



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Cahuilla Elementary School
Address	833 E. Mesquite Avenue Palm Springs, CA 92262-0119
County-District-School (CDS) Code	33671736032395
Principal	Ryan E. Saunders, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2023-06/30/2024
Schoolsite Council (SSC) Approval Date	10/30/2024
Local Board Approval Date	12/17/2024

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

PSUSD & Cahuilla Vision:
Lifelong learning starts here.

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

Cahuilla Mission- Professional Learning Community:

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

Cahuilla Mission- School Climate:

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

Cahuilla Mission- Parents/Community:

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

School Profile

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 415 students in grades Transitional Kindergarten through Fifth. Our demographics are as follows: 70.8% of the students are Hispanic, 11.6% are White, 9.3% are African American, and 1.2% are Filipino/Asian, and .2% represent Am. Indian/Alaskan Natives. Approximately 93.8% are Social-Economically Disadvantaged, 28.5% are English Learners, 12.8% are Students with Disabilities, 1.9% are Foster Youth.

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

Our school evaluates the effectiveness of our SPSA after SBAC scores are released, and our SSC, Staff, and Leadership Team had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, occur if there are substantial budget and /or material changes during the school year. For the 2023/2024, our site utilized Local Assessments to monitor student progress and adjust the instructional programming delivered to students.

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

Special Education:

Content and Performance Standards

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

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

Assessment Strategies:

Teachers use a variety of assessments for various purposes. Diagnostic assessments are used to determine the reading levels of all students at Cahuilla. The teachers use a combination of formative and interim assessments to monitor student achievement. For 2024/2025, K-2 will use Star assessments to inform their instruction and adjust their instructional delivery, as well as provide an end of year assessment of overall mastery. All assessments will be Common Core Standards aligned. In grades 3-5, district directed interim Star assessments will be used as formative assessments in two instructional segments, at the end of each trimester, to monitor progress mastery. SMART goals will be created based upon interim assessments to drive best first instruction. The ELPAC will be used to summative assess the progress of English Learners. Formative assessments will be conducted using the CAASPP-IAB model as well as district directed Star assessments. End of Year Assessments created by PSUSD will be implemented in Grades K-2. Smarter Balanced Assessments or district direction interim assessments will be used for Grades 3-5. To promote and ensure equity, student data will be analyzed in terms of subgroups as well as the overall class/grade level performance. All students enrolled at Cahuilla elementary will participate in the formative assessment process throughout the year to monitor progress towards grade level standards.

Instructional Strategies:

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

ACADEMICS:

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

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

SOCIAL-EMOTIONAL:

Tier 1: Best First Instruction--the program Second Steps is implemented during the instructional day. This curriculum has a two-pronged approach: social-emotional learning and bully prevention. The curriculum is integrated into the

instructional program when appropriate, and may be stand alone instructional blocks as well. Cahuilla has a full time school counselor who provides supports in all three Tiers to students as needed. Cahuilla implements a structured recess to ensure students are taught appropriate social skills when interacting on the playground and prevent bullying. Tier II-When students need additional help, they enter into the SST process. The school counselor will be available to provide small group training for targeted behavior replacements, as well as general counseling in social-emotional development. Mental Health or Behavioral Interventionist support may also be recommended. Students who demonstrate a greater need will move into Tier III--and referred to PSUSD Mental Health to provide group and or family counseling/therapy to those in need. In addition, some students are referred to Riverside County Therapeutic Behavioral Support in coordination with the assigned PSUSD Mental Health Therapist.

Pre-School:

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

BEHAVIOR:

The Teacher on Special Assignment's (TOSA) focus will be directed to providing behavioral support within the MTSS model. Tier 1: Provide explicit instruction, in collaboration with the staff, on the behavioral expectations for students. Students will continue to be rewarded for positive behavior by earning Cahuilla Bucks for the Student Store and The Self-Manager Acknowledgement System. Tier 2: Students will receive additional behavioral support in the form of an SST/MTSS meeting to identify the cause of behaviors and apply research-based strategies to remediate behaviors. Restorative practices will be used to resolve conflict, as well as other means of correction in order to reduce the suspension rate of students who demonstrate behavioral struggles. Tier 2 students may receive Check-In/Check-Out support, small group instruction emphasizing social skills, and Tier 2 Positive Behavior Support Plans if needed. Tier 3: students who demonstrate significant need, and do not demonstrate growth as a result of the Tier 1 and 2 strategies, will receive a Tier 3 Behavior Support Plan. Referral to other agencies, as needed, will be considered as well. In addition, this TOSA will also provide in class support for teachers during Guided Reading in a to be determined schedule. All PSUSD PBIS Plans are developed with consultation with the PSUSD Behavior Analyst. If students in need of behavioral or social emotional support receive an IEP, the IEP team will be an integral part of this process. In addition, some students are referred to Riverside County Therapeutic Behavioral Support in coordination with the assigned PSUSD Mental Health Therapist.

Instructional Materials

Wonders Core, Heggerty Guided Reading Curriculum, & Kid Lips Language Supplemental Curriculum-ELA, Bridges Core & Freckle-Math, Amplify-Science, and Studies Weekly - Social Studies resources along with supplemental materials. Supplemental resources include TK Learning Dynamics, Nearpod & Flocabulary, Freckle, and Second Step. Kid Lips will be launched in the 24/25 school year.

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 Aid.

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement
 - SWD (Chronic Absenteeism), Homeless (Chronic Absenteeism), African American (Chronic Absenteeism), White (Chronic Absenteeism),

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Election Dates and Results: All nomination forms for all educational partners were sent out via Parent Square from 8/14-8/18. Ballots for all educational partners were sent out from 08/22-08/28. Google forms was the method used to collect nominations and conduct the election. All returning and newly elected officials were notified of the SSC training via zoom scheduled for September 6th.

Parent Representatives: 08/22/2023-08/28/2023

Teacher Representatives: 08/22/2023-08/28/2023

Other Representative: 08/22/2023-08/28/2023

Teacher Election Process:

Teacher Requests for nominations went out via Email and Google Survey/Classroom on 08/14/2023-08/18/2023.

Teachers were given five full days to nominate themselves, and another five days to complete the ballot from 08/22/2023-08/28/2023. The ballots were sent via Google Survey/Classroom on 08/22/2023. The voting window closed on 08/28/2023.

The following results were documented with members notified on 08/28/2024 of their elected status: Michelle Sardone was elected. Nicholas Higgins and Jeffrey Kopasz continued in the second year.

Parent Election Process:

Parent Requests for nominations went out via Parent Square on 08/14/2023-08/18/2023. Parents were given five full days to nominate themselves, and another five days to complete the ballot from 08/22/2023-08/28/2023. The ballots were sent on Parent Square in a Google Form on 08/22/2023. Paper Ballots were available for parents in need of an alternative ballot during the same time frame. The voting window closed on 08/28/2023. The following results were documented with members notified on 08/28/2024 of their elected status: Hilda Faleafaga, Angela Bennet, Nicola Johnson, and Regina King were elected. Jennifer Guzman continued in her second year of membership. Mr. Ortiz was elected but rescinded his nomination and election via telephone call on 08/28/2024.

Other Election Process:

Other Members requests for nominations went out via email and Google Survey/Classroom on 08/14/2023-08/18/2023. Other Members were given five full days to nominate themselves, and another five days to complete the ballot from 08/22/2023-08/28/2023. The ballots were sent via Google Survey/Classroom on 08/22/2023. The voting window closed on 08/28/2023. The following results were documented with members notified on 08/28/2024 of their elected status: Keith Reedy

Title I Meeting:
September 07, 2023 via Zoom.

SSC Meeting Dates and Topics:

09/06/2023--SSC Annual Training

09/12/2023--Review of vacancies and member election results, UCP form, Review and Approve By-laws, Elect Officers.

10/26/2023--Review recommend revisions to SPSA based upon SBAC Results, Be informed of ELAC Business

02/27/2024--Review Interim Assessment Data including Reading Levels, Interim Assessment Data on ELA, Math, EL, Discipline, and Attendance, Budget Monitoring, CA Dashboard Data and ATSI Status, Be informed of ELAC Business-Needs Assessment Input

03/19/2024--LCAP Input Meeting

04/30/2024--Review Draft/Proposed SPSA and Vote.

2024/2025 SSC Meeting Dates:

09/17/2024: SSC Review Membership & Vacancies, UCP Procedures, Bylaws, Review/Revise Parent Compact, Preliminary SBAC/ELPAC, and Local Assessment Data Review.

10/16/2024: SSC Review Preliminary Data and review impact of actions. Determine if any actions need further revisions, deletions, or additions. The council met to jointly review each action and determine if it is appropriate to revise, delete, or add new actions. Title 1 carryover funds were reviewed and allocated to actions.

10/30/2024: SSC to vote on SPSA Approval.

ELAC Meeting Dates and Topics:

10/20/2023--Established ELAC Committee: 1) Rationale for Establishing ELAC (Roles & Responsibilities and By-Laws), 2) Uniform Complaint Process, 3) ELAC Training of Responsibilities, 4) Elected ELAC Members/Offices and DELAC Representative.

11/30/2023--Input on Increase Attendance and Input on Multi-Cultural Library Grant, DELAC report

02/09/2024--ELAC Needs Assessment Conducted-Input provided to SSC.

03/20/2024--LCAP Input-Meeting Not Held-No Quorum

05/01/2024--Reviewed SSC DRAFT SPSA--Meeting Not Held-Calendar Conflict-Rescheduled to 05/16/2024-ELAC to be notified of SSC response.

Leadership Team Dates and Topics:

08/28/2023--Reviewed current Academic, Attendance, and Behavior Data and Review Instructional Practice Expectations around Math and Writing.

09/25/2023--Reviewed current Academic, Attendance, and Behavior Data, Progress Monitoring Option-CBM in Math 11/06/2023 (rescheduled from October 26)--Reviewed current Academic, Attendance, and Behavior Data (Star Data)

11/29/2023--Vertical Writing Plan, Behavior Intervention Reflection-Other Means of Correction, Every Student Succeeding Nominations, SMART Goal Data, MTSS Student Placement

12/13/2023--Vertical Writing Plan-Continued, Behavioral Interventions and Reflection-Continued, Other Means of Correction

01/31/2024--Reviewed current Academic, Attendance, and Behavior Data, Multi-Cultural Library Input, Discussion around effectiveness of Instructional Strategies

02/26/2024--123Wellness (SEL Program) discussion

03/18/2024--ATSI Data Sheet/Input Gathering/SPSA Input--Root Cause Analysis, Reflection over Teacher Input on High Impact Next Steps, Recess Legislation for 24/25

04/25/2023--Complete ATSI Data Sheet/Input Gathering, SPSA Input

05/20/2024--Preparation for End of Year Events, Assessment Update and Interim Report, 24/25 Planning Details

Grade Level/Staff Team Meetings: Results Disseminated to Staff

09/06/2023--Staff Review of Data (SBAC & ELPAC preliminary) and Star End of Year Data-preparing for Universal Screening

11/01/2023--Review Interim Assessment Data around Academics, Attendance, and Behavior.

02/07/2024--Review Interim Assessment Data around Academics, Attendance, and Behavior.

03/13/2024--Google SPSA Input Form was shared with All Certificated and Classified Staff to rank and provide feedback on current SPSA Actions and to make recommendations. Data was collected in a quantitative and qualitative format to promote maximum input.

04/17/2024--Reviewed Panorama Survey Input from Educational Partners (Students, Staff, and Parents)

05/15/2024--SPSA Actions Shared with Staff

Parent Advisory Meeting/Coffee with The Principal:

02/02/2024--Received input on parent perceptions around, 1) Instructional Programs and Impact, 2) Culture and Climate of Cahuilla Elementary, and 3) Communication

ATSI Input Engagement Activities: 5 Why's Root Analysis and Action Brainstorming Sessions--Student Groups Include: Homeless, Students with Disabilities, Black, African American, and White.

