND IN MULTIPLE CONTENTS (DESCRIBE, JUSTIFY, ETC)
    - https://www.grps.org/images/departments/academics/pdfs/ela/Common_Core_Smarter_Balanced_Word_List.pdf
  - TIER III—DOMAIN SPECIFIC

MATERIALS USED TO DELIVER LESSON

WHAT MATERIALS ARE NEEDED TO DELIVER THE INSTRUCITON?

- VARIES PER LESSON
- EXAMPLES: CHART PAPER, POST-IT NOTES, CHROMEBOOKS, GOOGLE CLASSROOM,

ASSESSMENT

HOW DO WE MAKE SURE THE ASSESSMENT IS AT THE SAME RIGOR OF INSTRUCITON?

- SOURCES FOR QUESTIONS
  - KDS
  - WONDERS ASSESSMENTS/QUESTIONS
  - TEACHER CREATED ITEMS
- CRITERIA FOR JUDGING/EVALUATING QUESTION TYPES
  - DOK SCHEMA
  - ELPAC QUESTION TYPES
  - SBAC QUESTION STEMS/SENTENCE FRAMES: CONSTRUCTED RESONSE, MULTIPLE SELECTION RESPONSES, ETC.

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AFFECTIVE DOMAIN: SOCIO-EMOTIONAL LEARNING

DR. RYAN E. SAUNDERS

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- SCHOOL COUNSELOR SUPPORT
  - SMALL GROUPS
  - INDIVIDUAL SUPPORT
  - ADDITIONAL SEL LESSONS W/IN THE GROUPS AND INDIVIDUAL LESSONS

TIER III

- MENTAL HEALTH INDIVIDUAL/FAMILY COUNSELING
- “SOLUTIONS” SUPPORT PERONS
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PSYCHOMOTOR DOMAIN: MOVEMENT LEARNING

DR. RYAN E. SAUNDERS

SCHOOLWIDE APPROACHES

- PLAYWORKS—STRUCTURED RECESS PROGRAM
- PHYSICAL EDUCATION
- KINESTETHIC LEARNING STRATEGIES

Cahuilla Elementary School

833 East Mesquite Avenue
Palm Springs, CA 92264
(760) 416-8161, Main
(760) 416-8164, Fax
rsaunders@psusd.us

Ryan Saunders, Ed.D., Principal

September 11, 2018

Flyers were sent out to parents on 8/21/18 in regards to school site council for 18/19 school year. If they were interested in running for the one vacant seat they would need to complete the self-nomination form and return it by August 28. Only one parent turned in the form and by default she was chosen as parent representative in school site council for the 18/19 school year.

STATE AND FEDERAL PROGRAMS
SCHOOL SITE COUNCIL (SSC) CHECKLIST
2018-19

Information Must Be Uploaded In Your SPSA In DTS

1. NAME OF SCHOOL:	Palm Springs High School

2. DATE, TIME, AND LOCATION OF FIRST SSC MEETING: (SSC REVIEW AND TRAINING WILL OCCUR AT THE FIRST MEETING OF EACH YEAR BY THE STATE & FEDERAL PROGRAMS OFFICE AND PSTA)
September 26, 2018--Library

3. DATE OF SSC ELECTION:	Teachers voted on 09/19-09/20 online. Parent election did not happen, because one parent ran for one vacancy.

4. THE ELAC MAY DELEGATE AUTHORITY TO AN ESTABLISHED SSC (EDUCATION CODE 52870) PROVIDED THAT THE ELAC HAS BEEN DULY INFORMED OF THE OPTION, AND HAS DECIDED TO WAIVE ITS RIGHTS AND DELEGATE ITS AUTHORITY TO THE SSC. SUCH A DELEGATION CANNOT EXCEED TWO YEARS.	
DATE ELAC VOTED TO DELEGATE AUTHORITY TO SSC:	N/A

IF ELAC IS CONTINUING TO MEET SEPARATELY PLEASE LIST THE SCHEDULE OF MEETING DATES, LOCATIONS, AND TIMES FOR 2018-19:
10/05/2018 11/02/2018 12/07/2018 02/15/2019 03/15/2019 05/03/2019

