

School Year: **2019-20**



## 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**

07/01/2019-06/30/2020

**Schoolsite Council (SSC) Approval Date**

October 17, 2019

**Local Board Approval Date**

November 26, 2019

X This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

**PSUSD & Cahuilla Vision:**  
Lifelong learning start here.

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

**Cahuilla Mission- 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 increase community and parental involvement; We will implement a volunteer program, provide donations, facilitate community relations, and generate school resources. Parents are valued as an integral part of our school community.

## School Profile

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 540 students in grades kindergarten through fifth. Our demographics are as follows: 673% of the students are Hispanic, 15% are White, 10.5% are African American, and 3% are Filipino/Asian, and less than 1% represent Am. Indian/Alaskan Natives. Approximately 86% are Socio-economically Disadvantaged, 37% are English Learners, 1.5% are Students with Disabilities, and .5% are Foster Youth.

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

Our school evaluates the effectiveness of our SPSA after SBAC scores are released, and our SSC and Leadership Team had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, occurs if there are substantial budget and/or material changes during the school year.

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

**Special Education:**

**Content and Performance Standards**

Instruction within a collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum for all students. We have two models: Resource and Self-Contained Day Class. All special education students are mainstreamed to the greatest level according to least restrictive environment, and interact with their general education peers in a variety of academic and social settings. They participate in the same assessments models, with appropriate accommodations and supports, as their general education peers. Our speech language



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

#### Assessment Strategies

Teachers use a variety of assessments for various assessment purposes. Diagnostic assessments are used to determine reading levels of all students at Cahuilla. The teachers use a combination of formative and interim assessments to monitor student achievement. For 2019/2020, K-2 will use the following assessments to inform their instruction and adjust their instructional delivery: Reading–DIBELS, Math-Teacher created assessments from School City, ELA-Teacher created assessments from School City. All assessment will be Common Core Standards aligned. In grades 3-5, IAB's will be used as formative assessments in approximately 5-6 instructional segments, and ICA's will be used two times, at the end of each trimester, to monitor progress mastery. SMART goals will be created based upon formative assessments to drive best first instruction. The ELPAC will be used to assess the progress of English Learners. End of Year Assessments created by PSUSD will be implemented in Grades K-2. Smarter Balanced Assessments will be used for Grades 3-5.

#### Instructional Strategies

Cahuilla implements a tiered approach to meeting the cognitive and affective needs of students. We have a tiered response system for academics and the socio-emotional development of students.

#### ACADEMICS:

Tier 1: Best First Instruction—teachers work collaboratively using the PLC model to develop instructional approaches that incorporate the adopted core curriculum and approved supplemental resources. They are directly aligned with the pacing established by PSUSD, and use research based strategies to design learning experiences for students. As a part of this Tier 1—all students are regrouped within their classroom in to one of three levels: Intensive, Strategic, and Benchmark/Advanced, and students are given additional instruction at their level of need—emphasizing reading and reading comprehension. Instruction is guided by formal and informal formative assessments, and progress towards mastery are monitored by interim assessments known as benchmarks (Gr. K-2) and ICA's (Gr. 3-5). During the day, students are regrouped across the grade level to target language development (Designated ELD), and all students receive language development support at their level; even if they are native English speakers. Tier II- students who need additional support receive support from Literacy Action Plans, Guided Reading, small group instruction as needed. Tier III—Teacher Tutoring, district provided SES tutoring, and after school program support are all in place. The SST process is used to target the level of support for students, including referrals to special education if necessary. A key to this tiered program being successful is the deliberate placement of students. All classes have a heterogeneous grouped instructional setting, and students are then homogeneously grouped within their classroom for additional support. 100% of students receive a reading ability screening via DIBELS each year. In addition, all students are afforded the opportunity to be GATE assessed via teacher, parent, and grade-wide screening in third grade. Teachers will use the SMART goal model to develop goals to drive learning. ELA, Math, ELD, Science/History have minimum blocks of instructional minutes to be met each week. Cahuilla has a system in place to ensure all Grade 1-5 students receive 100 minutes of physical education.

#### SOCIO-EMOTIONAL:

Tier 1: Best First Instruction—the program Second Steps is being adopted. This curriculum has a two pronged approach: socio-emotional learning and bully prevention. These curricula will be integrated into the 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 the Playworks Program, or structured recess, to ensure students are taught appropriate social skills when interacting on the playground and prevent bullying. Tier II- When students need additional help, they enter into the SST process. The school counselor will be available to provide small group training for targeted behavior replacements, as well as general counseling in socio-emotional development. Students who demonstrate a greater need will move into Tier III—where they can be supported by the Solutions Room



person, who will work and counsel students dealing who struggle with coping in the everyday instructional setting. In addition, we are partner with PSUSD Mental Health to provide group and or family counseling/therapy to those in need.

#### Pre-School:

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

#### Instructional Materials

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

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

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

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

## 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

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

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



# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

### School Site Council Election Dates and Results:

- -Flyers inviting stakeholders to run for vacant seats were distributed to all Cahuilla families on August 21, 2018. Cahuilla had ONE vacancy for 2018/2019 school year. Cahuilla received only one returned flyer with a self-nomination for Lauren Ogle, after multiple reminders were given to families, and this person was selected to be on the council since only one name was received. Since one name was received for one vacancy, an election was not held, and this person was appointed to the council. There were two vacancies for teachers and Mr. Guidry and Ms. Flores were elected to replace Ms. Walker and Ms. Gonzalez by the teachers of Cahuilla.

### SSC Meeting Dates and Topics:

- -September 26--SSC Training, Review of vacancie and the election results and UCP form.
- -October 15--Review and Approve By-laws, Elect Officers, Review CAASPP Data from CA Dashboard, SPSA Revisions based upon new data.
- -February 22, 2019--LCAP Input and review of data
- -May 2--Review Input from stakeholders groups, evaluate proposed DRAFT SPSA based upon this data--vote on SPSA approval.

### ELAC Meeting Dates and Topics:

- -10/05/2018--Review the Purpose of ELAC, By-Laws, and Offices
- -11/02/2018--Review of School Data
- -12/07/2018--Review of School Attendance Data, curriculum
- -02/22/2019--LCAP Input and review of data
- -03/22/2019--DIBEL's Data Presentation, SPSA Input for EL Programming 2019/2020
- -05/03/2019--End of Year Celebration--Review final approved SPSA.

### PTO Meeting Dates and Topics:

- -08/21/2018--Welcome and Committee Set-Up
- -09/25/2018--Review and Approve By-Laws, Review and Approve Fundraiser Plan, Wellness Policy, SCO Information Rules Packet
- -11/27/2018--Plan for Cahuilla events
- -01/15/2019--Plan for Cahuilla events
- -05/21/2019--Plan for Cahuilla events

### Leadership Team Dates and Topics:

- -09/18/2018--SMART Goals and Guided Reading
- -10/23/2018--Red Ribbon Week, student achievement data, and Student Services LCAP Survey
- -11/13/2018--Instructional Strategies and Implementation of Instructional Strategies, Review California CORE Dashboard
- -12/04/2018--Instructional Strategies and Implementation of Instructional Strategies, CAASPP Designated Supports
- -03/11&18/2019--Plan for Formative and Interim Assessments for 2019/2020--SPSA Input
- -05/09/2019--Review approved SPSA.