04/30/2024--SSC ATSI Input Meeting: Reviewed ATSI Input Form and finalized SPSA Actions

03/18/2024--Leadership Team ATSI Input: ATSI Data Sheet/Input Gathering/SPSA Input--Root Cause Analysis, Reflection over Teacher Input on High Impact Next Steps

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input the SSC recommended the following revisions to the SPSA. In addition, ELAC Needs assessment and input was cross referenced with the ATSI input form and other educational partner input to identify common ideas for actions.

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

Actions to Remove: UDL Supplemental Materials, Restorative Practice/Conflict Mediation Professional Development and Materials, High Impact Coaching

Actions to Continue with Modifications: Leadership Team Professional Development with PLC Consultant.

Actions to Add: Trauma Informed Practices Professional Development, Attendance Incentives, IEP Articulation Days, Family Engagement with Teacher Attended Attendance Meetings, and classroom aide support for Small Group Instruction.

The council will review the assessments used to inform progress for the 2024/2025 school year (see the school profile).

School Site Council Election Dates and Results: All nomination forms for all educational partners were sent out via Parent Square from 8/16-8/22. Ballots for all educational partners were sent out from 08/26-08/30. Google forms was the method used to collect nominations and conduct the election. Paper ballots were provided upon request to parents in need of an alternative voting method. All returning and newly elected officials were notified of the SSC training via zoom scheduled for September 6th. Other Representative: No Election Held-No Vacancies.

Teacher Election Process:

Teacher Requests for nominations went out via Email and Google Survey/Classroom on 08/16/2024-08/22/2024.

Teachers were given five full days to nominate themselves, and another five days to complete the ballot from 08/26/2024-08/30/2024. The ballots were sent via Google Survey/Classroom on 08/26/2024. The voting window closed on 08/30/2024.

The following results were documented with members notified on 08/30/2024 of their elected status: Ms. Dena Cockrell and Ms. Rose Distefano were elected to the council. Ms. Michelle Sardone will continue in the second year of her term.

Parent Election Process:

Parent Requests for nominations went out via Parent Square on 08/16/2024-08/22/2024. Parents were given five full days to nominate themselves, and another five days to complete the ballot from 08/26/2023-08/30/2024. The ballots were sent on Parent Square in a Google Form. Paper Ballots were available for parents in need of an alternative ballot during the same time frame. The voting window closed on 08/30/2024. The following results were documented with members notified on 08/30/2024 of their elected status: Mr. Isaac Villalobos-newly elected, Ms. Josette Lucas-newly elected, Mr. Rafael Milton-newly elected write-in candidate. Ms. Nicola Johnson and Ms. Hilda Faleafaga will continue in their second year of their term.

Other Election Process:

No Election-No Vacancy. Mr. Keith Reedy will continue in his second year of his term.

Resource Inequities

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

A review of the CA Dashboard data shows the following four significant academic groups: SED, EL, Hispanic. All three groups were represented in the 2024/2025 plan.

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

In looking at SBAC, the following resource inequities were noted:

In ELA, the overall student group declined by 6 pts, while African American students declined by 55.3 points. This indicates that African American students need targeted support in ELA. Goal 1 will provide this support in the form of small group instruction support in the form of classroom aide support, targeted small group instruction with TOSA.

Socioeconomically Disadvantaged, English Learners and Hispanic Students performed in the organe range which is commensurate with the overall All students Group. Homeless Youth, Foster Youth, Students with Disabilities, African American, and all other groups are not significant subgroups for Cahuilla in Math.

In Math, the overall student group maintained with a -.2 point decline, while African American students experienced a decline of 34.5 points. This indicates that African American students need targeted support in Math. Goal 1 will provide this support in the form of small group instruction support in the form of classroom aide support, targeted small group instruction with TOSA. In addition, teams will continue math action plans and target these students for additional support.

Socioeconomically Disadvantaged, English Learners and Hispanic Students performed in the organe range which is commensurate with the overall All students Group. Homeless Youth, Foster Youth, Students with Disabilities, African American, and all other groups are not significant subgroups for Cahuilla in ELA.

In Suspension Rates, overall student suspension rate was 1%. There were not groups identified as being significantly different in their rates. This indicates there is not a potential resource inequity in this particular dashboard item.

In Chronic Absenteeism, the following groups are in ATSI Status as a result of chronic absenteeism: Homeless Youth (+10.1%), SWD (+7.9%), African American (+5.8%), and White (+11.9%). Overall students saw in increase of chronic absenteeism by 7.1%. Homeless youth and White students have higher chronic absenteeism rates than other groups and the overall student group. This indicates that Homeless and White youth need targeted support in reducing Chronic Absenteeism. Goal 3 will target these groups with support in the form of Saturday School Intervention, Strategic SART Meetings that includes classroom teachers engaging with families in the process, incentives for students who are meeting or exceeding the PSUSD attendance goal. These particular students will have their attendance monitored and tracked.

English Learners maintained in ELA, Math, and Suspension rate, and did increase in Chronic Absenteeism. Goal 3 will target these groups with support in the form of Saturday School Intervention, Strategic SART Meetings that includes classroom teachers engaging with families in the process, incentives for students who are meeting or exceeding the PSUSD attendance goal. These particular students will have their attendance monitored and tracked.

SWD increased by 12.1 points in ELA, maintained with an increase of .9 in Math, decreased suspension rate by 5.2% to 0%, and did increase in chronic absenteeism by 7.9% which is not significantly different from the overall student group. These particular students will be targeted in Goal 2 by engaging parents in the attendance meeting in conjunction with classroom teacher and Education Resource to discuss attendance impact on learning and meeting IEP's goals--IEP Articulation days.

In conclusion the following needs/inequities emerged as needs: 1) Increase academic growth in Math and Reading (Goal 1), 2) Decrease Chronic Absenteeism for all students with an emphasis on Homeless and White students (Goal 3), and increase parent engagement of targeted groups (Goal 1 and Goal 2).

The 2024/2025 plan will include specific strategies to target the reduction of Chronic Absenteeism of SWD, Homeless, African American, White. Strategies will focus on increasing parent awareness around attendance and impact on academic achievement and increasing ELA and Math achievement in all groups.

Fall Review:

A preliminary review of the 2023-2024 STAR End of Year Data and 2023/2024 Predicted SBAC Results indicated similar areas of concern as identified in the Spring planning. There is not a resource inequity as all student groups in need of support have an identified SPSA Action in the plan to address their needs. Some exceptions are: Students with Disabilities experienced an increase in Suspension rate and still experience higher than appropriate chronic absenteeism rates. In conclusion, adding additional support for Students with Disabilities will be necessary for the 2024/2025 plan and continuing to focus on the above communicated needs/inequities.

Needs Assessment – Review of Performance

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

A review of the 2022/2023 data revealed the following: ***1) The current suspension data showed a 2% decrease overall. ***2) Chronic Absenteeism increased by 7.5% and Average Daily Attendance appears to have increased by 2.1% according to local calculations. ***3) Smarter Balance Assessments yielded the following results: -1% to 36.7% in ELA and +2% to 25.60% in Math. African American students show a slight decrease of .48% to 29.85% in ELA and about 1% gain to 16.89% in Math, Hispanic students showed a slight decrease of .32% to 36.08% in ELA and a moderate increase of 1.45% to 22.69% in Math, White students showed a slight dip of .64% to 60.72% in ELA and a slight increase of .84% to 49.02% in Math, Two or More Races students shows a very small dip of .06% to 59.82% in ELA and a moderate increase of 1.49% to 48.54% in Math. Gr. 3 showed a significant decrease by 28.6% to 15.15% in ELA and 24.18% to 11.76% in Math. Gr. 4 showed a significant increase of 13.05% to 47.83% in ELA and 21.73% increase to 44.92% in Math, Gr. 5 showed a significant increase of 11.16% to 46.37% in ELA and a good increase of 5.9% to 20% in Math. Students with disabilities demonstrated good growth of 4.77% to 14.29% in ELA and 9.52% to 14.28% in Math, **** 4) Finally, EL's demonstrated growth of 8.23% to 21.43% in ELA, but did show a moderate decrease of -2.85% to 8.47% in Math.

Success:

1) The current suspension rate dropped by 2% for the second consecutive year, and is no longer an ATSI data point.

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

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

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

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

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

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

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

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

Socioeconomically Disadvantaged, English Learners and Hispanic Students performed in the organe range which is commensurate with the overall All students Group. Homeless Youth, Foster Youth, Students with Disabilities, African American, and all other groups are not significant subgroups for Cahuilla in ELA.

Socioeconomically Disadvantaged, English Learners and Hispanic Students performed in the organe range which is commensurate with the overall All students Group. Homeless Youth, Foster Youth,

Reflections: Success

Students with Disabilities, African American, and all other groups are not significant subgroups for Cahuilla in Math..

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

A review of the 2022/2023 data revealed the following: ***1) The current suspension data showed a 2% decrease overall. ***2) Chronic Absenteeism increased by 7.5% and Average Daily Attendance appears to have increased by 2.1% according to local calculations. ***3) Smarter Balance Assessments yielded the following results: -1% to 36.7% in ELA and +2% to 25.60% in Math. African American students show a slight decrease of .48% to 29.85% in ELA and about 1% gain to 16.89% in Math, Hispanic students showed a slight decrease of .32% to 36.08% in ELA and a moderate increase of 1.45% to 22.69% in Math, White students showed a slight dip of .64% to 60.72% in ELA and a slight increase of .84% to 49.02 in Math, Two or More Races students shows a very small dip of .06% to 59.82% in ELA and a moderate increase of 1.49% to 48.54 in Math. Gr. 3 showed a significant decrease by 28.6% to 15.15 % in ELA and 24.18% to 11.76% in Math. Gr. 4 showed a significant increase of 13.05% to 47.83% om ELA and 21.73% increase to 44.92% in Math, Gr. 5 showed a significant increase of 11.16% to 46.37 in ELA and a good increase of 5.9% to 20% in Math. Students with disabilities demonstrated good growth of 4.77% to 14.29% in ELA and 9.52% to 14.28% in Math. **** 4) Finally, EL's demonstrated growth of 8.23% to 21.43% in ELA, but did show a moderate decrease of -2.85% to 8.47% in Math.

Identified Needs:

- 1) Despite a positive increase in overall attendance, Chronic Absenteeism increased to 43.6%--this is a 7.5% increase. The following are ATSI Groups: AA (52.2%) and White (52.8%) students, as well as students with disabilities (55.6%) had chronic absenteeism rates that exceed the school rate of 43.6%.
- 2) Chronic Absenteeism continues to be a concern for students with disabilities. Even though they had overall growth in ELA and Math, their overall performance is still very low and is likely due to chronic absenteeism.
- 2) Gr. 3 had a significant drop in overall performance in ELA and Math. In addition, more than 50% of the grade level was chronically absent.
- 3) The overall performance was for all intents and purpose a neutral advancement in ELA and a 2% growth in Math. A closer look at the data reveals that Cahuilla had an outlier in the data in terms of Grade 3. Their significant decline in academic performance disproportionately impacted the school's overall performance.

In Summary: AA, Hispanic, and White students all showed a virtual null impact on achievement with a range of -1% to 1.5% change. This means a focus on Tier 1 needs to continue to be a focus and is aligned with the academic actions outlined in this plan. Reducing chronic absenteeism is still major focus for the use of resources.

Supporting Actions:

The actions outlined below will continue to be relevant to the newly identified areas of needs.

Some of these actions will adjust the focus to include Students with Disabilities, this year's 4th grade students, and AA & White Students in terms of attendance, as well as all ATSI identified Groups: Homeless, Students with Disabilities, Black/African American, and White.