5. SCHEDULE OF SSC MEETING DATES, LOCATIONS, AND TIMES FOR 2018-19:
(Information must be uploaded in DTS)
• **Review Uniform Complaint Procedures (UCP) at the first SSC and ELAC meetings**

6. ENSURE THE FOLLOWING ARE CURRENT AND ON FILE AT BOTH THE SITE AND THE DISTRICT	
✓	**ON FILE AT THE DISTRICT OFFICE**
x	**1) COPY OF SSC AND ELAC BYLAWS (English/Spanish)**
x	**2) RESULTS OF SSC ELECTIONS AND PROCESS FOR HOLDING ELECTIONS (English/Spanish)**
x	**3) TITLE I PARENT INVOLVEMENT MEETING AGENDA (English/Spanish)**
x	**4) TITLE I PARENT INVOLVEMENT MEETING SIGN-IN SHEET (English/Spanish**
x	**5) COPY OF PARENT INVOLVEMENT POLICY (English/Spanish) (p. 6 of handbook)**
x	**6) COPY OF SCHOOL-PARENT COMPACT (English/Spanish)**
NOTE: Documents 1-6 need to be uploaded in the Google Doc Folder	

PSUSD
PALM SPRINGS
UNIFIED
SCHOOL DISTRICT

Palm Springs Unified School District
Educational Services Department - English Learner Programs
150 District Center Drive, Palm Springs, CA 92264
(760) 883-2703 Fax: (760) 325-8722

Dr. Sandra Lyon, Ed.D Superintendent

English Learner Advisory Committee (ELAC) Agenda
Comité Consejero Escolar para Alumnos Que Están Aprendiendo Inglés
Palm Springs Unified School District

Site: Cahuilla Elementary

Date: 10/05/2018

1. Opening
2. Approval of Agenda and Minutes
3. Old Business
4. New Business
    a. Rationale for Establishing ELAC (English Language Advisory Committee)
        i. Parent Groups: Roles & Responsibilities
        ii. Review ELAC Bylaws
    b. Uniform Complaint Procedures
    c. Training: Overview of The Four Legal Points/Elements of ELAC
        i. The development of a master plan for English Language Learners for the school site
        ii. Conduct the School Needs Assessment study
        iii. Assist in the administration of the school's language census
        iv. Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance
    d. ELAC Elections
        i. ELAC Members
        ii. ELAC Officers (President, Vice-President, Secretary)
        iii. DELAC representative (one official representative and one alternate)
    e. Discuss future ELAC Meeting dates and set times
        i. Suggested dates:
            1.
            2.
            3.
            4.
    f. Review projected budget and ELL programs provided getting advice on priorities
    g. Report to/from SSC
    h. DELAC report
5. Public Comments
6. Closing
    a. Our next meeting will be: _____

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Michael Swize, Ed.D., Assistant Superintendent

English Learner Advisory Committee (ELAC) Agenda
Comité Consejero de Alumnos Aprendiendo Inglés
Palm Springs Unified School District

Escuela: Cahuilla Elementary Fecha: 10/05/2018

1. Bienvenida/ Se abre la reunión
2. Revisión y aprobación de la acta de la reunión anterior
3. Negocios anteriores
4. Asuntos pendientes
    a. Razón fundamental para establecer ELAC (Comité Consejero Escolar para Alumnos Que Están Aprendiendo Inglés)
        i. Grupos de Padres: Roles y Responsabilidades
        ii. Repaso de actas de ELAC
    b. Procedimientos de Quejas de Uniforme
    c. Entrenamiento: Repaso de Cuatro Puntos Legales/Elementos de ELAC
        i. Asistencia con el desarrollo de un plan maestro para alumnos Aprendices de Inglés de la escuela.
        ii. Asistencia con el desarrollo de la evaluación sobre las necesidades de la escuela.
        iii. Asistencia con el desarrollo o la revisión del censo de idioma de la escuela.
        iv. Asistencia con el desarrollo de los esfuerzos para concientizar a los padres de familia acerca de la importancia de la asistencia escolar regular.
    d. Elecciones de ELAC
        i. Miembros de ELAC
        ii. Oficiales de ELAC (Presidente, Vice-Presidente, Secretaria)
        iii. Representante de DELAC (un representante oficial y un suplente)
    e. Discusión sobre las fechas y horas de futuras reuniones de ELAC.
        i. Fechas sugeridas:
            1.
            2.
            3.
            4.
    f. Aconsejar sobre el desarrollo de la Tabla de Objetivos y Logros/Plan Individualizado para el Rendimiento Estudiantil, incluyendo el presupuesto.
    g. Informe de/para Concilio Local Escolar (SSC),
    h. Informe de DELAC
5. Comentarios del público
6. Se levanta la reunión
        a. Próxima reunión del ELAC: Fecha _____