Based on the evaluation of the implementation and the effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, Cahuilla SMART Goal/Formative Assessments, DIBELS, Chronic Attendance and Suspension Data, and Panorama Survey the school site council made the following adjustments to the SPSA:

### Continued Actions:

- -Substitutes to afford collaboration and professional development around curriculum and instructional delivery
- -School counselor and the Solutions Room Staff member



- -Mental Health Partnership
- -Before and After School Tutoring
- -Supplemental Educational Software (ReadWorks)
- -Instructional Technology
- -Playworks Equipment
- -Bilingual Translators at Parent Events
- -Maintain Supervision Aides

**Discontinue the Action:**

- -Purchasing radios to ensure safe learning environment
- -Incentive Program
- -Raptor--now paid for by PSUSD
- -GATE Living Desert Program--partnership was not successfully established with local organization.

**New Actions:**

- -Collaboration and focused professional development around Bridges adoption and High Impact Math strategies.
- -Saturday School/Enrichment
- -Parent Participation in CAFE
- -Pre-SST Referral focus to reduce referrals to special education unless necessary or documented appropriateness.
- -Saturday School--increase frequency to bi-monthly.
- -Teacher on Special Assignment--Collaboration and Assessments

The council will review the assessments used to inform progress for the 2019/2020 school year (see the school profile).

## Resource Inequities

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

A review of the CA Dashboard data shows the following four significant groups: SED, EL, Hispanic, and White. All four groups were represented in the 2018/2019 plan. No resource inequities were present.

## 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, homeless youth, and foster youth have led to improved performance for these students.

### Greatest Progress

**Attendance:** Current data shows a predicted approximate 6% decrease in Chronic Absences, and an overall increase of .43% as of this date. This is strong improvement. The implementation of the SEL curriculum, we feel, led to students having stronger relationships within the school setting. In addition, Saturday School continue to be implemented and we were able to expand the number of students we were able to invite to Saturday School. Our community liaison also made home visits, and I played a stronger roll in parent meetings regarding attendance.

**Suspensions:** Current data shows a predicted approximate .86% decrease in suspensions from 2.04% to 1.18% (from 21 to 8--overall). A reason for this decline is a greater emphasis on Other Means of Correction and the implementation of the SEL Curriculum, Second Steps. In addition, the presence of a counselor and paraprofessional-behavior personnel are available to readily address concerns before they lead to suspendable offenses.

**ELA:** Smarter Balanced Assessments

English Learners and White students had the strongest growth.



Reclassified students performed above the standard.

- -EL's score nearly 80% at or above standard on the ELPAC.

A reason for the EL Growth is our staff really had a strong emphasis of integrated ELD approach to instruction, and we are very diligent with our designated ELD grouping. It is adjusted throughout the course of the year based upon annotative and short cycle assessments.

Math: White students experienced growth. While overall, reclassified EL's had growth and performed above the standard. The other groups maintained or declined. Reclassified EL's, we believe, performed above the average due to the designated supports that were allowed to be used during SBAC assessments, and due to Integrated ELD being a part of math instruction.

These strategies will continue to be implemented and monitored through the short cycle process using teacher created assessments, Smarter Balanced IAB's (when appropriate) and DIBEL's scores.

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At the start of the 19-20 school year, the school completed a review of the 2018-2019 CAASPP results along with suspension and attendance reports. A review of the data shows that Cahuilla made reasonable or significant growth, as a whole school, in all metric areas. The data was shared with the ELAC committee on October 11th and with the SSC on October 17th. The SPSA, with adjustments, was approved on October 17th. The following changes were made based upon data, funding resources, and unforeseeable changes. An action that focused on providing release time for collaboration around targeted dates, aligned with SMART Goals, was eliminated due to the lack of sub availability. It was decided that the Guided Reading Materials would not be purchased, because after collaborating with other sites, we were able to procure the materials without cost from other sites in our district. In addition, the mental health action was eliminated due to the unexpected actual costs of personnel. In addition, other actions, which were not eliminated, did receive slight reductions in their allocations to cover the cost of personnel. At this time, SSC did not feel it was appropriate to add any additional actions, and we would continue to fund with the new allocations, the prior actions agreed upon in the Spring revise.

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

Math: All subgroups and Schoolwide

Cahuilla continued to struggle in Math performance on the SBAC Assessments and has a Orange status.

ELA: All subgroups and Schoolwide and has a Yellow status.

Cahuilla continued to struggle in ELA Performance, though we did better in ELA than in Math, as indicated on the SBAC Assessment.

Suspension Rate: End of Year data shows it is Orange and in need of attention. Current data shows we are on the path for significantly reducing the suspension rate.

Attendance Rate: End of Year data shows it is Red and in need of critical attention. Current data shows we are on path for significantly reducing the chronic absence rate and increasing the positive attendance rate.

A review of Panorama survey does not show any significant parent concerns at this time other than increasing school safety in terms of infrastructure.

For the next school year, Cahuilla will expand the work with Kris Tom and include Primary Grades. In addition, we will continue to deepen the work with High Impact. Kagan engagement strategies will be introduced to the staff as well. An additional Teacher on Special Assignment who will focus on collaboration and assessments will provide ongoing support in the following areas: 1) creating assessments, 2) data driven decision making, and 3) implementation of research based strategies. Saturday school will increase in frequency, and pre-SST strategies will be a part of PLC agendas.

## Greatest Needs

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

In English Language Arts, the average performance was Yellow in ELA (SBAC). On the same SBAC assessment, EL's were yellow, SED were Orange, Hispanic were Yellow, and White were Yellow. Cahuilla SBAC data indicate there is no significant gap in the performance of subgroups and overall students; with exception to SED. There is, however, still a need to dramatically increase student achievement in ELA and Math in all subgroups. To address the SED gap, Cahuilla is looking at increasing the effectiveness of instructional strategies, strategic grouping of students to receive differentiated support within the general education classrooms. Collaboration around grade level standards will continue to be a focus of PLC agendas.

## Performance Gaps

There was a gap in Climate of Support for Academic Learning. The student survey was at 78%, staff survey was at 96% and parent survey was at 97%. The other major area of discrepancy is the aspect of Safety. Parents had a positive response of 97%, while students and staff positive response were approximately 69%.