- -Professional Development for Professional Learning Communities--managing effective PLC meetings to focus on instructional planning and assessing student learning.
- -Trauma Informed Practices professional development for staff members.
- -IEP Articulation Days to ensure IEP team, including new teacher, is clear on the goals, strategies and overall attendance impact on learning.

**Reflections:
Identified
Need**

- -Teacher Engaged SART Family Meetings--teacher to participate in attendance meetings with families to better articulate and connect with families on the impact of poor attendance on learning.
- -Teacher on Special Assignment to continue providing Tier 1-3 behavior support as needed and conduct small group learning support in targeted areas.

According to the California Dashboard, the following were identified as Red and in need of urgent response:

English Language Arts: Orange-No Student Groups in Red

Mathematics: Orange-No Student Groups in Red

English Learner Progress: Orange Status-No Red

Suspension Rate: Blue-No Student Groups in Red

Chronic Absenteeism-Red--the following subgroups are in Red and need an urgent response: African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. This is essentially all subgroups save Two or More Races.

Student Groups who are two or more performance levels below Green:

English Language Arts: English Learners, Hispanic, and Socioeconomically Disadvantaged (all Orange).

Mathematics: English Learners, Hispanic, and Socioeconomically Disadvantaged (all Orange).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.70%	0.24%	0.48%	7	1	2
African American	9.25%	9.26%	6.78%	38	39	28
Asian	0.97%	1.19%	1.21%	4	5	5
Filipino	1.46%	1.19%	2.18%	6	5	9
Hispanic/Latino	69.83%	70.78%	72.15%	287	298	298
Pacific Islander	%	0%	%		0	
White	9.98%	11.64%	10.65%	41	49	44
Multiple/No Response	6.81%	5.7%	6.54%	28	24	27
	Total Enrollment			411	421	413

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	76	59
Grade 1	69	69	63
Grade 2	66	69	60
Grade 3	66	73	69
Grade 4	74	66	72
Grade 5	68	68	67
Total Enrollment	411	421	413

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	113	120	118	25.00%	27.5%	28.6%
Fluent English Proficient (FEP)	45	28	32	13.30%	10.9%	7.7%
Reclassified Fluent English Proficient (RFEP)		8		23.4%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
421	93.8	28.5	1.9
Total Number of Students enrolled in Cahuilla Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	28.5
Foster Youth	8	1.9
Homeless	63	15
Socioeconomically Disadvantaged	395	93.8
Students with Disabilities	43	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	9.3
American Indian	1	0.2
Asian	5	1.2
Filipino	5	1.2
Hispanic	298	70.8
Two or More Races	24	5.7
White	49	11.6

Conclusions based on this data:

1. Cahuilla has seen an increase in the number of students who re identified as English Learners by 1%.
2. The Black/African American group has maintained a consistent enrollment size.

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3. The Students with Disabilities group has decreased by nearly 25 students.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. Improving the overall performance for all students in English Language Arts should be supported in the 2024/2025 plan.
2. Chronic Absenteeism, specifically the groups identified as ATSI, should received targeted strategies as a part of the 2024/2025 plan.

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3. The actions put in place to a low suspension rate are making a difference and strategies in the 2024/2025 plan should maintain this support.

School and Student Performance Data

Academic Performance English Language Arts

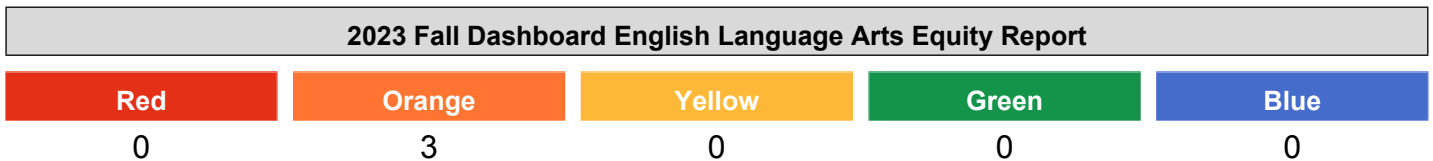
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>33.5 points below standard</p> <p>Decreased -6 points</p> <p>184 Students</p>	<p>English Learners</p> <p>Orange</p> <p>53.7 points below standard</p> <p>Maintained -1.3 points</p> <p>62 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>52.2 points below standard</p> <p>Decreased -12.5 points</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>34.4 points below standard</p> <p>Decreased -6.7 points</p> <p>178 Students</p>	<p>Students with Disabilities</p> <p>76.4 points below standard</p> <p>Increased +12.1 points</p> <p>23 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>85.6 points below standard</p> <p>Decreased Significantly - 55.3 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>44 points below standard</p> <p>Decreased -10.2 points</p> <p>134 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>12 points above standard</p> <p>Increased Significantly +24.4 points</p> <p>22 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>69.5 points below standard</p> <p>Increased +8.8 points</p> <p>52 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>26.8 points below standard</p> <p>Decreased -14.1 points</p> <p>109 Students</p>

Conclusions based on this data:

- English Learners, while scoring below the All Students group, did increase by 8.8 points. There is still a need to provide them support in closing the achievement gap.
- Students with Disabilities, while scoring below the All Students group, did increase by 12.1 points. There is still a need to provide them support in closing the achievement gap.
- Black/African American students experienced the largest decrease, though they are not an academic subgroup, there is a need to target support for this group and identifying ancillary reasons for the decline. The group is identified as an ATSI group for Chronic Absenteeism.

School and Student Performance Data

Academic Performance Mathematics

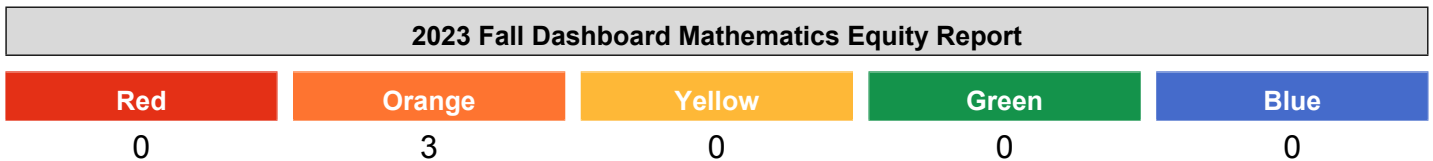
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 52.6 points below standard Maintained -0.2 points 184 Students	English Learners Orange 68.7 points below standard Maintained +1.1 points 62 Students	Foster Youth Less than 11 Students 2 Students
Homeless 32.4 points below standard Increased Significantly +37.4 points 21 Students	Socioeconomically Disadvantaged Orange 52.8 points below standard Maintained -0.4 points 178 Students	Students with Disabilities 107.5 points below standard Maintained +0.9 points 23 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>104.4 points below standard</p> <p>Decreased Significantly - 34.5 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>60.6 points below standard</p> <p>Decreased -6.6 points</p> <p>134 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>21.8 points below standard</p> <p>Increased Significantly +34.9 points</p> <p>22 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>83.7 points below standard</p> <p>Increased +6.5 points</p> <p>52 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>47.9 points below standard</p> <p>Decreased -3.2 points</p> <p>109 Students</p>

Conclusions based on this data:

1. The Overall Students group maintained their distance from standard.
2. The Homeless group saw the most significant increase in Math with a 37.4 point increase.
3. Black/African American group, though not a significant subgroup, experienced a significant decrease of 34.5 points and will need support. The group is also identified as an ATSI group for Chronic Absenteeism.

School and Student Performance Data

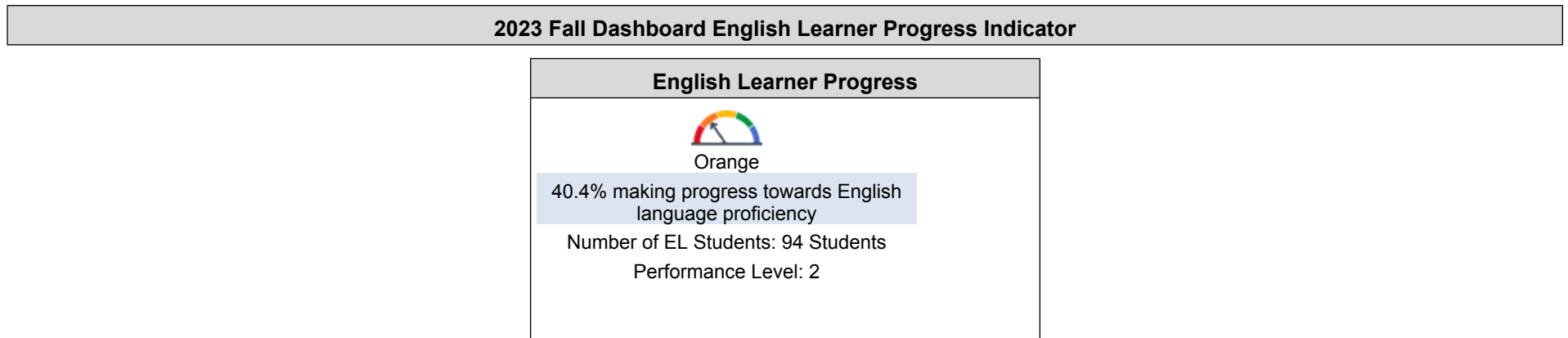
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	35	2	36

Conclusions based on this data:

1. 39% of the students only maintained their distance from standard and did not increase in proficiency. This indicates a need to continue providing support in language acquisition and content acquisition.
2. 62% either maintained or decreased by a level in their language acquisition proficiency. This could indicate a need to continue supporting the designated language support program at Cahuilla.
3. This data indicates that the overall Designated ELD and Integrated ELD support needs to be improved in order to increase the rate of language acquisition.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

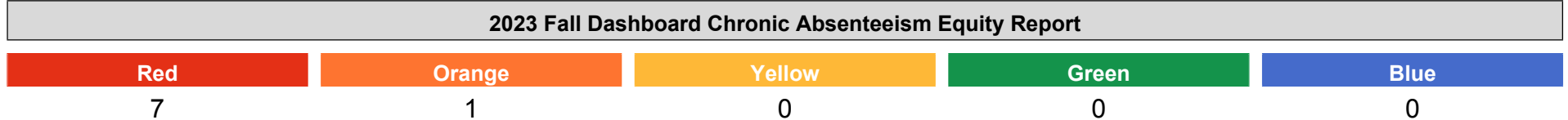
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This section provides number of student groups in each level.




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


2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


All Students
 Red
43.6% Chronically Absent Increased Significantly 7.1
466 Students

English Learners
 Red
32.8% Chronically Absent Increased 7.2
134 Students






Foster Youth
36.4% Chronically Absent 0
11 Students

Homeless
 Red
61.9% Chronically Absent Increased 10.1
84 Students

Socioeconomically Disadvantaged
 Red
44.2% Chronically Absent Increased Significantly 6.8
437 Students

Students with Disabilities
 Red
52.7% Chronically Absent Increased 7.9
55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 52.2% Chronically Absent Increased 5.8 46 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 41.7% Chronically Absent Increased Significantly 7.8 324 Students	 Orange 40% Chronically Absent Declined -4.4 30 Students	 No Performance Color 0 Students	 Red 52.8% Chronically Absent Increased 11.9 53 Students

Conclusions based on this data:

1. Students with Disabilities have a higher chronic absenteeism rate than the all students rate and need support.
2. Homeless Youth have a higher chronic absenteeism rate than the all students rate and need support.
3. Black/African American and White students have a higher chronic absenteeism rate and will need support.