JUNTA ELAC

Oct.-05-2018

Se inició a las 8:45am
- Cada escuela deben formar un comité de ELAC.
- El programa ELAC es para apoyar a los estudiantes aprendices de Inglés.
- Asistirá al desarrollo de una evaluacion para la comunidad con informacion.
- Habrá un senso para saber cuántos alumnos hay que necesitan para el programa.
- Nos afecta todos los estudiantes que llegan tarde o que se van temprano.
- La nueva Coordinadora de DELAC se llama ~~Mandi G~~ Amanda Gonzáles.
- Tenemos el 30 % de estudiantes en la escuela y nuestra escuela somos el 100 % de estudiantes de aprendices de Inglés.
- Cada ELAC tendrá un representante en las juntas de DELAC.
- Rita Martines le ayudan y apoyan a los padres para estar informados
- Leticia Rodriguez ayuda en la comonidad y a las escuelas para

que los padres estén enterados de todas las oportunidades y facilidades para nuestros alumnos de aprendices de Inglés.
- Se revisó los estatutos y artículos del propósito del comité de ELAC
- Se harán Votaciones para elegir a los miembros de ELAC. Los que sean elegidos deberán seguir sus deberes.
- Se habló de las enmiendas, de las subcomisiones y votaciones que se harán en el futuro.
- Se proveerá diferentes recursos o entrenamientos para mejorar la información hacia los Padres.
- Se habló de los procedimientos de quejas legales. El es el encargado de recibir todas las quejas que se tengan. el Dr. Michael Swize, es superintendente. Si no se resuelve la queja en 60 días, se irá al CDE Departamento de Educación de California.

ELAC

oct./05/2018.

- Se habló el plan de a dónde se van los fondos para éste programa.
- Se desarrollarán cómo mejorar las asistencias para los estudiantes
- Los oficiales de los miembros de ELAC serán los mismos del año pasado.

Olivia Vital - Presidente
Marivel - Vice presidente y Repre.
Rocio Arana. - Secretaria.

- Invitar a más padres a unirse a las juntas.
- Siguientes juntas serán.

Noviembre	02	2018	8:45 am
Diciembre	07	2018	
Febrero	15	2019	
March	15	→ Director del Día.	
Mayo	03	2019	

- A lo mejor habrá una junta en el mes de Abril.
- La junta del Consejo Escolar ~~será~~ No se tomó acción porque no hubo suficiente personal para votar.

La próxima junta traerá los resultados de la encuesta.
Proveer material

ARP say Hi $\boxed{\text{>>><<<}}$.

- La Vicepresidente nos entregó información de la Junta de DELAC.
Junta
Finalizó a las 10:01 am.

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Dr. Sandra Lyon, Ed.D Superintendent

Example Agenda Meeting 2

English Learner Advisory Committee (ELAC) Agenda
Comité Consejero Escolar para Alumnos Que Están Aprendiendo Inglés
Palm Springs Unified School District

Site: Cahuilla Elementary Date: 11/02/2018

1. Opening
2. Approval of Agenda and Minutes
3. Old Business
4. New Business
   a. Focus on Legal Points/Elements of ELAC - nothing new
   b. Review master plan for English Language Learners for the school site
      i. SPSA review
   c. Review the school instructional program for ELL students
      (i. Curriculum -
      ii. Supplemental Materials/Programs) - from Mandy Gonzalez
   d. Parent Advice on English Language Learners
   e. Review/discuss projected budget and provide advice on priorities - nothing new to report
   f. Report to/from SSC - Approve SPSA - review data
      - SSC parents
   g. DELAC Report
5. Public Comments
6. Closing
   a. Our next meeting will be: _____