There are new actions that will address these gaps. First, the Pre-SST process is going to be embedded in PLC agendas to ensure staff are looking at actual data to inform their perceptions, and provide opportunities to collaborate around responses to attendance and discipline data. ELAC requested that they be sent to CAFE to gather information about how they can support Cahuilla in a variety of areas as well. We will continue the partnership with Mental Health, school counselor, and paraprofessional-behavior to provide timely responses to needs.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.73%	0.57%	2	4	3
African American	8.0%	10.62%	9.71%	43	58	51
Asian	0.2%	0.18%	0.38%	1	1	2
Filipino	4.3%	2.93%	3.24%	23	16	17
Hispanic/Latino	70.6%	66.85%	68.57%	380	365	360
Pacific Islander	%	%	%			
White	13.6%	14.65%	12.76%	73	80	67
Multiple/No Response	%	%	%			
Total Enrollment				538	546	525

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	96	116	94
Grade 1	86	81	99
Grade 2	79	83	74
Grade3	101	80	79
Grade 4	86	100	83
Grade 5	90	86	96
Total Enrollment	538	546	525

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	236	201	169	43.9%	36.8%	32.2%
Fluent English Proficient (FEP)	27	29	49	5.0%	5.3%	9.3%
Reclassified Fluent English Proficient (RFEP)	19	22	26	7.1%	9.3%	12.9%



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100	82	77	98	79	75	98	79	75	98	96.3	97.4
Grade 4	82	98	83	80	98	80	80	98	80	97.6	100	96.4
Grade 5	87	83	97	87	82	94	87	82	94	100	98.8	96.9
All Grades	269	263	257	265	259	249	265	259	249	98.5	98.5	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2426.	2430.	13.27	24.05	32.00	18.37	25.32	18.67	33.67	27.85	20.00	34.69	22.78	29.33
Grade 4	2422.	2439.	2449.	12.50	18.37	22.50	21.25	21.43	20.00	13.75	15.31	22.50	52.50	44.90	35.00
Grade 5	2472.	2444.	2471.	10.34	4.88	11.70	25.29	25.61	22.34	28.74	18.29	23.40	35.63	51.22	42.55
All Grades	N/A	N/A	N/A	12.08	15.83	21.29	21.51	23.94	20.48	26.04	20.08	22.09	40.38	40.15	36.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.37	18.99	32.00	34.69	53.16	42.67	46.94	27.85	25.33
Grade 4	11.25	20.41	18.75	43.75	37.76	47.50	45.00	41.84	33.75
Grade 5	13.79	10.98	15.96	49.43	41.46	41.49	36.78	47.56	42.55
All Grades	14.72	16.99	21.69	42.26	43.63	43.78	43.02	39.38	34.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	12.66	13.33	53.06	58.23	54.67	32.65	29.11	32.00
Grade 4	10.00	18.37	18.75	47.50	37.76	41.25	42.50	43.88	40.00
Grade 5	16.09	7.32	20.21	50.57	40.24	42.55	33.33	52.44	37.23
All Grades	13.58	13.13	17.67	50.57	44.79	45.78	35.85	42.08	36.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.22	21.52	22.67	57.14	59.49	66.67	31.63	18.99	10.67
Grade 4	5.00	13.27	10.00	48.75	63.27	75.00	46.25	23.47	15.00
Grade 5	5.75	12.20	13.83	71.26	45.12	57.45	22.99	42.68	28.72
All Grades	7.55	15.44	15.26	59.25	56.37	65.86	33.21	28.19	18.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.39	32.91	33.33	50.00	48.10	36.00	30.61	18.99	30.67
Grade 4	18.75	19.39	18.75	41.25	54.08	51.25	40.00	26.53	30.00
Grade 5	18.39	10.98	12.77	47.13	43.90	52.13	34.48	45.12	35.11
All Grades	18.87	20.85	20.88	46.42	49.03	46.99	34.72	30.12	32.13



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100	82	77	98	80	75	98	80	75	98	97.6	97.4
Grade 4	82	98	83	80	98	81	80	98	81	97.6	100	97.6
Grade 5	87	83	97	87	82	95	87	82	95	100	98.8	97.9
All Grades	269	263	257	265	260	251	265	260	251	98.5	98.9	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2442.	2454.	23.47	20.00	38.67	19.39	38.75	21.33	26.53	18.75	17.33	30.61	22.50	22.67
Grade 4	2431.	2446.	2446.	5.00	13.27	11.11	20.00	21.43	28.40	37.50	28.57	23.46	37.50	36.73	37.04
Grade 5	2457.	2427.	2459.	8.05	7.32	11.58	13.79	4.88	12.63	19.54	26.83	22.11	58.62	60.98	53.68
All Grades	N/A	N/A	N/A	12.83	13.46	19.52	17.74	21.54	20.32	27.55	25.00	21.12	41.89	40.00	39.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.61	40.00	53.33	33.67	33.75	22.67	35.71	26.25	24.00
Grade 4	7.50	25.51	24.69	33.75	22.45	25.93	58.75	52.04	49.38
Grade 5	12.64	8.54	13.68	18.39	15.85	26.32	68.97	75.61	60.00
All Grades	17.74	24.62	29.08	28.68	23.85	25.10	53.58	51.54	45.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.63	26.25	34.67	40.82	43.75	42.67	27.55	30.00	22.67
Grade 4	8.75	18.37	17.28	43.75	41.84	40.74	47.50	39.80	41.98
Grade 5	10.34	7.32	15.79	40.23	28.05	27.37	49.43	64.63	56.84
All Grades	17.74	17.31	21.91	41.51	38.08	36.25	40.75	44.62	41.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.51	33.75	41.33	45.92	48.75	36.00	28.57	17.50	22.67
Grade 4	8.75	17.35	16.05	50.00	51.02	51.85	41.25	31.63	32.10
Grade 5	8.05	4.88	10.53	37.93	32.93	36.84	54.02	62.20	52.63
All Grades	14.72	18.46	21.51	44.53	44.62	41.43	40.75	36.92	37.05



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1424.7		1426.3		1420.6		39	
Grade 1	1515.8		1534.4		1497.0		33	
Grade 2	1509.2		1506.5		1511.4		25	
Grade 3	1509.5		1505.3		1513.2		27	
Grade 4	1510.1		1514.3		1505.6		24	
Grade 5	1501.2		1508.6		1493.4		19	
All Grades							167	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.90		*		*		*		39	
1	63.64		*		*		*		33	
2	68.00		*		*		*		25	
3	*		55.56		*		*		27	
All Grades	41.32		29.94		13.17		15.57		167	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77		28.21		*		28.21		39	
1	66.67		*		*		*		33	
2	72.00		*		*		*		25	
3	44.44		40.74		*		*		27	
4	50.00		*		*		*		24	
5	63.16		*				*		19	
All Grades	52.69		25.15		7.78		14.37		167	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.90		*		33.33		*		39	
1	63.64		*		*		*		33	
2	52.00		*		*				25	
3	*		48.15		*		*		27	
All Grades	32.34		25.75		22.16		19.76		167	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67		*		*		39	
1	78.79		*		*		33	
2	88.00		*				25	
3	*		62.96		*		27	
4	*		50.00		*		24	
All Grades	57.49		28.74		13.77		167	