All four of the groups identified are part of the ATSI program for the next year. These groups will need additional support targeting the chronic absenteeism rates with specific actions to reduce these rates and improve overall attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

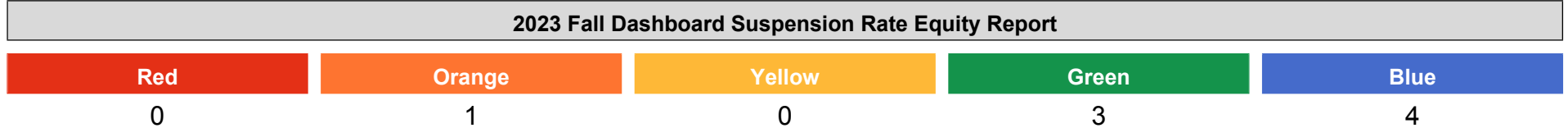
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Blue

1% suspended at least one day

Declined Significantly -1.9
482 Students

English Learners


 Blue

0% suspended at least one day


Maintained 0
134 Students

Foster Youth

9.1% suspended at least one day

Maintained 0
11 Students


Homeless


 Green

1.1% suspended at least one day

Declined -5.3
87 Students


Socioeconomically Disadvantaged


 Green

1.1% suspended at least one day

Declined Significantly -1.7
452 Students






Students with Disabilities


 Blue

0% suspended at least one day

Declined -5.2
57 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -4.4 48 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.6% suspended at least one day Declined Significantly -1.3 330 Students	 Green 3% suspended at least one day Declined -13.6 33 Students	 No Performance Color 0 Students	 Orange 3.5% suspended at least one day Increased 3.5 57 Students

Conclusions based on this data:

1. Foster Youth had the highest suspension rate of all groups with a rate of 9.1%. This is significantly higher than the overall rate and the rates of all other groups.
2. White students had the second highest suspension rate with a rate of 3.5%.
3. The strategies we have in place to reduce suspension rates, overall, are making a positive impact on reducing the suspension rates and improving the climate of the school. There is still a need for support in the aforementioned subgroups.










Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	+3 Scaled Score Points	24.5 points below standard	All	 Orange	33.5 points below standard	Decreased -6 points
	EL	Yellow	+3 Scaled Score Points	29.4 points below standard	EL	 Orange	53.7 points below standard	Maintained -1.3 points
	Hisp	Yellow	+3 Scaled Score Points	30.8 points below standard	Hisp	 Orange	44 points below standard	Decreased -10.2 points
	AA	Yellow	+3 Scaled Score Points	27.3 points below standard	AA	 Grey	85.6 points below standard	Decreased Significantly -55.3 points
	SED	Yellow	+3 Scaled Score Points	24.7 points below standard	SED	 Orange	34.4 points below standard	Decreased -6.7 points
	SWD	Orange	+3 Scaled Score Points	85.5 points below standard	SWD	 Grey	76.4 points below standard	Increased +12.1 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	+3 Scaled Score Points	49.4 points below standard	All	 Orange	52.6 points below standard	Maintained -0.2 points
	EL	Yellow	+3 Scaled Score Points	66.8 points below standard	EL	 Orange	68.7 points below standard	Maintained +1.1 points
	Hisp	Yellow	+3 Scaled Score Points	51.0 points below standard	Hisp	 Orange	60.6 points below standard	Decreased -6.6 points




Metric/Indicator

Expected Outcomes

Actual Outcomes

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AA	Yellow	+3 Scaled Score Points	66.9 points below standard
SED	Yellow	+3 Scaled Score Points	49.4 points below standard
SWD	Orange	+3 Scaled Score Points	105.4 points below standard

AA		104.4 points below standard	Decreased Significantly - 34.5 points
SED	 Orange	52.8 points below standard	Maintained - 0.4 points
SWD		107.5 points below standard	Maintained +0.9 points


California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 19%

16.67% Met or Exceeded. Missed goal by 2.33%.

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	40.4%	

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: +3.4% to 10%

The annual reclassified rate was 1.9%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 1.9%. Goal not met.

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - + 3% to 46.74%

Gr. 3 showed a significant decrease by 28.6% to 15.15 % in ELA

Williams Textbook/Materials Compliance

Williams Textbook/Materials Compliance - 100% (maintain current status).

100% Compliance was maintained.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teacher on Special Assignment: Fund a site Teacher on Special Assignment (TOSA). The role of this TOSA will be to provide behavioral support to students in an MTSS System.</p>	<p>Services were provided as planned.</p>	<p>This portion of the TOSA's time will be used to provide reading/language intervention to EL's and other students in need. 1000-1999: Certificated Personnel Salaries Title I 89,932</p> <p>This portion of the TOSA's time will be used to provide MTSS training and support to staff and direct support to students with an emphasis on Multiple Race and Homeless Students (ATSI Subgroups). 1000-1999: Certificated Personnel Salaries LCFF 120314</p>	<p>This portion of the TOSA's time will be used to provide reading/language intervention to EL's and other students in need. 1000-1999: Certificated Personnel Salaries Title I 76,000</p> <p>This portion of the TOSA's time will be used to provide MTSS training and support to staff and direct support to students with an emphasis on Multiple Race and Homeless Students (ATSI Subgroups). 1000-1999: Certificated Personnel Salaries LCFF 116,000</p>
<p>Tier II: Teacher Tutoring</p>	<p>Services were provided as planned thought there was less of a demand.</p>	<p>Teachers to be paid to provide tutoring support for all students in need with EL's receiving priority placement in the tutoring programs. 1000-1999: Certificated Personnel Salaries LCFF 5,786</p>	<p>Teachers to be paid to provide tutoring support for all students in need with EL's receiving priority placement in the tutoring programs. 1000-1999: Certificated Personnel Salaries LCFF 2,600</p>
<p>High Impact Administration and Coach Support</p>	<p>Services were provided as planned.</p>	<p>Dr. Saunders, Ms. Faris, and Ms. Tuft will work with High Impact Consulting to continue supporting the ongoing work with High</p>	<p>Dr. Saunders, Ms. Faris, and Ms. Tuft will work with High Impact Consulting to continue supporting the ongoing work with High</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Impact Math. Coaching to be provided to administration and instructional coach specifically around planning these strategies in UDL planning framework. 5800: Professional/Consulting Services And Operating Expenditures LCFF 9,078	Impact Math. Coaching to be provided to administration and instructional coach specifically around planning these strategies in UDL planning framework. 5800: Professional/Consulting Services And Operating Expenditures LCFF 11,532
PSUSD TOSA Coaching Release Time for Classroom Teachers and Paid After School Trainings--UDL and High Impact Math Planning and EL Support	Services were not implemented as planned due to sub difficulties and finding release time. There was some after school professional development provided.	Each classroom teacher will receive two days of release time to develop and implement an action plan by their design with input from coach and administration on the implementation of High Impact Math Strategies in the UDL Framework. 5700-5799: Transfers Of Direct Costs Title I 5,600	Each classroom teacher will receive two days of release time to develop and implement an action plan by their design with input from coach and administration on the implementation of High Impact Math Strategies in the UDL Framework. 5700-5799: Transfers Of Direct Costs Title I 1,600
		Teachers will have the opportunity to meet with Coach or Administration outside of the regular instructional day for the purpose of paid collaboration, planning, and coaching.--Math, UDL, EL Support 1000-1999: Certificated Personnel Salaries Title I 1,255	Teachers will have the opportunity to meet with Coach or Administration outside of the regular instructional day for the purpose of paid collaboration, planning, and coaching.--Math, UDL, EL Support 1000-1999: Certificated Personnel Salaries Title I 1,600
Supplemental Academic Field Trips and Attendance Incentive Field Trips	Services were implemented as planned. Many field trips were not	To ensure every grade level goes on a minimum of one field trip for	To ensure every grade level goes on a minimum of one field trip for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	as costly as previously projected. Not all grade levels participated.	the purpose of enriching learning and/or encouraging student attendance. 5700-5799: Transfers Of Direct Costs LCFF 6,000	the purpose of enriching learning and/or encouraging student attendance. 5700-5799: Transfers Of Direct Costs LCFF 1,600
Restorative Practice and Conflict Mediation Training and Materials for Certificated Staff	Professional deveopment was received as planned.	To pay for the training costs for Leadership Team to Attend Restorative Practice Training 5800: Professional/Consulting Services And Operating Expenditures LCFF 3,500	To pay for the training costs for Leadership Team to Attend Restorative Practice Training 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,800
		To pay for training materials, supplemental supplies, or other needed to implement, monitor, and assess the implementation of Restorative Practice/Conflict Mediation. 4000-4999: Books And Supplies LCFF 3,200	To pay for training materials, supplemental supplies, or other needed to implement, monitor, and assess the implementation of Restorative Practice/Conflict Mediation. 4000-4999: Books And Supplies LCFF 4,600
Saturday School Enrichment and Embedded Tutoring/SBAC Camp	Action implemented as planned.	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3. To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 1000-1999: Certificated Personnel Salaries LCFF	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3. To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>0</p> <p>ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3.To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 2000-2999: Classified Personnel Salaries LCFF 0</p>	<p>0</p> <p>ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3.To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 2000-2999: Classified Personnel Salaries LCFF 0</p>
Supplemental Instructional Materials/UDL Instructional Materials	Items were purchased as planned.	<p>Purchase and provide supplemental materials that support the implementation, monitoring, and assessing effectiveness of UDL Implementation. 4000-4999: Books And Supplies LCFF 3,000</p> <p>To purchase supplemental Learning Materials for Kindergarten--Learning Dynamics. 4000-4999: Books And Supplies LCFF 3,000</p> <p>To purchase behavioral, academic, and attendance incentives to ensure schoolwide positive behavior system rewards student store is operable. 4000-4999: Books And Supplies</p>	<p>Purchase and provide supplemental materials that support the implementation, monitoring, and assessing effectiveness of UDL Implementation. 4000-4999: Books And Supplies LCFF</p> <p>To purchase supplemental Learning Materials for Kindergarten--Learning Dynamics. 4000-4999: Books And Supplies LCFF 3,000</p> <p>To purchase behavioral, academic, and attendance incentives to ensure schoolwide positive behavior system rewards student store is operable. 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 2,500 To purchase supplemental materials and supplies to support Saturday School, SBAC Camps, Intervention, Technology (Toner, Printers, Projectors, Repairs), and High Impact Math Strategies implementation (Chart Paper, Markers, etc). 4000-4999: Books And Supplies LCFF 15,500	LCFF 3,200 To purchase supplemental materials and supplies to support Saturday School, SBAC Camps, Intervention, Technology (Toner, Printers, Projectors, Repairs), and High Impact Math Strategies implementation (Chart Paper, Markers, etc). 4000-4999: Books And Supplies LCFF 11,750

Analysis

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

The majority of the actions were implemented as intended. Actual costs in various actions came in slightly above or below the estimated costs.

- 1) Saturday School has been effective and our Chronic Absenteeism is expected to reduce by nearly 8%.
- 2) High Impact Math Action Plans and Coaching were fully implemented. According to our district Star Math assessment, we have seen a .8% decrease over the performance from this time last year.
- 3) Teacher on Special Assignment is providing a variety of Tier 1-3 behavior support systems. The current suspension rate is currently increased by .1%. This is still well within the "maintained" range within the dashboard.
- 4) Supplemental Enrichment Field Trip experiences were implemented but not to the fullest extent. Looking at PSUSD Star Data, Math has decreased by .8% over the performance from this time last year. There is a 1.9% increase in ELA performance from this time last year.

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

- 1) Academic field trips were not fully implemented. Some trips were well below the allocated amount and not all grades participated.
- 2) High Impact Math Consultants cost more than project. Math performance is down .8% from this time to last year.
- 3) Tutoring-did not utilize the fully allocated amount. Tutoring was provided to students by teachers upon request. The demand was lower this year and the action will be significantly reduced next year.