Ryan's Copy

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150 District Center Drive, Palm Springs, CA 92264
(760) 883-2703 Fax: (760) 325-8722

Dr. Sandra Lyon, Ed.D Superintendent

Palm Springs Unified School District
English Learner Advisory Committee Elected Officials

School Site: ____Cahuilla_____Principal:_____Dr. Ryan E. Saunders_____

Site Designee Responsible for ELAC: _____Dr. Ryan E. Saunders_____

ELAC Officers

Position	Name	Phone	Student(s)
President	Ms. Olivia Vital de Becerra	760.325.4729	Josecalixto & Maximilano Becerra
Vice-President	Ms. Marivel Cantu	760.464.8839	Serenity Alvarado Cantu
Secretary	Ms. Rocio Arana	760.537.9511	Kelly, Kevin, Max Serna
DELAC Representative	Ms. ~~Rocio~~ Marivel Cantu	760.464.8839	Serenity Alvarado Cantu
DELAC Alternate Representative	Ms. Olivia Vital de Becerra	760.325.4729	Josecalixto & Maximilano Becerra

ELAC Meeting Schedule

Date*	Time	Location
10/05/2018	8:45-9:45	Library
11/02/2018	8:45-9:45	Library
12/07/2018	8:45-9:45	Library
02/15/2019	8:45-9:45	Library
03/15/2019	8:45-9:45	Library
05/03/2019	8:45-9:45	Library

**Please ensure site ELAC dates fall after DELAC dates to ensure the DELAC representative has information to share.*

Marivel Cantu (Elac Representative)

Dr. Saunders (Principal)

Cahuilla Elementary

October 25, 2018

DELAC REPORT

The session began at 6:14 p.m.

School attended 18 was 21 Representatives.

The Coordinator Ms. Gonzales gave a summary from the previous meeting on September 27,2018.

Explained how we can enter the program with chromebooks.

There were Student Intern Presentations . Public Security (DHS High School) , Automotive Industry (Rancho Mirage, H.S.) Cafe Academy (Rancho Mirage, H.S.) HEAL (Cathedral City, H.S.) several careers. They gave us your presentation early .

Voting took place , the vote was to tiebreaker vice-president. Finally, the vice-president is Socorro Perez (Rancho Mirage Elementary School).

FEV tutoring. Helping to filling out students applications about tutoring. Monday P.S.Family Center (5:00 p.m.- 6:00 p.m.) Tuesday DHS Family Center (5:00 p.m.- 6:00 p.m.) .

They talked about English Learning Programs and Reclassification Activity. The state will be specific changing the test. Parents should know, if the students don't pass the test anyway they can graduate.

CABE (March 20-23, 2019. Long Beach Convention Center more information at Cabe2019.org.

Delac next meeting November 29,2018.

Meeting was finished at 7:58 p.m.

Junta de ELAC #1/ELAC Meeting #2--02 de noviembre/November 02, 2018

Hoja de Registro/Sign-In Sheet

	Imprimir Nombre/Print Name	Ferma/Signature	Telefono #/Telephone #
1	Sergey Musin	sergemsn.76@gmail.com	760 716 2829
2	E. Dubrovskaya	katzy1980@gmail.com	760 507 9530
3	Nanci Jimenez	Nanci Jimenez	9496000984
4	Cruz Yesenia Ortiz		760 844 4201
5	Gerardo Ortiz		760 844 4242
6	Rocio Arana		760-537-9511
7	Rocio Rodriguez	Rocio Rodriguez	760) 818-3240
8	Marivel Cantu	Marivel Cantu	(760) 464-8839
9	Norma Menera	Norma Menera	760 905-1536
10	Monica Orozco	Monica Orozco	760) 799-2100
11	Erica Aguilar	Erica Aguilar	760-641-9806
12	Olivia Villalobos	Olivia Villalobos	(760) 325-1729
13			
14			
15			
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29			
30			