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



Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		46.15		28.21		39	
1	60.61		*		*		33	
2	52.00		*		*		25	
3	*		59.26		*		27	
4	*		50.00		*		24	
5	*		63.16		*		19	
All Grades	29.94		44.31		25.75		167	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.28		35.90		*		39	
1	39.39		42.42		*		33	
2	*		60.00				25	
3	*		70.37				27	
4	*		54.17		*		24	
5	*		78.95		*		19	
All Grades	37.72		53.89		8.38		167	

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	85.9%	36.8%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	201	36.8%
Foster Youth	3	0.5%
Homeless	46	8.4%
Socioeconomically Disadvantaged	469	85.9%
Students with Disabilities	63	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	10.6%
American Indian	4	0.7%
Asian	1	0.2%
Filipino	16	2.9%
Hispanic	365	66.8%
Two or More Races	22	4.0%
White	80	14.7%



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 1

**SCHOOL GOAL #1:** Tiered Program for Providing Instruction that utilizes technology as an integral part of learning.

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM)--Status--Level--Change) All Students (ALL): Yellow(-33.3)- Low - - Increase--5.5 English Learners (EL): Yellow(-35.4)- -Low--Increase--9.4 Hispanic (Hisp): Yellow(-38.6_--Low-- Increase--4.6 African American (AA): None--Low-- Increase--10.3 Socioeconomically Disadvantaged (SED): Orange(-43.5)--Low-- Maintained--1.1 Students with Disabilities (SWD): None--Very Low--Decreased Significantly-- -35.7
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student</p>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL): Orange(-45.4)-- Low--Maintained-- -1.3 English Learners (EL): Orange(- 48.2)--Low--Decreased-- -3.9 Hispanic (Hisp): Orange(-53.5)--Low-- -Maintained-- -2.6



Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>African American (AA): None--Low--Decreased-- -3.7</p> <p>Socioeconomically Disadvantaged (SED): Orange(-54.2)--Low--Maintained-- -2.9</p> <p>Students with Disabilities (SWD): None--Low--Significant Increase-- +31</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p> <p>English Learners (EL)</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator English Learners (EL)</p> <p>Baseline Results:</p> <p>Level 4--Well Developed: 41.3%</p> <p>Level 3--Moderately Developed: 35.7%</p> <p>Level 2--Somewhat Developed: 13.2%</p> <p>Level 1--Beginning Stage: 15.6%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP)</p> <p>Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP)</p> <p>Reclassification Rate: 9.3%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL): 49.37%</p> <p>English Learners (EL): 42.32%</p> <p>Hispanic (Hisp): 47.37%</p>



<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		African American (AA): 16.67% Socioeconomically Disadvantaged (SED): 44.93% Students with Disabilities (SWD): No Data on CDE
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL): 67.7%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

## Strategies/Activities for Goal 1

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Early Literacy Team	Calibrated DIBELS team will administer DIBELS in K-2. All grade levels will participate in Literacy Action Plan strategy (SMART Goal for DIBELS)	Calibrated DIBELS team will administer DIBELS in K-2. All grade levels will participate in Literacy Action Plan strategy (SMART Goal for DIBELS) None Specified None Specified 0.00	Calibrated DIBELS team will administer DIBELS in K-2. All grade levels will participate in Literacy Action Plan strategy (SMART Goal for DIBELS) None Specified None Specified 0.00
Professional Development: Units of Study	Dr. Saunders will work with teachers in a PLC framework to design Units of Study that are aligned to standards, SBAC/ELPAC Assessments, and teacher created assessments.	Dr. Saunders will work with teachers in a PLC framework to design Units of Study that are aligned to standards, SBAC/ELPAC Assessments, and teacher created assessments. 5700-5799: Transfers Of Direct Costs Title I 12,000	Dr. Saunders will work with teachers in a PLC framework to design Units of Study that are aligned to standards, SBAC/ELPAC Assessments, and teacher created assessments. 5700-5799: Transfers Of Direct Costs Title I 11,500
Tier II: Teacher Tutoring	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support.	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support. 1000-1999: Certificated Personnel Salaries	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support. 1000-1999: Certificated Personnel Salaries



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
		Title I 7,364	Title I 6300
Tier I: Academic Supplemental Software	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels.	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels. 4000-4999: Books And Supplies Title I 4984	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels. 4000-4999: Books And Supplies Title I 4400
21st Century Supplemental Technology Materials & Supplies	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Equipment, paper, etc.	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Equipment, paper, etc. 4000-4999: Books And Supplies Title I 9216	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Equipment, paper, etc. 4000-4999: Books And Supplies Title I 9216
		4000-4999: Books And Supplies LCFF 7500	4000-4999: Books And Supplies 10,500
Tier II Support for SEL and Academic Intervention	SST, Action-Learning Walks, Prof. Development Subs	SST, Action-Learning Walks, Prof. Development Subs 5700-5799: Transfers Of Direct Costs LCFF 4,975	SST, Action-Learning Walks, Prof. Development Subs 5700-5799: Transfers Of Direct Costs LCFF 0.00
Designated ELD Support	Provide a classified Library Tech additional time to provide support to English Learners.	Provide a classified Library Tech additional time to provide support to English Learners. 2000-2999: Classified Personnel Salaries LCFF 8,042	Provide a classified Library Tech additional time to provide support to English Learners. 2000-2999: Classified Personnel Salaries LCFF 8100
GATE Student Enrichment Learning Academy	Students will participate in enrichment programs such as field trips, after school clubs, or other	Students will participate in enrichment programs such as field trips, after	Students will participate in enrichment programs such as field trips, after



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
	activities that are rigorous and standards aligned.	school clubs, or other activities that are rigorous and standards aligned. None Specified LCFF 3,000	school clubs, or other activities that are rigorous and standards aligned. None Specified LCFF 0.00
Saturday School	Students will have opportunities to participate in Saturday Enrichments to increase academics and clear absences.	Students will have opportunities to participate in Saturday Enrichments to increase academics and clear absences. None Specified None Specified 0.00	Students will have opportunities to participate in Saturday Enrichments to increase academics and clear absences. None Specified None Specified 0.00

## Analysis

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

Overall, the implementation of the strategies have been implemented with the exception of a few actions. There were nine actions to support Goal #1. Of those actions, 7 of the goals were executed and monies were spent within approximately 90% of the allocation. Common formative assessments and anecdotal observations suggest that an increase of student achievement is expected on the 2018/2019 SBAC assessments.

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

There were two actions that did not come to fruition. The first action was to pay for subs to provide SST's and classroom observations with leadership team and other teachers. The reason this didn't happen is the estimated costs were not as expensive as projected, and they were funded out of another source for subs. The other action was depending upon a partnership with a local organization to provide field trips to our GATE students. Communications and the establishing of the partnership were never able to be formalized. These funds were reallocated to provide supplemental materials and supplies, purchase more radios for better communication, and provide additional tutoring support.

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 action was removed from the plan. The action that funded targeted GATE field trips was removed. New actions were selected that support the goal of increasing student achievement as measured by the CA Dashboard in all subgroups by providing best first instruction and targeted intervention and support. See the Planned Improvement Goal #1 for more details. The following actions are being adjusted or added: 1) Teacher on Special Assignment-Collaboration and Assessment, 2) Pre-SST referral process as a part of PLC collaboration, 3) Introduction of Kagan strategies.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

Increase the availability of translators in parent and community events and written communication to families in order to ensure parents have an opportunity to be involved to the greatest extent possible when engaging in communication with the school.