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

A review of the 2022/2023 data revealed the following: ***1) The current suspension data showed a 2% decrease overall. ***2) Chronic Absenteeism increased by 7.5% and Average Daily Attendance appears to have increased by 2.1% according to local calculations. ***3) Smarter Balance Assessments yielded the following results: -1% to 36.7% in ELA and +2% to 25.60% in Math. African American students show a slight decrease of .48% to 29.85% in ELA and about 1% gain to 16.89% in Math, Hispanic students showed a slight decrease of .32% to 36.08% in ELA and a moderate increase of 1.45% to 22.69% in Math, White students showed a slight dip of .64% to 60.72% in ELA and a slight increase of .84% to 49.02 in Math, Two or More Races students shows a very small dip of .06% to 59.82% in ELA and a moderate increase of 1.49% to 48.54 in Math. Gr. 3 showed a significant decrease by 28.6% to 15.15 % in ELA and 24.18% to 11.76% in Math. Gr. 4 showed a significant increase of 13.05% to 47.83% om ELA and 21.73% increase to 44.92% in Math, Gr. 5 showed a significant increase of 11.16% to 46.37 in ELA and a good increase of 5.9% to 20% in Math. Students with disabilities demonstrated good growth of 4.77% to 14.29% in ELA and 9.52% to 14.28% in Math, **** 4) Finally, EL's demonstrated growth of 8.23% to 21.43% in ELA, but did show a moderate decrease of -2.85% to 8.47% in Math. *****

The following adjustments will be made to the SPSA due to either low impact or unsatisfactory implementation based upon the previously mentioned impacts in the strategies review and over analysis of data and needs assessment input section of the SPSA.

Goal: The goal will remain the same as data shows they are still relevant goals to pursue.

Actions/Allocations:

The following actions will be removed:

- 1) High Impact Math Consultants
- 2) Academic Enrichment Field Trips

The following actions will have allocations reduced:

- 1) Tutoring Allocation
- 2) Allocations for collaboration and planning around UDL, Reading, Writing, Math, and Language Development.
- 3) Supplemental Instructional Materials and Supplies--some items were one time puchses and no longer needed.

The following actions will have a redirected focus:

- 1) Professional Development actions--focus on PLC fidelity, leadership team coaching, collaboration and planning, and Trauma Informed Practices
- 2) Supplemental Instructional Materials--some aspects will no longer be purchased while others like curricular materials and technology to support curricular implementation.

The following actions will continue with the same focus:

- 1) Saturday School
- 2) Teacher on Special Assignment
- 3) Supervision Aide Support
- 4) Instructional Materials--supplental instructional materials to support curriculum, tutoring, student store and attendance incentives, and technology to support these items.

The following actions will be added:

- 1) Small group instruction support in the form of classroom aide support
- 2) IEP Articulation Meetings
- 3) Classroom teacher direct participation in attendance meetings/SART

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Educational Partner Input Processes	Parent Participation in Educational Partner Input Processes - Increase to 28% to 35%.	Last year we received 109 responses (28%) and this year we received 115 (28%).
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Not to fall below 95% Hispanic (Hisp) -Not to fall below 95% African American (AA) -Not to fall below 95% Confidentiality Protected: Not to fall below 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Goal Met with rate of 96%. Hispanic (Hisp) -Goal Met with rate of 97%. African American (AA) -Goal Not Met with rate of 72%. Confidentiality Protected: Goal Met with rate of 100%.
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95%) Hispanic (Hisp) -Maintain (not fall below 95%) African American (AA) -Maintain (not fall below 95%) Confidentiality Protected: Not to fall below 95%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Goal Not Met with rate of 94%. Hispanic (Hisp) -Goal Met with rate of 98% African American (AA) -Goal Not Met with rate of 87%. Confidentiality Protected: Goal Not Met with rate of 75%.
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Will maintain at least an 80% engagement rate.	Goal met with more than 80% of parents having attended at least one event in the form of Parent/Teacher Conferences, PTO Events, Themed Academic Nights.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Family Engagement Event: Attendance Themed Family Engagement Event</p>	<p>Event was implemented as planned. Activities we provided were not able to be paid for by Title 1 or did not have costs associated with them.</p>	<p>Provide materials to families that educate them around the importance of attendance and provide incentives to attend. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1163</p> <p>To provide food and refreshments to families in attendance. None Specified Title I Part A: Parent Involvement 560</p>	<p>Provide materials to families that educate them around the importance of attendance and provide incentives to 4000-4999: Books And Supplies Title I 0</p> <p>To provide food and refreshments to families in attendance. None Specified Title I Part A: Parent Involvement 0</p>
<p>School Attendance Review Team Meetings</p>	<p>Action was not fully implemented. Teachers were not consistently able to attend attendance meetings outside of SST meeting where attendance was discussed. The focus of the action was achieved in the SST process, but not as impactful as intended in the SART practice.</p>	<p>Teachers will be provide class coverage to be involved in the SART meeting with families as well in order to strengthen those relationships. This action will target Goal 2 and Goal 3.</p> <p>None Specified 0.00</p>	<p>Teachers will be provide class coverage to be involved in the SART meeting with families as well in order to strengthen those relationships. This action will target Goal 2 and Goal 3.</p> <p>None Specified 0.00</p>
<p>MTSS Support Family Engagement Meetings</p>	<p>The action was implemented as planned.</p>	<p>Engage parents in support process when their children are experiencing chronic absenteeism or significant behavioral challenges.</p> <p>0.00</p>	<p>Engage parents in support process when their children are experiencing chronic absenteeism or significant behavioral challenges.</p> <p>0.00</p>

Analysis

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

- 1) The Attendance Themed Family night was fully implemented, but the event was poorly attended. The expected turnout was well below expected. In addition, items previously planned to be purchased were not eligible for categorical resources.
- 2) SART-there were approximately 15 SART meetings scheduled for the school year. The meetings, with few exceptions, were held. The goal of including teachers in them was not consistently achieved this year and will be a focus again next year and resources will be allocated to help ensure this happens.
- 3) MTSS-16 MTSS/SST meeting collaboration days were scheduled and all were conducted with the exception of one that was cancelled. Some students and families directly involved in this process received observed benefit after exiting the process and not needing to move forward with referrals for special education.

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

- 1) The attendance themed family engagement event was surprisingly ineffective. It was poorly attended even though the timing of the event was a time that attendance to other events is better attended.
- 2) SART meetings did not have teachers consistently attend due to sub issues and conflicting calendars.

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

The following adjustments will be made to the SPSA due to either low impact or unsatisfactory implementation based upon the previously mentioned impacts in the strategies review and over analysis of data and needs assessment input section of the SPSA.

Goal: The goal will remain the same as data shows they are still relevant goals to pursue.

Actions/Allocations:

The following actions will be removed:

- 1) Attendance Theme Family Engagement Night

The following actions will continue with the same focus:

- 1) SART-allocating resources to ensure teachers can be released to attend SART meetings

The following actions will be added:

- 1) Staff implementing Check In/Check Out Process and identifying "target" student for building relationships.
- 2) Any student receiving suspension will receive a return from suspension intake meeting to restore relationship and reintegrate student to school.

The following metrics will be adjusted:

- 1) Panorama Survey Participation rates will now be listed by number of survey and response rather than percentages due to fluctuations in enrollment.
- 2) Adjust AMO around number of participants attending events as tracking and recording data is cumbersome and challenging at times. Data point will now be more specific to Parent/Teacher Conferences, SART Meetings, and MTSS Meetings.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

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

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

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
















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






















Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

<p>Student Attendance Rates All Students (ALL)</p>	<p>Student Attendance Rates All Students (ALL) - 96%</p>	<p>Student Attendance Rates: All Students (ALL)- 89.1%-Goal Not Met</p>																																																							
<p>Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>9%</td> <td>Declined</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>7.5%</td> <td>Declined</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>8.3%</td> <td>Declined</td> </tr> <tr> <td>AA</td> <td>Green</td> <td>15%</td> <td>Declined</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>10%</td> <td>Declined</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>10%</td> <td>Declined</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	9%	Declined	EL	Green	7.5%	Declined	Hisp	Green	8.3%	Declined	AA	Green	15%	Declined	SED	Green	10%	Declined	SWD	Green	10%	Declined	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>43.6% Chronically Absent</td> <td>Increased Significantly 7.1</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>32.8% Chronically Absent</td> <td>Increased 7.2</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>41.7% Chronically Absent</td> <td>Increased Significantly 7.8</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>52.2% Chronically Absent</td> <td>Increased 5.8</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>44.2% Chronically Absent</td> <td>Increased Significantly 6.8</td> </tr> </tbody> </table>				St. Group	Color	DFS/Percentage	Change	All	 Red	43.6% Chronically Absent	Increased Significantly 7.1	EL	 Red	32.8% Chronically Absent	Increased 7.2	Hisp	 Red	41.7% Chronically Absent	Increased Significantly 7.8	AA	 Red	52.2% Chronically Absent	Increased 5.8	SED	 Red	44.2% Chronically Absent	Increased Significantly 6.8
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<p>Panorama Survey – School Safety All Students (ALL)</p>	<p>Panorama Survey – School Safety All Students (ALL) -75%</p>	<p>Panorama Survey – School Safety All Students (ALL) -Goal Not Met-53%</p>																																																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) -75% Hispanic (Hisp) - 75% African American (AA) - 75%	English Learner (EL) -Goal Not Met-53% Hispanic (Hisp) - Goal Not Met-53% African American (AA) - Goal Not Met-59%
Williams Facilities Inspection Results	Williams Facilities Inspection Results -Met	William Facilities Inspection Results-Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tier 2 Calming Centers within Every Classroom	Items were purchased and provided to the classrooms.	To provide some small comfort items that are typically utilized in a small "chill zone" within a classroom. These can include small pillows, rugs, crates of books or sensory items. 4000-4999: Books And Supplies LCFF 2,500	To provide some small comfort items that are typically utilized in a small "chill zone" within a classroom. These can include small pillows, rugs, crates of books or sensory items. 4000-4999: Books And Supplies LCFF 4,500
Self-Manager Program	This action was implemented as planned.	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program. Bring a focus to SEL aspects to help ensure it is a focus in this program. 0.00	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program. Bring a focus to SEL aspects to help ensure it is a focus in this program. 0.00
Saturday School Enrichment and Embedded Tutoring/SBAC Camp	This action was implemented as planned.	To pay the associated costs of additional Saturday School	To pay the associated costs of additional Saturday School

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 1000-1999: Certificated Personnel Salaries LCFF 9,345	teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 1000-1999: Certificated Personnel Salaries LCFF 2,150
Supplemental SEL Software: Centervention	Action implemented as intended.	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3.To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 2000-2999: Classified Personnel Salaries LCFF 750	ACTUAL COSTS ARE IN DUPLICATE ACTION IN GOAL 3.To pay the associated costs of additional Saturday School teachers who provide tutoring/language support to the targeted ATSI Subgroups: Multiple Race and Homeless Students 2000-2999: Classified Personnel Salaries LCFF 750
		To purchase supplemental SEL Curriculum and resources to supplement Second Step as the core curriculum. This ensures there is adequate curriculum for the entire school year. 5000-5999: Services And Other Operating Expenditures LCFF 2250	To purchase supplemental SEL Curriculum and resources to supplement Second Step as the core curriculum. This ensures there is adequate curriculum for the entire school year. 5000-5999: Services And Other Operating Expenditures LCFF 2250

Analysis

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

- 1) Calming Centers--items were purchased and provided to classroom. Items were purchased later in the year and did not have a full year of implementation to determine effectiveness. In house training will be provided during the 24/25 school year.
- 2) Self-manager Program-This program saw a growth in students who qualified for the program. Nearly 30% of the school has qualified for the program.
- 3) Saturday School-We successfully increased the number of Saturday School Opportunities during the school year. Chronic absenteeism is expected to drop by nearly 8%.
- 4) Centervention-This tool was purchased but ultimately was not well received by the staff. It was in competition with another initiative the school took and staff did not find it to really meet their needs.