Nan_ci38@Hotmail.com

Erica Aguilar: haericaele@gmail.com (if possible, in English please)

JUNTA ELAC

Oct.-05-2018

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que los padres estén enterados de todas las oportunidades y facilidades para nuestros alumnos de aprendices de Inglés.
- Se revisó los estatutos y artículos del propósito del comité de ELAC
- Se harán Votaciones para elegir a los miembros de ELAC. Los que sean elegidos deberán seguir sus deberes.
- Se habló de las enmiendas, de las subcomisiones y votaciones que se harán en el futuro.
- Se proveerá diferentes recursos o entrenamientos para mejorar la información hacia los Padres.
- Se habló de los procedimientos de quejas legales. El es el encargado de recibir todas las quejas que se tengan. el Dr. Michael Swize, es superintendente. Si no se resuelve la queja en 60 días, se irá al CDE Departamento de Educación de California.

ELAC

oct./05/2018.

- Se habló el plan de a dónde se van los fondos para éste programa.
- Se desarrollarán cómo mejorar las asistencias para los estudiantes
- Los oficiales de los miembros de ELAC serán los mismos del año pasado.

Olivia Vital - Presidente
Marivel - Vice presidente y Repre.
Rocio Arana. - Secretaria.

- Invitar a más padres a unirse a las juntas.
- Siguientes juntas serán.

Noviembre	02	2018	8:45 am
Diciembre	07	2018	
Febrero	15	2019	
March	15	→ Director del Día.	
Mayo	03	2019	

- A lo mejor habrá una junta en el mes de Abril.
- La junta del Consejo Escolar ~~será~~ No se tomó acción porque no hubo suficiente personal para votar.

La próxima junta traerá los resultados de la encuesta.
Proveer material

ARP say Hi $\boxed{\text{>>><<<}}$.

- La Vicepresidente nos entregó información de la Junta de DELAC.
Junta
Finalizó a las 10:01 am.

School Site Council/Consejo Escolar

09/26/2018

7:30-8:30--Library/Biblioteca

At Cahuilla Elementary we believe all students can learn; therefore, we are committed to high expectations for all students, staff, and families./En Cahuilla Elementary creemos que todos los estudiantes pueden aprender; por lo tanto, estamos comprometidos con altas expectativas para todos los estudiantes, el personal y las familias.

Norms/Normas

Be on time./Llegar a tiempo.	*Come to meetings prepared./Ven a las reuniones preparadas*
Place cell phones on silence./Coloque los teléfonos celulares en silencio	*Avoid side-bar conversations./Evita las conversaciones de barra lateral.*
Begin and end on time./Comienza y termina a tiempo.	*We will be respectful listeners and speakers./Seremos oyentes y oradores respetuosos.*
Be sensitive of confidential issues./Sea sensible a los problemas confidenciales.	*All decisions shall be student centered./Todas las decisiones se centrarán en el estudiante.*

Maintain a positive attitude and sense of humor./Mantenga una actitud positiva y sentido del humor.

Call to Order/Llama para ordenar	***Person/Persona***	***Time/Tiempo***	***Action/Accion***	***Notes/Notas***
Roll Call of School Site Council/ Roll Call del Consejo Escolar	***Dr. Saunders***	***5 mins***		
Time Began/El Tiempo Comenzo:				
Review Suggested Norms/Revisar sugerido Normas:				
Non-Action Items/No-Accion:	***Person/Persona***	***Time/Tiempo***	***Action/Accion***	***Notes/Notas***
SSC Training/Entrenamiento SSC	***Mr. Arnold***	***40 mins***		Trained conducted by Mr. Herb Clagget--PSTA
Action Items: Si-Accion:	***Person/Persona***	***Time/Tiempo***	***Action/Accion***	***Notes/Notas***
Approve By-Laws/Aprobar Estatutos	***Dr. Saunders***	***3 mins***		No Quorum--couldn't take any actions.
Review Vacancies/Revisar Vacantes		***5 mins***		
Officers/oficiales		***5 mins***		
UCP Form (pass out)		***2 mins***		
Public Comment/comentario publico	***Person/Persona***	***Time/Tiempo***	***Action/Accion***	***Notes/Notas***
		2 mins/p/p		
Member Comments	***Person/Persona***	***Time/Tiempo***	***Action/Accion***	***Notes/Notas***
Meeting Adjourned/Reunión Aplazada	***Person/Persona***	***Time/Tiempo***	***Action/Accion***	***Notes/Notas***
Next Meeting/Próxima Reunión				
Agenda Items/Elementos de la agenda				Data, SPSA Revisions
Time Adjourned/Tiempo Aplazado				