Work to increase the Cahuilla attendance rate from 94.6% to the district goal of 96%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL)  The actual attendance rate was 94.6%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL)-Red--16.4%--High--Increased +4.7% English Learner (EL)-Red--10.9%--High--Increased +3.9% Hispanic (Hisp)-Red--15.3%--High--Increased +4.6% African American (AA)-Orange--15.6%--High-Increased 9.2% Socioeconomically Disadvantaged (SED)-Red--17.7%--High--Increase +9.2% Students with Disabilities (SWD)-Red--21.7%--High--Increased 2.8%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 97% responded favorably English Learner (EL): Do Not have Parent of EL Data Hispanic (Hisp): 98% responded favorably African American (AA): 100% responded favorably

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Translation Services	Provided bilingual translators who will help	Provide bilingual translators who will help	Provide bilingual translators who will help



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	translate in meetings, conferences, and communication materials.	translate in meetings, conferences, and communication materials. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2238	translate in meetings, conferences, and communication materials. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 400
Parent Training & Support Program/Consultant	Provided training and support to parents to promote engagement and an ability to support students in their learning.	Provide training and support to parents to promote engagement and an ability to support students in their learning. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0.00	Provide training and support to parents to promote engagement and an ability to support students in their learning. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0.00
		Science Fair Night None Specified None Specified 0.00	Science Fair Night None Specified None Specified 0.00
		Read Across America Night None Specified None Specified 0.00	Read Across America Night None Specified None Specified 0.00
		PRICE Parent Class None Specified None Specified 0.00	PRICE Parent Class None Specified None Specified 0.00
		Self-Esteem Parent Classes None Specified None Specified 0.00	Self-Esteem Parent Classes None Specified None Specified 0.00

## Analysis

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

Overall, the majority of actions that supported this goal were implemented. Parent signature sheets and Panorama survey feedback indicate they feel connected and supported in working with their children. The strategies that were implemented that positively impacted attendance were 1) Saturday School (Enrichment), 2) the introduction of an SEL curriculum that focus on bullying and positive relationships, 3) the implementation of a school counselor and paraprofessional to meet student needs, and 3) the increased engagement of the principal in the SART process.

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

The money allocated to pay staff to provide translation services was grossly overestimated. The Science Fair night did not happen this year either due to scheduling complications, nor did the Reading Across America Night. The event became a part of the instructional day. The funds that were not spent were not reallocated. To address this, a better estimation of the anticipated costs will be used to provide translations.

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.

Based upon ELAC feedback, parent involvement money will be utilized to help send ELAC officers to CAFE in the year 2020. This will be measured by agendas and minutes from the ELAC meeting. See Planned Improvement Goal #2 for more information. There will be some additions in the SPSA actions to address attendance: 1) Increased frequency in Saturday School, 2) Pre-SST process embedded in PLC agendas and collaboration, Parents will be sent to CAFE or commensurate conference to gather additional strategies to bring back to Cahuilla.



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL)-Orange-1.9%--Increased--+.3% English Learner (EL): Blue--0%--Declined -1.2% Hispanic (Hisp): Organge--1.7%--Increased +.7% African American (AA): Orange--4.5%--Increased--+.25% Socioeconomically Disadvantaged (SED)--Organge--.5%--Increased--+.5% Students with Disabilities (SWD): Green--2.4%--Decelined--1.6%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	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%
Panorama Survey - School Connectedness All students EL AA	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All students: 74% responded favorably.



<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
Hisp SED		EL: 73% responded favorably AA: 70% responded favorably Hisp: 75% responded favorably SED: 64% responded favorably
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 68% responded favorably EL: 68% responded favorably AA: 62% responded favorably Hisp: 72% responded favorably SED: 69% responded favorably
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results - 100%

### Strategies/Activities for Goal 3

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Monthly Character Counts Lesson at Assembly-Mindfulness Activities	Students received a monthly lesson on the Six Pillars of Character. Students engaged in breathing activities at assemblies.	Students will receive a monthly lesson on the Six Pillars of Character. Students will engage in breathing activities at assemblies.	Students will receive a monthly lesson on the Six Pillars of Character. Students will engage in breathing activities at assemblies.
Self-Manager Program	Students gained input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.
Supervision Aides	Additional support to provide supervision and ensure a safe learning environment for students before and during school.	Additional support to provide supervision and ensure a safe learning environment for students before and during school. 2000-2999: Classified Personnel Salaries LCFF 17,153	Additional support to provide supervision and ensure a safe learning environment for students before and during school. 2000-2999: Classified Personnel Salaries LCFF 17,100



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Raptor Safety Visitor Management Program	A visitor management system to increase security of visitors to the school campus.	A visitor management system to increase security of visitors to the school campus. 4000-4999: Books And Supplies LCFF 550	A visitor management system to increase security of visitors to the school campus. 4000-4999: Books And Supplies LCFF 0.00
SEL Curriculum	Students received instruction from a curriculum that promotes Socio-emotional learning and bully prevention.	Students will receive instruction from a curriculum that promotes Socio-emotional learning and bully prevention. 4000-4999: Books And Supplies Title I 11,000	Students will receive instruction from a curriculum that promotes Socio-emotional learning and bully prevention. 4000-4999: Books And Supplies Title I 11,000
School Counselor	A school counselor joined the staff to provide much needed socio-emotional and academic counseling and support.	A school counselor will join the staff to provide much needed socio-emotional and academic counseling and support. 1000-1999: Certificated Personnel Salaries Title I 45,000	A school counselor will join the staff to provide much needed socio-emotional and academic counseling and support. 1000-1999: Certificated Personnel Salaries Title I 45,000
		1000-1999: Certificated Personnel Salaries LCFF 45,000	0001-0999: Unrestricted: Locally Defined LCFF 45,000
Mental Health Counseling for Families	A PSUSD Mental Health providers ran therapeutic groups for students and families in crisis.	A PSUSD Mental Health providers will run therapeutic groups for students and families in crisis. 5800: Professional/Consulting Services And Operating Expenditures Title I 22,100	A PSUSD Mental Health providers will run therapeutic groups for students and families in crisis. 5800: Professional/Consulting Services And Operating Expenditures Title I 22,100
Solutions Room Program/Personnel	A paraprofessional provided Tier III support to students who demonstrated significant difficulty coping from day to day in an instructional setting.	A paraprofessional will provide Tier III support to students who demonstrated significant difficulty coping from day	A paraprofessional will provide Tier III support to students who demonstrated significant difficulty coping from day