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

- 1) Calming Center-materials did cost more than expected and were purchased and implemented later in the year. It was intended to be implemented earlier in the year but this did not happen to delays in purchasing and competing agenda items. It was finally purchased and implemented just past the mid-year mark.
- 2) Saturday School, again, an effective strategy but is coming in well under the allocated amount. We saw an increase in students who were actually clearing absences and this reduced the need to pay teachers when the ADA goal of averaging 20 students was not achieved.
- 3) Centervention-the program was just not well received by the staff and did not feel it was overly beneficial beyond the Second Step program.

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

The following adjustments will be made to the SPSA due to either low impact or unsatisfactory implementation based upon the previously mentioned impacts in the strategies review and over analysis of data and needs assessment input section of the SPSA.

Goal: The goal will be adjusted in the following way: remove school connectedness from this goal and focus on Safety from the Parent, Staff, and Student Perspective based upon the Panorama Survey. The goal will now focus on a growth model since some of the metrics fall below the goal.

Actions/Allocations:

The following actions will be removed:

- 1) Centervention will be removed

The following actions will have allocations reduced:

- 1) Saturday School

The following actions will have a redirected focus:

- 1) Calming Centers--no longer focus on buying materials (other than replacing materials as needed) and focus on in-house professional development around the use.

The following actions will continue with the same focus:

- 1) Saturday School
- 2) Self-manager Program

The following actions will be added:

- 1) Positive attendance student incentives for positively reinforcing students who meet or exceed district attendance goal.

The following adjustments will be made to AMO and Metrics:

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

Identified Needs:

- 1) Despite a positive increase in overall attendance, Chronic Absenteeism increased to 43.6%--this is a 7.5% increase. The following are ATSI Groups: AA (52.2%) and White (52.8%) students, as well as students with disabilities (55.6%) had chronic absenteeism rates that exceed the school rate of 43.6%.
- 2) Chronic Absenteeism continues to be a concern for students with disabilities. Even though they had overall growth in ELA and Math, their overall performance is still very low and is likely due to chronic absenteeism.
- 3) Gr. 3 had a significant drop in overall performance in ELA and Math. In addition, more than 50% of the grade level was chronically absent.
- 4) The overall performance was for all intents and purpose a neutral advancement in ELA and a 2% growth in Math. A closer look at the data reveals that Cahuilla had an outlier in the data in terms of Grade 3. Their significant decline in academic performance disproportionately impacted the school's overall performance.

In Summary: AA, Hispanic, and White students all showed a virtual null impact on achievement with a range of -1% to 1.5% change. This means a focus on Tier 1 needs to continue to be a focus and is aligned with the academic actions outlined in this plan. Reducing chronic absenteeism is still major focus for the use of resources.

ATSI: Cahuilla is not in ATSI status for any academic areas or suspension rates. Chronic Absenteeism is the only indicator for ATSI. The following student groups have ATSI Status for Chronic Absenteeism:









- 1) Homeless Youth-61.9%
- 2) Students with Disabilities-52.7%
- 3) Black/African American-52.2%
- 4) White-52.8%






Fall Review:

The official SBAC data has not been released. To help make an informed decision about the necessary adjustments to the SPSA, the school site council looked at projected scores based upon the Local Assessment-STAR at the end of the 2023/2024 school year and compared it to projected "unofficial" SBAC scores. The following was noted as needs:

- 1) Overall ELA, Cahuilla is expected to see about a 5% decrease in overall achievement.
- 2) Overall MATH, Cahuilla is expected to see about a 5% decrease in overall achievement.
- 3) English Learners are expected to see an approximate 5% growth in ELA and 2% growth in Mathematics.
- 4) Students with Disabilities are expected to see an approximate 1% decline in ELA and 1% increase in Mathematics. Students with Disabilities need to continue to receive attention and support in the SPSA.
- 5) Chronic Absenteeism declined overall by 5.71%. AA and White students, followed by SWD's still had high levels of Chronic Absenteeism in need of support. Many of the students who are classified as Students with Disabilities and experienced chronic absenteeism and suspension rates are students identified as having ADHD (OHI Qualifications) and/or Autism.
- 6) Students with Disabilities are projected to demonstrated an approximate 3% increase in suspension rate. The general education students had a rate of approximate 3.43% while SWD's had a rate of 8.7%. This indicates there is a need to support SWD's in the area of behavior support.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Orange	33.5 points below standard	Decreased - 6 points	All	Yellow	+3 to +15 Points	30.5-18.5 points below
	EL	 Orange	53.7 points below standard	Maintained - 1.3 points	EL	Yellow	+3 to +15 Points	50.7-38.7 points below
	Hisp	 Orange	44 points below standard	Decreased - 10.2 points	Hisp	Yellow	+3 to +15 Points	41-29 points below
	AA		85.6 points below standard	Decreased Significantly -55.3 points	AA	Yellow	+3 to +15 Points	82.6-70.6 points below
	SED	 Orange	34.4 points below standard	Decreased - 6.7 points	SED	Yellow	+3 to +15 Points	31.4-19.4 points below
	SWD		76.4 points below standard	Increased +12.1 points	SWD	Yellow	+3 to +15 Points	73.4-61.4 points below
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	 Orange	52.6 points below standard	Maintained - 0.2 points	All	Yellow	+3 to +15 Points	49.6-37.6 points below below
	EL	 Orange	68.7 points below standard	Maintained +1.1 points	EL	Yellow	+3 to +15 Points	65.7-53.7 points below

Metric/Indicator	Baseline				Expected Outcome			
Students with Disabilities (SWD)	Hisp	 Orange	60.6 points below standard	Decreased - 6.6 points	Hisp	Yellow	+3 to +15 Points	57.6-45.6 points below
	AA		104.4 points below standard	Decreased Significantly -34.5 points	AA	Yellow	+3 to +15 Points	101.4-89.4 points below
	SED	 Orange	52.8 points below standard	Maintained - 0.4 points	SED	Yellow	+3 to +15 Points	49.8-37.8 points below
	SWD		107.5 points below standard	Maintained +0.9 points	SWD	Yellow	+3 to +15 Points	104.5-92.5 points below
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 14.08% (59.15% were nearly met)				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 19%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Orange	40.4%		English Learner Progress Indicator	Yellow	+3-+15 Points	43.4-55.4 points above
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 1.9%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: +8.1% to 10%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 15.15%				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - + 3% to 18.18%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100% (maintain current status).			

Planned Strategies/Activities

Strategy/Activity 1

Action: Teacher on Special Assignment

Service:

Teacher On Special Assignment will provide the following services:

- 1) 1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math.
- 2) Support ATSI students in the chronic absenteeism by monitoring the attendance of these groups, developing attendance improvement plans, and collaborating with administration, staff, and families to implement the plans.
- 3) Support students with Tier 2 and 3 behavior strategies by providing them intervention in the form of 1:1 or small group support, consultation in developing behavior support plans, conduct return from suspension intake meetings as suspensions impact attendance and academic performance.

Metric:

- -The effectiveness of this action will be measured by the following:

- 1) Star ELA and Math data of the students he provides direct service to in Grade 3.
- 2) The tracking of attendance data for the students specifically targeted in the ATSI groups that receive direct service from TOSA with an attendance support plan.
- 3) The tracking and assessment of behavior data of students who receive direct service from TOSA and are on a behavior support plan.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Specific Student Groups:
Hispanic

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Mr. Keith Reedy

Proposed Expenditures for this Strategy/Activity

Amount

70,800

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Service: Teacher On Special Assignment will provide the following services:

- 1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math.

Amount

115,000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Service: Teacher On Special Assignment will provide the following services:

- Support ATSI students in the chronic absenteeism by monitoring the attendance of these groups, developing attendance improvement plans, and collaborating with administration, staff, and families to implement the plans.
- Support students with Tier 2 and 3 behavior strategies by providing them intervention in the form of 1:1 or small group support, consultation in developing behavior support plans, conduct return from suspension intake meetings as suspensions impact attendance and academic performance.

Strategy/Activity 2

Action: Tutoring Beyond the School Day

Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.

Metric: The PSUSD Star ELA and Math Benchmark data of will be used to measure the effectiveness of the 1:1 or small group tutoring received beyond the instructional day.

Students to be Served by this Strategy/Activity

- English Learner
- All

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Classroom Teachers Who Agree to Be Paid to Provide Tutoring

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.

Strategy/Activity 3

Action: Professional Development and Consultant Support for Professional Learning Communities

Service:

The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year.

Metric:

The effectiveness of this strategy will be evaluated by reviewing quantitative Star ELA and Math benchmark data and qualitative data in the form of feedback from the instructional leadership team.

Students to be Served by this Strategy/Activity

- English Learner
- All

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Instructional Leadership Team, PLC Coach/Consultant

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description
Service:
The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year. These workshops and coaching will be provided by an outside consultant.

Amount 3,300

Source Title I

Budget Reference 1000-1999: Certificated Personnel Salaries

Description
Service:
The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year that are beyond the contractual day.

Amount 3,300

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Description
Service:
The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year that are beyond the contractual day.

Strategy/Activity 4

Action: 3 IEP Articulation Days. As a result of the anticipated 23/24 SBAC data in comparison with the STAR End of Year data from 23/24, the data indicates a greater need to support Students with Disabilities in the area of academics, behavior (suspension rate), and chronic absenteeism.

Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom.

Metric: This action will have its effectiveness determined by the PSUSD Star ELA and Math Benchmark results of students who receive special education services through an IEP.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Ms. Cockrell, Ms. Frazier, Ms. Moya

Proposed Expenditures for this Strategy/Activity

Amount	750
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom.
Amount	1,000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom.

Strategy/Activity 5

Action: Trauma Informed Practices Professional Development. As a result of the anticipated 23/24 SBAC data in comparison with the STAR End of Year data from 23/24, the data indicates a greater need to support Students with Disabilities in the area of academics, behavior (suspension rate), and chronic absenteeism. Professional development will also focus on Students with Disabilities, Homeless/Foster Youth who also have ADHD/Autism or other disabilities that can manifest in behavior or attendance patters that negatively impact student achievement.

Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance.

Metric: The effectiveness of this action will be evaluated using the PSUSD Star ELA and Math Benchmark Data, Suspension Data and Suspension Data.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Classroom Teachers, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	7,067
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance.
Amount	1,401
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance.

Strategy/Activity 6

Action: Classroom Instructional Aide Support in Grades 1 & 2

Service: Grades 1 and 2 will receiving 75 minutes of instructional aide support to provide support in running effective guided reading groups. This person would provide additional support in running reading groups and providing intervention to primary age students. The goal is to ensure students reach grade 3 reading at grade level.

Metric: The effectiveness of this action will be evaluated using the PSUSD Star Early Literacy benchmark scores.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- All

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Grades 1 and 2 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	23,600
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Service: Grades 1 and 2 will receiving 75 minutes of instructional aide support to provide support in running effective guided reading groups. This person would provide additional support in running reading groups and providing intervention to primary age students. The goal is to ensure students reach grade 3 reading at grade level.

Strategy/Activity 7

Action: Learning Dynamics Reading Curriculum for Kindergarten

Service: Providing Kindergarten teachers with a supplementary reading curriculum that supports all Kindergarten students reaching grade level by the end of the year. This supplementary curriculum is used in coordination with the Wonders Core adoption to provide additional support to students in learning to read.

Metric: The effectiveness of this action will be evaluated by analyzing the ESGI assessment data and the early literacy skills it assesses.

Students to be Served by this Strategy/Activity

English Learner

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Kindergarten Teachers

Proposed Expenditures for this Strategy/Activity

Amount

3,000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Service: Providing Kindergarten teachers with a supplementary reading curriculum that supports all Kindergarten students reaching grade level by the end of the year. This supplementary curriculum is used in coordination with the Wonders Core adoption to provide additional support to students in learning to read.