School Site Council/Consejo Escolar

10/16/2018

3:45-4:45-Library/Biblioteca

At Cahuilla Elementary we believe all students can learn; therefore, we are committed to high expectations for all students, staff, and families./En Cahuilla Elementary creemos que todos los estudiantes pueden aprender; por lo tanto, estamos comprometidos con altas expectativas para todos los estudiantes, el personal y las familias.

Norms/Normas

Be on time./Llegar a tiempo.
Place cell phones on silence./Coloque los teléfonos celulares en silencio
Begin and end on time./Comienza y termina a tiempo.
Be sensitive of confidential issues./Sea sensible a los problemas confidenciales.
Come to meetings prepared./Ven a las reuniones preparadas
Avoid side-bar conversations./Evita las conversaciones de barra lateral.
We will be respectful listeners and speakers./Seremos oyentes y oradores respetuosos.
All decisions shall be student centered./Todas las decisiones se centrarán en el estudiante.
Maintain a positive attitude and sense of humor./Mantenga una actitud positiva y sentido del humor.

Call to Order/Llama para ordenar	Person/Persona	Time/Tiempo	Action/Accion	Notes/Notas
Roll Call of School Site Council/ Roll Call del Consejo Escolar Time Began/El Tiempo Comenzo: Review Suggested Norms/Revisar sugerido Normas:	Dr. Saunders	5 mins		Ms. Whaley (T), Ms. Russell (P), Dr. Saunders (Admin), Mr. Guidry (T), Ms. Madrigal (P), Ms. Ogle (P), Mr. Levinson (CM), Mr. Rogers (P), Ms. Gonzalez (O)--ABSENT: Ms. Reef (T), Ms. Flores (T)
Non-Action Items/No-Accion:	**Person/Persona**	**Time/Tiempo**	**Action/Accion**	**Notes/Notas**
Review Vacancies/Revisar Vacantes	5 mins			
Action Items: Si-Accion:	**Person/Persona**	**Time/Tiempo**	**Action/Accion**	**Notes/Notas**
Review By-Laws/Aprobar Estatutos Officers/oficiales Data Review/Datos revisados SPSA/SPSA	Dr. Saunders	5 mins 5 mins 45 mins " "		Ms. Madrigal (Self nominated), 2nd-Mr. Levinson-9 YES-Chairperson Ms. Ogle (Self-Nominated), 2nd-Mr. Levinson-9 Yes-Vice Chairperson Secretary-Dr. Saunders (self-nominated) 2nd-Ms. Russell--9 Yes-Secretary Dr. Saunders-Motion--no major SPSA revision--Continue w/current plan based upon data: Mr. Rogers-2nd--9 Yes-Carries.
Public Comment/comentario publico	**Person/Persona**	**Time/Tiempo**	**Action/Accion**	**Notes/Notas**
		2 mins/p/p		No public members present
Member Comments	**Person/Persona**	**Time/Tiempo**	**Action/Accion**	**Notes/Notas**
Meeting Adjourned/Reunión Aplazada	**Person/Persona**	**Time/Tiempo**	**Action/Accion**	**Notes/Notas**
Next Meeting/Próxima Reunión Agenda Items/Elementos de la agenda Time Adjourned/Tiempo Aplazado				TBD Survey 4:42 PM

Cahuilla Elementary School

Dr. Ryan Saunders, Principal | 833 E. Mesquite 760-416-8161 | Palm Springs, CA 92262

School Site Council

04/24/2018

7:30-8:30

Time Began/El Tiempo Comenzo: **7:35 AM**

Roll Call of School Site Council/ Roll Call del Consejo Escolar:

List Members in Attendance: Mr. Levinson, Ms. Whaley, Ms. Madrigal, Dr. Saunders, Mr. Rogers, Ms. Walker.