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
		to day in an instructional setting. 2000-2999: Classified Personnel Salaries LCFF 48,700	to day in an instructional setting. 2000-2999: Classified Personnel Salaries LCFF 22,000
Classroom Emergency Radios	Made progress towards the goal of putting a two-way radio in every classroom to ensure communication is accessible in an emergency.	Make progress towards the goal of putting a two-way radio in every classroom to ensure communication is accessible in an emergency. 4000-4999: Books And Supplies LCFF 3,750	Make progress towards the goal of putting a two-way radio in every classroom to ensure communication is accessible in an emergency. 4000-4999: Books And Supplies LCFF 9,000
Cahuilla Bucks: Incentive Program	Created a monetary (token economy) system that pays students in Cahuilla Bucks when they make positive choices. These bucks would be redeemable for prizes.	Create a monetary (token economy) system that pays students in Cahuilla Bucks when they make positive choices. These bucks would be redeemable for prizes. 4000-4999: Books And Supplies LCFF 1,100	Create a monetary (token economy) system that pays students in Cahuilla Bucks when they make positive choices. These bucks would be redeemable for prizes. 4000-4999: Books And Supplies LCFF 1,100
Playworks	Implemented a structured recess program to reduce student conflict.	Implement a structured recess program to reduce student conflict. 4000-4999: Books And Supplies LCFF 1,500	Implement a structured recess program to reduce student conflict. 4000-4999: Books And Supplies LCFF 4500

## Analysis

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

Overall, all actions were implemented. The current suspension data and chronic absenteeism indicate that student are more connected and engaged in school. Most recent Panorama data also supports this conclusion. The following actions were implemented: 1) SEL Curriculum, 2) purchase of radios, 3) Mental Health partnership, 4) Playworks program and equipment, 5) increased supervision aide support, 6) paraprofessional-behavior, 7) Self-Manager program and Character Counts.

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

The following actions were not fully implemented: 1) The paraprofessional--the actual cost of the employee selected and hired was well under the projected cost. 2) The Raport system was funded by the district. 3) Left over monies were used to expand the action to put radios in all the classroom and increase communication across campus. The unused funds were reallocated to supplemental materials and supplies. The Cahuilla Bucks treasure boxes were purchased, but not implemented since the Cahuilla Bucks program was not implemented, and will be used in the next school 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.

The counselor will no longer be funded by Cahuilla. PSUSD is assuming the full cost of this action. The Raptor action will not be an allocation as it is funded by PSUSD. In addition, data indicate a need to increase focus on students perception of safety and school connectedness. We will continue to be a closed campus, Raptor will continue to be utilized, volunteers will be vetted by principal/counselor/staff member. We will continue to participate in community programs like Walk To School Day. In addition, some infrastructures will be added to increase health/safety, such as additional shade.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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

### LCAP Goal

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

### Identified Need

The CA Dashboard data indicate that the plan needs to direct more resources and support for all students in Mathematics. Extra money has been allocated to provide collaboration time and coaching expertise in the area of Mathematics. A focus of the collaboration and coaching support will be to ensure increased access to the general education classroom and/or grade level standards within the special education classroom. In addition, there is a need to provide tutoring in a 1:1 or small group before or after school setting, as well as provide supplemental software to provide differentiated reading materials for students. Finally, money is allocated to ensure all students have the opportunity to have sensory rich learning experiences outside of the classroom setting (these trips will have an academic focus and are not for rewards/celebrations, etc). The reason for this allocation is because there are students at Cahuilla who did not have access to these types of opportunities due to fiscal constraints.

The CA Dashboard data indicate that the plan needs to focus more support on SED students (86% of the student body) in ELA. A focus of the teacher on special assignment will also include an emphasis on quality research based strategies including gradual release, designated ELD, and integrated ELD will be a focus during collaboration time.

According to Core Data, growth is happening, but is not making a significant impact in ELA and in Mathematics. All significant subgroups are below standard with Socio-economically disadvantaged students demonstrating the greatest distance from average. No subgroups are red, SED-Orange, and EL, Hisp., and White are Yellow.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM)--Status--Level--Change) All Students (ALL):Yellow(-33.3)- Low - - Increase--++5.5 English Learners (EL): Yellow(-35.4)- -Low--Increase--++9.4 Hispanic (Hisp): Yellow(-38.6)--Low-- Increase--++4.6 African American (AA): None--Low-- Increase--++10.3 Socioeconomically Disadvantaged (SED): Orange(-43.5)--Low-- Maintained--++1.1	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL): Yellow--Medium-- Increased +4 scaled score points English Learners (EL): Yellow-- Medium--Increased +4 scaled score points Hispanic (Hisp): Yellow--Medium-- Increased +4 scaled score points African American (AA): No Performance Color for This Group on

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD): None--Very Low--Decreased Significantly-- -35.7	California Dashboard. Will strive for Increased +4 of scaled score points. Socioeconomically Disadvantaged (SED): Yellow--Increased +4 scaled score points. Students with Disabilities (SWD): No Performance Color for This Group on California Dashboard. Will strive for Increased +4 of scaled score 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)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL): Orange(-45.4)-- Low--Maintained-- -1.3 English Learners (EL): Orange(- 48.2)--Low--Decreased-- -3.9 Hispanic (Hisp): Orange(-53.5)--Low- -Maintained-- -2.6 African American (AA): None--Low-- Decreased-- -3.7 Socioeconomically Disadvantaged (SED): Orange(-54.2)--Low-- Maintained-- -2.9 Students with Disabilities (SWD): None--Low--Significant Increase-- +31	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) Yellow--Low-- Increased +4 scaled score points English Learners (EL) Yellow--Low-- Increased +4 scaled score points Hispanic (Hisp): Yellow--Low-- Increased +4 scaled score points African American (AA): No Performance Color for This Group on California Dashboard. Will strive for Increased +4 of scaled score points. Socioeconomically Disadvantaged (SED) Yellow--Low--Increased +4 scaled score points Students with Disabilities (SWD): No Performance Color for This Group on California Dashboard. Will strive for Increased +4 of scaled score points.
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator English Learners (EL) Baseline Results: Level 4--Well Developed: 41.3% Level 3--Moderately Developed: 35.7% Level 2--Somewhat Developed: 13.2% Level 1--Beginning Stage: 15.6%	California School Dashboard - English Learner Progress Indicator (ELPI)  Level 4--Well Developed: 45.3% Level 3--Moderately Developed: 39.7% Level 2--Somewhat Developed: 17.2% Level 1--Beginning Stage: 19.6%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 9.3%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate  (RFEP) Reclassification Rate: 10.3%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL): 49.37% English Learners (EL): 42.32% Hispanic (Hisp): 47.37% African American (AA): 16.67%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL): 53% English Learners (EL): 47% Hispanic (Hisp): 51% African American (AA): 39%



Metric/Indicator	Baseline	Expected Outcome
Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED): 44.93% Students with Disabilities (SWD): No Data on CDE	Socioeconomically Disadvantaged (SED): 49% Students with Disabilities (SWD): 29%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL): 67.7%	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL): The goal is 70% will meet benchmark on Benchmark 3 DCS.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Teacher on Special Assignment: Fund a site Teacher on Special Assignment (TOSA)/Collaboration and Assessment (PLC). The role of this TOSA will be to provide ongoing professional development, coaching and support, in coordination with the principal, to grade levels in the PLC process in terms of 1) improving academic achievement, 2) increase student engagement (culture and climate), and 3) data driven decision making. The TOSA would also be responsible for coordinating all state testing and paperwork, overseeing Saturday School, and Tutoring.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

2019/2020

### Person(s) Responsible

Dr. Ryan E. Saunders

### Proposed Expenditures for this Strategy/Activity

Amount	112241
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A designated person to provide coaching and support in the targeted areas enumerated above.
Amount	48096
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

**Description**

A designated person to provide coaching and support in the targeted areas enumerated above.