Strategy/Activity 8

Action: Supplemental Materials and Supplies

Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).

Metrics: The effectiveness of this action will be evaluated by looking at PSUSD Star ELA and Math Benchmarks. By providing these materials, grade levels should be able to show they are making progress in the SMART Goals based upon district assessments. It will also be evaluated by looking in Renaissance Analytics and comparing results of the Star ELA/Math Current Student Growth Percentile that measure the instructional impact on student learning.

Students to be Served by this Strategy/Activity

English Learner

All

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, The Instructional Leadership Team, and All Classroom Teachers.

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).

Strategy/Activity 9

Action: Targeted Newcome Language Development Support

Service: Newcomer English Learners will received in person tutoring two days per week by a program called "Sail". The intervention will run for approximately 8 weeks.

Metric: The effectiveness of this action will be evaluated using the ELPAC scores for 2024/2025.

Students to be Served by this Strategy/Activity

English Learner

Timeline

November of 2024-December of 2024

Person(s) Responsible

Dr. Ryan Saunders & Robin Hinchcliffe

Proposed Expenditures for this Strategy/Activity

Amount	0.00
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Description

The staff and program is being provided by PSUSD EL Department.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

To maintain high levels of parent engagement in activities that emphasize academic progress, intervention, and celebrations. Our target goal is 80% of all families will have engaged parent/teacher conferences, SART Meetings, and MTSS Meetings. Parents will demonstrate engagement in input process as measured by the Panorama Survey School Connectedness--goal of 90% or higher in favorable responses.

LCAP Goal

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

Identified Need

A review of the data demonstrated the following needs:

- 1) ELA and Math are low performing. Parents of these students need to be involved in the intervention process.
- 2) Chronic Absenteeism is still very high for Cahuilla at a rate of 43.6% and the following student groups are in ATSI status: Homeless Youth, Students with Disabilities, Black/African American, and White.
- 3) Positive School Connectedness survey responses significantly reduce in Black/African American families to 81% while all other groups are 95% or above.

Fall Review:

- 1) Chronic Absenteeism declined overall by 5.71%. AA and White students, followed by SWD's still had high levels of Chronic Absenteeism in need of support. Many of the students who are classified as Students with Disabilities and experienced chronic absenteeism and suspension rates are students identified as having ADHD (OHI Qualifications) and/or Autism.
- 2) Students with Disabilities are projected to demonstrated an approximate 3% increase in suspension rate. The general education students had a rate of approximate 3.43% while SWD's had a rate of 8.7%. This indicates there is a need to support SWD's in the area of behavior support.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Process: Maintain a 25% participation rate (current rate is 28%)	Parent Participation in Stakeholder Input Processes - Increase from 115 parent surveys to 125 parent surveys.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All (ALL) - 95% (-1%) Goal Met Hispanic (Hisp) -100% Goal Met African American (AA) -96% Goal Met Confidentiality Protected: 100% Goal Met	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Not to fall below 95% Hispanic (Hisp) -Not to fall below 95% African American (AA) -Not to fall below 95% Confidentiality Protected: Not to fall below 95%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95% Goal Met Hispanic (Hisp) -100% Goal Met African American (AA) -96% Goal Met Confidentiality Protected: 100% Goal Met	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95%) Hispanic (Hisp) -Maintain (not fall below 95%) African American (AA) -Maintain (not fall below 95%) Confidentiality Protected: Not to fall below 95%
Number of Attendees Attending 1 or both Parent/ Teacher Conferences, SART Meetings, and MTSS Meetings.	Number of Attendees Attending 1 or both Parent/ Teacher Conferences, SART Meetings, and MTSS Meetings. - 87% attended at least one event.	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Will maintain at least an 80% engagement rate.

Planned Strategies/Activities

Strategy/Activity 1

Action: Parent Engagement Activities

Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive quality advertisements in a variety of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.

Metrics: The effectiveness of this action will be measured by the positive response rate of 90% in the school connectedness survey in the Panorama Survey.

Students to be Served by this Strategy/Activity

X Specific Student Groups:
ATSI Subgroups: Homeless Youth, Students with Disabilities, Black/African American and White Students.

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Family Engagement Center, JFK Memorial

Proposed Expenditures for this Strategy/Activity

Amount	1,613
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive qualities advertisements in a vareity of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.

Strategy/Activity 2

Action: SART and MTSS Parent Engagmenet

Services:

In order to maximize the impact of SART and MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.

Metrics:

The effectiveness of this action will be evaluated by analyzing the overall academic, behavioral and attendance data of students as tracked in Panorama. Groups of students will be created in Panorama and this tool will be used to track the impact of interventions developed in these meetings.

Students to be Served by this Strategy/Activity

X

Specific Student Groups:

ATSI Subgroups: Homeless Youth, Students with Disabilities, Black/African American and White Students.

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount

5,000

Source

None Specified

Description

Services:

In order to maximize the impact of SART and MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

- 1) Ensure students, staff, and families reply with favorable responses in the panorama survey on the topics of School Safety and School Connectedness.
- 2) Student surveys will grow 3% or higher on the Panorama Survey Response around Safety and School Connectedness, Staff Surveys will grow 3% or higher on the same surveys, and Parents will maintain a positive response rate of 90% or higher on the same surveys.
- 3) The goal will be to reduce the Chronic Absenteeism rate from prior year by 0.5% to 3%.
- 4) The following ATSI Subgroups were identified as in need: Homeless Youth, Students with Disabilities, Black/African American and White students. These families need to have greater engagement in the school in order to support the attendance of these groups.

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

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

LCAP Goal

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

Identified Need

A review of the revealed the following needs:

- 1) Chronic Absenteeism is considered very high. There is a 43.6% Chronic Absenteeism rate for the school.
- 2) The following subgroups were identified as in need of ATSI support for Chronic Absenteeism rates: Homeless Youth, Students with Disabilities, Black/African American and White Youth.

Fall Review:

- 1) Chronic Absenteeism declined overall by 5.71%. AA and White students, followed by SWD's still had high levels of Chronic Absenteeism in need of support. Many of the students who are classified as Students with Disabilities and experienced chronic absenteeism and suspension rates are students identified as having ADHD (OHI Qualifications) and/or Autism.
- 2) Students with Disabilities are projected to demonstrated an approximate 3% increase in suspension rate. The general education students had a rate of approximate 3.43% while SWD's had a rate of 8.7%. This indicates there is a need to support SWD's in the area of behavior support.

Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) - 90.7

Student Attendance Rates
All Students (ALL) - 93%

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

St. Group	Color	DFS/Percentage	Change
All	Red	43.6% Chronically Absent	Increased Significantly 7.1
EL	Red	32.8% Chronically Absent	Increased 7.2
Hisp	Red	41.7% Chronically Absent	Increased Significantly 7.8
AA	Red	52.2% Chronically Absent	Increased 5.8
SED	Red	44.2% Chronically Absent	Increased Significantly 6.8
SWD	Red	52.7% Chronically Absent	Increased 7.9

St. Group	Color	DFS/Percentage	Change
All	Orange	decline by 0.5% to 3%	43.1% - 40.6%
EL	Orange	decline by 0.5% to 3%	32.3% - 29.5
Hisp	Orange	decline by 0.5% to 3%	41.2 - 38.7%
AA	Orange	decline by 0.5% to 3%	51.7 - 49.2%
SED	Orange	decline by 0.5% to 3%	43.7% - 441.2%
SWD	Orange	decline by 0.5% to 3%	52.2% - 49.7%

St. Group	Color	DFS/Percentage	Change
All	Blue	1% suspended at least one day	Declined Significantly -1.9
EL	Blue	0% suspended at least one day	Maintained 0
Hisp	Blue	0.6% suspended at least one day	Declined Significantly -1.3
AA	Blue	0% suspended at least one day	Declined - 4.4
SED	Green	1.1% suspended at least one day	Declined Significantly -1.7
SWD	Blue	0% suspended at least one day	Declined - 5.2

St. Group	Color	DFS/Percentage	Change
All	Blue	Decline or Increase by less than .5%	.5% - 1.5%
EL	Blue	Decline or Increase by less than .5%	0% to .5%
Hisp	Blue	Decline or Increase by less than .5%	.1% to 1.1%
AA	Blue	Decline or Increase by less than .5%	0% to .5%
SED	Blue	Decline or Increase by less than .5%	.6% to 1.6%

Metric/Indicator	Baseline	Expected Outcome			
		SWD	Blue	Decline or Increase by less than .5%	0% to .5%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates All Students (ALL):1%.% English Learner (EL):0% Hispanic (Hisp): 0.6% African American (AA):0% Socioeconomically Disadvantaged (SED):1.1% Students with Disabilities (SWD): 0%	Suspension Rates All Students (ALL):.5% - 1.5% English Learner (EL):0% to .5% Hispanic (Hisp): .1% to 1.1% African American (AA):0% to .5% Socioeconomically Disadvantaged (SED):0% to .5% Students with Disabilities (SWD): 0% to .5%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL):0% English Learner (EL):0% Hispanic (Hisp):0% African American (AA):0% Socioeconomically Disadvantaged (SED):0% Students with Disabilities (SWD):0%	Expulsion Rates All Students (ALL):0% English Learner (EL):0% Hispanic (Hisp):0% African American (AA):0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All (ALL) - 71% Goal Not Met Hispanic (Hisp) -100%Goal Met African American (AA) - No Data Produced Confidentiality Protected: No Data Produced for Students	Panorama Survey - School Connectedness All Students (ALL) -80% Favorable Responses English Learner (EL) -80% Favorable Responses Hispanic (Hisp) - 87% Favorable Responses African American (AA) -80% Favorable Responses			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) -55% English Learner (EL) -57% Hispanic (Hisp) - 57% African American (AA) - 48%	Panorama Survey – School Safety All Students (ALL) -75% English Learner (EL) -75% Hispanic (Hisp) - 75% African American (AA) - 75%			

Metric/Indicator	Baseline	Expected Outcome
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results -Met

Planned Strategies/Activities

Strategy/Activity 1

Action: Supervision Aide Support

Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.

Metric: The effectiveness of this action will be evaluated by the overall suspension rate of the school.

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Dr. Saunders, Mr. Keith Reedy, Ms. Alma Vazquez de Dominguez

Proposed Expenditures for this Strategy/Activity

Amount	4,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.

Strategy/Activity 2

Action: Self-Manager Program

Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.

Effectiveness: The effectiveness of this action will be evaluated based upon the suspension rate of the school.

Students to be Served by this Strategy/Activity

All

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Mr. Keith Reedy, Ms. Michelle Varela

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Description

Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.

Strategy/Activity 3

Action: Saturday School

Services: Students who have been identified as having absences during the school year will be provided with the opportunity to attend Saturday School to erase absences. Students in ATSI Groups will receive invitations and this will be a strategy regularly included in attendance support plans for students in ATSI Subgroups. Teachers will receive a time card for students who attend Saturday school and the minimum requirement of 20 students is not met.

Metrics: This action will be evaluated based upon the overall chronic absenteeism rate of the ATSI groups.

Students to be Served by this Strategy/Activity

English Learner

Specific Student Groups:

ATSI Subgroups: Homeless Youth, Students with Disabilities, Black/African American and White Students.

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Dr. Saunders, Ms. Faris, and Ms. Angie Carretero

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Services: Students who have been identified as having absences during the school year will be provided with the opportunity to attend Saturday School to erase absences. Students in ATSI Groups will receive invitations and this will be a strategy regularly included in attendance support plans for students in ATSI Subgroups. Teachers will receive a time card for students who attend Saturday school and the minimum requirement of 20 students is not met.

Strategy/Activity 4

Action: Student Store-PBIS Token Economy and Attendance Reinforcements.