Quorum/Quórum: Yes

Non-Action Item/No-Accion:

1. Review Draft SPSA and provide input/Revise el Borrador de SPSA y aporte su opinión

Action Item: Approve SPSA Actions to be submitted:

1. Vote on Submitted Draft SPSA/Votación sobre el borrador presentado del SPSA

Motion to vote/Mocion para votar:
Second/Segundo:
Vote to Approve/Votar para aprobar 6 Yes/SI 1 No/No
Motion/Mocion: Caried/Aprobar Denied/Denegado
Carried

2

Motion to vote/Mocion para votar:
Second/Segundo:
Vote to Approve/Votar para aprobar Yes/SI No/No
Motion/Mocion: Caried/Aprobar Denied/Denegado

3

Motion to vote/Mocion para votar:
Second/Segundo:
Vote to Approve/Votar para aprobar Yes/SI No/No
Motion/Mocion: Caried/Aprobar Denied/Denegado

Public Comment/Comentarios del Publico:

Parents and visitors have an opportunity to address the SSC/ELAC with regard to school issues. Time limit of 2 minutes per person/ Los padres y los visitantes tienen la oportunidad de abordar la SSC / ELAC en relación con asuntos de la escuela. Fecha límite de 2 minutos por persona.

Comments/Commentarios: The SPSA actions had been discussed at prior meetings. The purpose of this

meeting was to conduct the vote with a quorum.

Member Comments/Miembro Comentarios:

Comments/Commentarios:

Motion To Adjourn/ Moción para terminar de movimiento

Motion to vote/Mocion para votar:

Second/Segundo:

Vote to Approve/Votar para aprobar Yes/SI No/No

Motion/Mocion: Caried/Aprobar Denied/Denegado

Time/Hora: 7:45 AM

2018/2018 SPSA ACTIONS:ACCIONES DE SPSA 2018/2018

What is being proposed?¿Qué se está proponiendo?

Title I

- Mandated Professional Development/Desarrollo profesional obligatorio
- Socio-Emotional Learning Program/Programa de aprendizaje socioemocional
    - School Counselor (partially funded)/Consejero Escolar (parcialmente financiado)
    - Mental Health Counselor/Families/Consejero / familias de salud mental
    - SEL Curriculum/Currículo SEL
- Classroom Tutoring/Tutoría en el aula
- 21st Century Instructional Materials/Materiales didácticos del siglo XXI
- Parent Translations for Parents of EL Students/Traducciones de padres para padres de estudiantes EL
- Supplemental Educational Software/Software Educativo Suplementario

LCFF

- School Safetyeguridad escolar
    - Supervision Aides/Ayudantes de Supervisión
    - Raptor Access Yearly Fee/Raptor Access Tarifa anual
    - Safety Radios for Emergency Communication/Radios de seguridad para comunicación de emergencia
    - Lockdown Survival Kits/kits de bloqueo
- Playworks Structured Recess/recreo estructurado
    - Playground equipment to support student play/Equipo de juegos para apoyar el juego de los estudiantes
- Socio-Emotional Learning Program/Programa de aprendizaje socioemocional
    - Solutions Rooms Person/Soluciones Habitaciones Persona
    - SST Collaboration Subs/maestros sustitutos de la colaboración parra SST
    - Cahuilla Bucks Incentives/Incentivos de Cahuilla Bucks
    - Counselor (partially funded)/Consejero (parcialmente financiado)
- English Learners/Estudiantes de inglés
    - Designated ELD Support/Apoyo designado de ELD
- 21st Century Materials and Supplies/Materiales y suministros del siglo XXI
- Enrichment Program for GATE Students/Programa de enriquecimiento para estudiantes GATE

Do you have any recommendations for SSC to consider?¿Tiene alguna recomendación para que SSC considere?