**Strategy/Activity 2**

Professional Development: Embedded and beyond the work day professional development and coaching support in the continued implementation of Bridges.

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Ryan E. Saunders; PSUSD Assigned TOSA/Coach

**Proposed Expenditures for this Strategy/Activity**

Amount	17300
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be paid a stipend to return 1-2 days prior to the start of the year to engage in collaboration and lesson development around Bridges with TOSA and Academic Coach. In addition, teachers may receive compensation for any collaboration that takes place after school or on Saturdays.

**Strategy/Activity 3**

Tier II: Teacher Tutoring

**Students to be Served by this Strategy/Activity**

☒ Specific Student Groups:  
Targeting Students with Disabilities, African American Students, and English Learners.

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders

**Proposed Expenditures for this Strategy/Activity**

Amount	1200
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide tutoring before or after school to Tier II or Tier III students in need of additional support.

**Strategy/Activity 4**



Tier I: Academic Supplemental Software: NewsELA and ReadWorks

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

2019/2020

### Person(s) Responsible

Dr. Saunders

### Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teachers will be provided with an additional software that provides access to additional informational texts at various reading levels.

### Strategy/Activity 5

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

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

2019/2020

### Person(s) Responsible

Dr. Saunders

### Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: Toner, Equipment, paper, etc.

### Strategy/Activity 6

Tier II Support for SEL and Academic Intervention (Pre-SST and SST Process)

### Students to be Served by this Strategy/Activity

☒ All

☒ Specific Student Groups:

Any student demonstrating at risk behaviors: 1) Academic concerns, 2) Behavior Concerns, 3) Attendance Concerns. Targeting Students with Disabilities, African American Students, and English Learners.

### Timeline

2019/2020

### Person(s) Responsible

Dr. Saunders

### Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	SST, Action-Learning Walks, Prof. Development Subs

### Strategy/Activity 7

Designated ELD and Guided Reading Personnel Support

### Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:  
Special Attention and Targeting Students with Disabilities, African American Students, and English Learners.

### Timeline

2019/2020

### Person(s) Responsible

Dr. Saunders

### Proposed Expenditures for this Strategy/Activity

Amount	8729
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide a classified Library Tech additional time to provide support to English Learners and support guided reading.

### Strategy/Activity 8

Academic Enrichment Fieldtrips

### Students to be Served by this Strategy/Activity

- ☒ All

### Timeline

2019/2020



**Person(s) Responsible**

Dr. Saunders

**Proposed Expenditures for this Strategy/Activity**

Amount	6000
Source	LCFF
Budget Reference	None Specified
Description	Each grade level will receive an allocation to ensure all students receive academically enriching field trips regardless of ability to fundraise. Examples include, but are not limited to: 1) Discovery Museum, 2) Living Desert, 3) Tolerance Museum.

**Strategy/Activity 9**

Kagan Materials

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders and TOSA/Academic Coach

**Proposed Expenditures for this Strategy/Activity**

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase ancillary materials that will support and encourage the effective implementation of Kagan Engagement strategies.

**Strategy/Activity 10**

Pre-SST Implementation with supporting materials and training.

**Students to be Served by this Strategy/Activity**

☒ All

Specific Student Groups:

☒ Students demonstrating at risk behaviors in the following areas: 1) Academic, 2) Behavior, and 3) Attendance.  
Paying particular attention to Students with Disabilities, African American Students, and English Learners.

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders and Grade Level Leaders/Leadership Team--SST Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Pre-Referral Intervention Resource Guide--work to reduce the number of students referred to special education.



# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Increase the availability of translators in parent and community events and written communication to families in order to ensure parents have an opportunity to be involved to the greatest extent possible when engaging in communication with the school.

Work to increase the Cahuilla attendance rate from 94.6% to the district goal of 96%.

### LCAP Goal

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

### Identified Need

Panorama Family Climate Survey showed a gap in Climate of Support for Academic Learning and Safety.

The Panorama Survey from Parents, Students, and Staff will be used as a metric to determine effectiveness.

Chronic absenteeism is a significant concern. There are actions funded to target the reduction of chronic absenteeism and increase student connectedness.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates (Color - Status - Level - Change) All Students (ALL): 94.6%	Student Attendance Rates (Color - Status - Level - Change) All Students (ALL): 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL)-Red--16.4%--High--Increased +4.7% English Learner (EL)-Red--10.9.7%--High--Increased +3.9% Hispanic (Hisp)-Red--15.3%--High--Increased +4.6% African American (AA)-Orange--15.6%--High-Increased 9.2% Socioeconomically Disadvantaged (SED)-Red--17.7%--High--Increase +9.2% Students with Disabilities (SWD)-Red--21.7%--High--Increased 2.8%	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL): Medium--Yellow--12.4% (Decrease by 4%) English Learner (EL): Medium-Green--9% (Decrease by 1.9%) Hispanic (Hisp): High--Yellow--12.3% (Decrease by 3%) African American (AA): High--Yellow--12.6% (Decrease by 3%) Socioeconomically Disadvantaged (SED): High--Yellow--14.7% (Decrease by 3%) Students with Disabilities (SWD): High--Yellow--18.7% (Reduce by 3%)
Family School Connectedness via Panorama Family Climate Survey	Family School Connectedness via Panorama Family Climate Survey	Family School Connectedness via Panorama Family Climate Survey

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline Results: All Students (ALL) 97% responded favorably Hispanic (Hisp): 98% responded favorably African American (AA): 100% responded favorably	All Students (ALL) 97% or greater responded favorably (not to fall below 95%) Hispanic (Hisp): 98% or greater responded favorably. (not to fall below 95%) African American (AA): 100% responded favorably (not to fall below 95%)

## Planned Strategies/Activities

### Strategy/Activity 1

Parent Support and Engagement : Communication Support

#### Students to be Served by this Strategy/Activity

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

#### Timeline

2019/2020

#### Person(s) Responsible

Dr. Saunders

#### Proposed Expenditures for this Strategy/Activity

Amount	1067
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide bilingual translators who will help translate in meetings, conferences, and communication materials.