Service: Students who practice the Six Pillars of Character receive Cahuilla Bucks in our token economy. They then are provided opportunities to spend those bucks in a student store. This allows us to purchase incentives to be placed in the student store so students are motivated to continue with the program. In addition, students who demonstrate increased positive attendance as a result of their attendance codes will receive Cahuilla bucks. Finally, students who have strong attendance and are meeting the district goal of 96% will receive positive reinforcement throughout the year to encourage them to maintain this excellence.

Metrics: The effectiveness of this action will be measured by the overall chronic absenteeism rate of students within ATSI groups and the overall student population.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
ATSI Subgroups: Homeless Youth, Students with Disabilities, Black/African American and White Students.

Timeline

07/01/2024-06/30/2025

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Service: Students who practice the Six Pillars of Character receive Cahuilla Bucks in our token economy. They then are provided opportunities to spend those bucks in a student store. This allows us to purchase incentives to be placed in the student store so students are motivated to continue with the program. In addition, students who demonstrate increased positive attendance as a result of their attendance codes will receive Cahuilla bucks. Finally, students who have strong attendance and are meeting the district goal of 96% will receive positive reinforcement throughout the year to encourage them to maintain this excellence.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction.	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$83,780
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$256,831.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	82,167	0.00
Title I Part A: Parent Involvement	1,613	0.00
LCFF	168,051	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$82,167.00
Title I Part A: Parent Involvement	\$1,613.00

Subtotal of additional federal funds included for this school: **\$83,780.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$168,051.00
None Specified	\$5,000.00

Subtotal of state or local funds included for this school: \$173,051.00

Total of federal, state, and/or local funds for this school: \$256,831.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	168,051.00
None Specified	5,000.00
Title I	82,167.00
Title I Part A: Parent Involvement	1,613.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	196,400.00
2000-2999: Classified Personnel Salaries	28,100.00
4000-4999: Books And Supplies	14,613.00
5700-5799: Transfers Of Direct Costs	1,750.00
5800: Professional/Consulting Services And Operating Expenditures	10,968.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	122,300.00
2000-2999: Classified Personnel Salaries	LCFF	28,100.00
4000-4999: Books And Supplies	LCFF	13,000.00
5700-5799: Transfers Of Direct Costs	LCFF	750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,901.00
	None Specified	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	74,100.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,067.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,613.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Ryan Saunders	X				
Ms. Rose Distefano (Year 1 24/25)		X			
Ms. Michelle Sardone (Year 2 24/25)		X			
Ms. Dena Cockrell (Year 1 24/25)		X			
Mr. Keith Reedy (Year 2 24/25)			X		
Mr. Isaac Villalobos (Year 1 24/25)				X	
Mr. Rafael Milton (Year 1 24/25)				X	
Ms. Josette Lucas (Year 1 24/25)				X	
Ms. Hilda Faleafaga (Year 2 24/25)				X	
Ms. Nicole Johnson (Year 2 24/25)				X	
Numbers of members of each category:	1	3	1	5	

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee Other: The leadership team met to review the draft SPSA and provide input on April 30, 2024 and conducted ATSI Root Analysis on March 18n and April 29, 2024. The entire staff met on May 15, 2024 to review the SPSA input and draft SPSA to be presented to Board of Education.

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

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

This SPSA was adopted by the SSC at a public meeting on 10/30/2024.

Attested:

	Principal, Ryan E. Saunders, Ed.D. on 10/30/2024
	SSC Chairperson, Mr. Isaac Villalobos on 10/30/2024

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Action: Teacher on Special Assignment</p> <p>Service: Teacher On Special Assignment will provide the following services: 1) 1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math. 2) Support ATSI students in the chronic absenteeism by monitoring the attendance of these groups, developing attendance improvement plans, and collaborating with administration, staff, and families to implement the plans. 3) Support students with Tier 2 and 3 behavior strategies by providing them intervention in the form of 1:1 or small group support, consultation in developing behavior support plans, conduct return from suspension intake meetings as suspensions impact attendance and academic performance.</p> <p>Metric:</p> <ul style="list-style-type: none"> -The effectiveness of this action will be measured by the following: <ol style="list-style-type: none"> 1) Star ELA and Math data of the students he provides direct service to in Grade 3. 2) The tracking of attendance data for the students specifically targeted in the ATSI groups that receive direct service from TOSA with an attendance support plan. 3) The tracking and assessment of behavior data of students who 			

<p>receive direct service from TOSA and are on a behavior support plan.</p>			
<p>Action: Tutoring Beyond the School Day</p> <p>Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.</p> <p>Metric: The PSUSD Star ELA and Math Benchmark data of will be used to measure the effectiveness of the 1:1 or small group tutoring received beyond the instructional day.</p>			
<p>Action: Professional Development and Consultant Support for Professional Learning Communities</p> <p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year.</p> <p>Metric: The effectiveness of this strategy will be evaluated by reviewing quantitative Star ELA and Math benchmark data and qualitative data in the form of feedback from the instructional leadership team.</p>			
<p>Action: 3 IEP Articulation Days. As a result of the anticipated 23/24 SBAC data in comparison with the STAR End of Year data from 23/24, the data indicates a greater need to support Students with Disabilities in the area of academics, behavior (suspension rate), and chronic absenteeism.</p> <p>Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the</p>			

<p>IEP and how to best serve students with disabilities within the classroom.</p> <p>Metric: This action will have its effectiveness determined by the PSUSD Star ELA and Math Benchmark results of students who receive special education services through an IEP.</p>			
<p>Action: Trauma Informed Practices Professional Development. As a result of the anticipated 23/24 SBAC data in comparison with the STAR End of Year data from 23/24, the data indicates a greater need to support Students with Disabilities in the area of academics, behavior (suspension rate), and chronic absenteeism. Professional development will also focus on Students with Disabilities, Homeless/Foster Youth who also have ADHD/Autism or other disabilities that can manifest in behavior or attendance patters that negatively impact student achievement.</p> <p>Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance.</p> <p>Metric: The effectiveness of this action will be evaluated using the PSUSD Star ELA and Math Benchmark Data, Suspension Data and Suspension Data.</p>			
<p>Action: Classroom Instructional Aide Support in Grades 1 & 2</p> <p>Service: Grades 1 and 2 will receiving 75 minutes of instructional aide support to provide support in running effective guided reading groups. This person would provide additional support in running reading groups and providing intervention to primary age students. The goal is to ensure students reach grade 3 reading at grade level.</p> <p>Metric: The effectiveness of this action will be evaluated using the PSUSD Star Early Literacy benchmark scores.</p>			
<p>Action: Learning Dynamics Reading Curriclum for Kindergarten</p>			

<p>Service: Providing Kindergarten teachers with a supplementary reading curriculum that supports all Kindergarten students reaching grade level by the end of the year. This supplementary curriculum is used in coordination with the Wonders Core adoption to provide additional support to students in learning to read.</p> <p>Metric: The effectiveness of this action will be evaluated by analyzing the ESGI assessment data and the early literacy skills it assesses.</p>			
<p>Action: Supplemental Materials and Supplies</p> <p>Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).</p> <p>Metrics: The effectiveness of this action will be evaluated by looking at PSUSD Star ELA and Math Benchmarks. By providing these materials, grade levels should be able to show they are making progress in the SMART Goals based upon district assessments. It will also be evaluated by looking in Renaissance Analytics and comparing results of the Star ELA/Math Current Student Growth Percentile that measure the instructional impact on student learning.</p>			
<p>Action: Targeted Newcome Language Development Support</p> <p>Service: Newcomer English Learners will received in person tutoring two days per week by a</p>			

<p>program called "Sail". The intervention will run for approximately 8 weeks.</p> <p>Metric: The effectiveness of this action will be evaluated using the ELPAC scores for 2024/2025.</p>			
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Goal #2:

To maintain high levels of parent engagement in activities that emphasize academic progress, intervention, and celebrations. Our target goal is 80% of all families will have engaged parent/teacher conferences, SART Meetings, and MTSS Meetings.

Parents will demonstrate engagement in input process as measured by the Panorama Survey School Connectedness--goal of 90% or higher in favorable responses.

<p>Actions/ Activities (Strategies)</p>	<p>What is working and why? (Effective indicators)</p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p>What is not working and why? (Ineffective indicators)</p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p>Modification(s) based on evaluation results</p> <p><i>Continue or discontinue and why?</i></p>
<p>Action: Parent Engagement Activities</p> <p>Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive quality advertisements in a variety of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.</p> <p>Metrics: The effectiveness of this action will be measured by the positive response rate of 90% in the school connectedness survey in the Panorama Survey.</p>			
<p>Action: SART and MTSS Parent Engagemenet</p> <p>Services:</p>			

<p>In order to maximize the impact of SART and MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.</p> <p>Metrics: The effectiveness of this action will be evaluated by analyzing the overall academic, behavioral and attendance data of students as tracked in Panorama. Groups of students will be created in Panorama and this tool will be used to track the impact of interventions developed in these meetings.</p>			
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<p>Goal #3:</p>
<p>Cahuilla will implement a Tiered program to address the socio-emotional needs of students and staff.</p> <p>1) Ensure students, staff, and families reply with favorable responses in the panorama survey on the topics of School Safety and School Connectedness.</p> <p>2) Student surveys will grow 3% or higher on the Panorama Survey Response around Safety and School Connectedness, Staff Surveys will grow 3% or higher on the same surveys, and Parents will maintain a positive response rate of 90% or higher on the same surveys.</p> <p>3) The goal will be to reduce the Chronic Absenteeism rate from prior year by 0.5% to 3%.</p> <p>4) The following ATSI Subgroups were identified as in need: Homeless Youth, Students with Disabilities, Black/African American and White students. These families need to have greater engagement in the school in order to support the attendance of these groups.</p> <p>PSUSD Attendance reports will be reviewed in the PSUSD Benchmark windows to review progress. PSUSD Suspension reports will be reviewed in the PSUSD Benchmark windows to review progress.</p>

<p>Actions/ Activities (Strategies)</p>	<p>What is working and why? (Effective indicators)</p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p>What is not working and why? (Ineffective indicators)</p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p>Modification(s) based on evaluation results</p> <p><i>Continue or discontinue and why?</i></p>
<p>Action: Supervision Aide Support</p> <p>Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra</p>			

<p>hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.</p> <p>Metric: The effectiveness of this action will be evaluated by the overall suspension rate of the school.</p>			
<p>Action: Self-Manager Program</p> <p>Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.</p> <p>Effectiveness: The effectiveness of this action will be evaluated based upon the suspension rate of the school.</p>			
<p>Action: Saturday School</p> <p>Services: Students who have been identified as having absences during the school year will be provided with the opportunity to attend Saturday School to erase absences. Students in ATSI Groups will receive invitations and this will be a strategy regularly included in attendance support plans for students in ATSI Subgroups. Teachers will receive a time card for students who attend Saturday school and the minimum requirement of 20 students is not met.</p> <p>Metrics: This action will be evaluated based upon the overall chronic absenteeism rate of the ATSI groups.</p>			
<p>Action: Student Store-PBIS Token Economy and Attendance Reinforcements.</p> <p>Service: Students who practice the Six Pillars of Character receive Cahuilla Bucks in our token economy. They then are provided opportunities to spend those bucks in a student store. This allows us to purchase incentives to be placed in the student store so students are</p>			

<p>motivated to continue with the program. In addition, students who demonstrate increased positive attendance as a result of their attendance codes will receive Cahuilla bucks. Finally, students who have strong attendance and are meeting the district goal of 96% will receive positive reinforcement throughout the year to encourage them to maintain this excellence.</p> <p>Metrics: The effectiveness of this action will be measured by the overall chronic absenteeism rate of students within ATSI groups and the overall student population.</p>			
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Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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