Budget By Expenditures

Cahuilla Elementary School

Funding Source: LCFF **$141,270.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$7,500.00		21st Century Supplemental Technology Materials & Supplies
SST, Action-Learning Walks, Prof. Development Subs	5700-5799: Transfers Of Direct Costs	$4,975.00		Tier II Support for SEL and Academic Intervention
Provide a classified Library Tech additional time to provide support to English Learners.	2000-2999: Classified Personnel Salaries	$8,042.00		Designated ELD Support
Students will participate in enrichment programs such as field trips, after school clubs, or other activities that are rigorous and standards aligned.	None Specified	$3,000.00		GATE Student Enrichment Learning Academy
Additional support to provide supervision and ensure a safe learning environment for students before and during school.	2000-2999: Classified Personnel Salaries	$17,153.00		Supervision AIdes
A visitor management system to increase security of visitors to the school campus.	4000-4999: Books And Supplies	$550.00		Raptor Safety Visitor Management Program
A paraprofessional will provide Tier III support to students who demonstrated significant difficulty coping from day to day in an instructional setting.	2000-2999: Classified Personnel Salaries	$48,700.00		Solutions Room Program/Personnel
Make progress towards the goal of putting a two-way radio in every classroom to ensure communication is accessible in an emergency.	4000-4999: Books And Supplies	$3,750.00		Classroom Emergency Radios
Create a monetory (token economy) system that pays students in Cahuilla Bucks when they make positive choices. These bucks would be redeemable for prizes.	4000-4999: Books And Supplies	$1,100.00		Cahuilla Bucks: Incentive Program
Implement a structured recess program to reduce student conflict.	4000-4999: Books And Supplies	$1,500.00		Playworks

	1000-1999: Certificated Personnel Salaries	$45,000.00	School Counselor
	LCFF Total Expenditures:	$141,270.00	
	LCFF Allocation Balance:	$0.00	

Funding Source: None Specified **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide training and support to parents to promote engagement and an ability to support students in their learning.	5800: Professional/Consulting Services And Operating Expenditures	$0.00		Parent Training & Support Program/Consultant
Students will have opportunities to participate in Saturday Enrichments to increase academics and clear absences.	None Specified	$0.00		Saturday School
Calibrated DIBELS team will administer DIBELS in K-2. All grade levels will participate in Literacy Action Plan strategy (SMART Goal for DIBELS)	None Specified	$0.00		Early Literacy Team
	None Specified Total Expenditures:	$0.00		
	None Specified Allocation Balance:	$0.00		

Funding Source: Title I **$111,664.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Dr. Saunders will work with teachers in a PLC framework to design Units of Study that are aligned to standards, SBAC/ELPAC Assessments, and teacher created assessments.	5700-5799: Transfers Of Direct Costs	$12,000.00		Professional Development: Units of Study

Cahuilla Elementary School

Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support.	1000-1999: Certificated Personnel Salaries	$7,364.00		Tier II: Teacher Tutoring
Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels.	4000-4999: Books And Supplies	$4,984.00		Tier I: Academic Supplemental Software
Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Equipment, paper, etc.	4000-4999: Books And Supplies	$9,216.00		21st Century Supplemental Technology Materials & Supplies
Students will receive instruction from a curriculum that promotes Socio-emotional learning and bully prevention.	4000-4999: Books And Supplies	$11,000.00		SEL Curriculum
A school counselor will join the staff to provide much needed socio-emotional and academic counseling and support.	1000-1999: Certificated Personnel Salaries	$45,000.00		School Counselor
A PSUSD Mental Health providers will run therapeutic groups for students and families in crisis.	5800: Professional/Consulting Services And Operating Expenditures	$22,100.00		Mental Health Counseling for Families

Title I Total Expenditures:	$111,664.00
Title I Allocation Balance:	$0.00

Funding Source: Title I Part A: Parent Involvement **$2,238.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide bilingual translators who will help translate in meetings, conferences, and communication materials.	2000-2999: Classified Personnel Salaries	$2,238.00		Parent Translation Services

Title I Part A: Parent Involvement Total Expenditures:	$2,238.00
Title I Part A: Parent Involvement Allocation Balance:	$0.00

Cahuilla Elementary School

Cahuilla Elementary School Total Expenditures:	$255,172.00