### Strategy/Activity 2

Parent Support and Engagement : Parent Engagement Activities

#### Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ All

#### Timeline



2019/2020

### Person(s) Responsible

Dr. Saunders

### Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Description	Provide training and support to parents to promote engagement and an ability to support students in their learning.
Amount	0.00
Source	None Specified
Budget Reference	None Specified
Description	Science Fair Night
Amount	0.00
Source	None Specified
Budget Reference	None Specified
Description	Read Across America Night
Amount	0.00
Source	None Specified
Budget Reference	None Specified
Description	PRICE Parent Class
Amount	0.00
Source	None Specified
Budget Reference	None Specified
Description	Self-Esteem Parent Classes
Amount	2313
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	ELAC Parent representatives have advocated to send representatives to CABE or at least a local bilingual conference.

### Strategy/Activity 3

Saturday School-Enrichment and Intervention

**Students to be Served by this Strategy/Activity**

- ☒ All
- ☒ Specific Student Groups:  
Students with absences are targeted, but all students will be welcomed.

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders/Attendance Liaison

**Proposed Expenditures for this Strategy/Activity**

Amount	4250
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide Saturday School to recoup ADA and provide academic support to students--targeting students with chronic absenteeism.

**Strategy/Activity 4**

Monthly Attendance Incentives: Smoothie Bicycle Parties--Per Grade Level

**Students to be Served by this Strategy/Activity**

- ☒ All
- ☒ Specific Student Groups:  
Students with chronic absenteeism.

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders and Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	2800
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Pay for smoothie bicycle and smoothie ingredients provided by Nutrition services to the winning class of each grade level.



# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

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

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

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

### LCAP Goal

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

### Identified Need

Survey results indicated a need to focus on the following areas: 1) Students being happy at school, 2) Student relationships with adults, 3) Students feeling like they are a part of the school, 4) participation in discussions and activities, 5) feeling like they are helped when they need it, 6) protecting student belongings. All of these items fall under umbrella of student perception around safety. An identified need is to continue to decrease suspension rates from 1.9%--focusing on subgroups of African American and Hispanic subgroups. Increase student perception of safety and school connectedness. Increase student perception of safety will be one of the focus areas for the counselor and an agenda item for PLC's during the Pre-SST meetings.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL)-Orange-1.9%-- Increased--+.3% English Learner (EL): Blue--0%-- Declined -1.2% Hispanic (Hisp): Organge--1.7%-- Increased +.7% African American (AA): Orange-- 4.5%--Increased--+.2.5% Socioeconomically Disadvantaged (SED)--Organge--.5%--Increased-- +.5% Students with Disabilities (SWD): Green--2.4%--Decelined---1.6%	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL): 1.6% or less (yellow) English Learner (EL): Decrease by .3% Hispanic (Hisp): Decrease by .3% African American (AA): Decrease by 1.5% Socioeconomically Disadvantaged (SED): decrease by .3% Students with Disabilities (SWD): Decrease by 1.1%
Expulsion Rates	Expulsion Rates	Expulsion Rates

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All Students (ALL):0% English Learner (EL):0% Hispanic (Hisp):0% African American (AA):0% Socioeconomically Disadvantaged (SED):0% Students with Disabilities (SWD):0%	All Students (ALL): 0% English Learner (EL): 0% Hispanic (Hisp): 0% African American (AA): 0% Socioeconomically Disadvantaged (SED): 0% Students with Disabilities (SWD): 0%
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness Baseline Data: All students: 74% responded favorably. EL: 73% responded favorably AA: 70% responded favorably Hisp: 75% responded favorably SED: 64% responded favorably	Panorama Survey - School Connectedness All students: 80% will respond favorably EL: 80% will respond favorably AA: 80% will respond favorably Hisp.:80% will respond favorably SED: 80% will respond favorably
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: All students: 68% responded favorably EL: 68% responded favorably AA: 62% responded favorably Hisp: 72% responded favorably SED: 69% responded favorably	Panorama Survey - School Safety All students: 80% will respond favorably EL: 80% will respond favorably AA: 80% will respond favorably Hisp.: 80% will respond favorably SED : 80% will respond favorably
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

## Planned Strategies/Activities

### Strategy/Activity 1

Playworks and Recess Equipment--Physical Activity and Student Engagement

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

2019/2020

#### Person(s) Responsible

Dr. Saunders

#### Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies



**Description**

Provide engaging recess equipment to encourage students to be physically active and interact with other students in positive games.

**Strategy/Activity 2**

Self-Manager Program

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders

**Proposed Expenditures for this Strategy/Activity****Amount**

0.00

**Description**

Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.

**Strategy/Activity 3**

Supervision Aldes

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders

**Proposed Expenditures for this Strategy/Activity****Amount**

18198

**Source**

LCFF

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Additional support to provide supervision and ensure a safe learning environment for students before and during school.

**Strategy/Activity 4**

Solutions Room Program/Personnel

**Students to be Served by this Strategy/Activity**

☒ Specific Student Groups:  
Students exhibiting difficulties with coping strategies and demonstrate escape motivated behaviors.

**Timeline**

2019/2020

**Person(s) Responsible**

Dr. Saunders and Staff Member

**Proposed Expenditures for this Strategy/Activity**

**Amount**

29553

**Source**

LCFF

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Personnel who responds to students with behavior needs and supports the teacher in quickly addressing the issue and resolving the matter. In addition, provide paraprofessional support to the school counselor and SST Team.



# 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.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (Itemize for each source)</b>
Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)				

*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	\$114,554
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$274,147.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	112,241	0.00
Title I Part A: Parent Involvement	2,313	0.00
LCFF	159,593	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	\$112,241.00
Title I Part A: Parent Involvement	\$2,313.00

Subtotal of additional federal funds included for this school: \$114,554.00

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	\$159,593.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$159,593.00

Total of federal, state, and/or local funds for this school: \$274,147.00



## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	159,593.00
None Specified	0.00
Title I	112,241.00
Title I Part A: Parent Involvement	2,313.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	183,087.00
2000-2999: Classified Personnel Salaries	57,547.00
4000-4999: Books And Supplies	20,000.00
5700-5799: Transfers Of Direct Costs	5,200.00
5800: Professional/Consulting Services And Operating Expenditures	2,313.00
None Specified	6,000.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	70,846.00
2000-2999: Classified Personnel Salaries	LCFF	57,547.00
4000-4999: Books And Supplies	LCFF	20,000.00
5700-5799: Transfers Of Direct Costs	LCFF	5,200.00
None Specified	LCFF	6,000.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	112,241.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,313.00

# 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. Jasmine Flores (Year 2)		X			
Ms. Dena Cockrell (Year 1)		X			
Mr. Miche Guidry (Year 2)		X			
Ms. Josie Pantaleon (Year 1)			X		
Ms. Lauren Ogle (Year 2)				X	
Ms. Irma Gamez (Year 1)				X	
Ms. Patricia Russell (Year 2)				X	
Ms. Andrea Madrigal (Year 1)				X	
Ms. Rocio Arana (Year 1)				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

District/School Liaison Team for schools in Program Improvement

Other: The leadership team met and reviewed the SPSA at a Leadership Team Meeting.

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 October 17, 2019.

Attested:

Principal, Ryan E. Saunders, Ed.D. on

SSC Chairperson, Ms. Andrea Madrigal on