



# 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.

<b>School Name</b>	Cahuilla Elementary School
<b>Address</b>	833 E. Mesquite Avenue Palm Springs, CA 92262-0119
<b>County-District-School (CDS) Code</b>	33671736032395
<b>Principal</b>	Ryan E. Saunders, Ed. D.
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	07/01/2025-06/30/2026
<b>Schoolsite Council (SSC) Approval Date</b>	05/15/2025
<b>Local Board Approval Date</b>	06/24/2025

This certifies that updates to my SPSA are completed

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Purpose and Description..... 7
- Educational Partner Involvement ..... 7
- Resource Inequities ..... 9
  - Needs Assessment – Review of Performance ..... 10
  - Reflections: Success ..... 10
  - Reflections: Identified Need ..... 11
- School and Student Performance Data ..... 13
  - Student Enrollment..... 13
  - Student Population ..... 15
  - Overall Performance ..... 17
  - English Language Arts ..... 19
  - Mathematics ..... 21
  - English Learner Progress..... 23
  - Chronic Absenteeism ..... 24
  - Suspension Rate ..... 26
- Annual Review and Update ..... 28
  - Goal 1 – Increased Academic Achievement ..... 28
  - Goal 2 – Parent Engagement..... 39
  - Goal 3 – Safe and Healthy Learning Environment..... 43
- Goals, Strategies, & Proposed Expenditures..... 49
  - Goal 1 ..... 49
  - Goal 2..... 63
  - Goal 3..... 68
- Centralized Services for Planned Improvements in Student Performance ..... 77
- Budget Summary and Consolidation ..... 79
  - Budget Summary ..... 79
  - Allocations by Funding Source..... 79
  - Other Federal, State, and Local Funds ..... 79
  - Expenditures by Funding Source ..... 81
  - Expenditures by Budget Reference ..... 82
  - Expenditures by Budget Reference and Funding Source ..... 83
- School Site Council Membership ..... 84

Recommendations and Assurances .....85

Title I and LCFF Funded Program Evaluation .....86

Instructions.....95

    Instructions: Linked Table of Contents.....95

    Purpose and Description .....95

    Educational Partner Involvement .....96

    Resource Inequities .....96

Goals, Strategies, Expenditures, & Annual Review .....96

    Annual Review .....98

    Budget Summary .....98

    Appendix A: Plan Requirements .....100

    Appendix B:.....102

    Appendix C: Select State and Federal Programs .....104

# School Vision and Mission

PSUSD & Cahuilla Vision:  
Lifelong Learning starts here.

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

Cahuilla Mission- Professional Learning Community:

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

Cahuilla Mission- School Climate:

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

Cahuilla Mission- Parents/Community:

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

## School Profile

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 415 students in grades Transitional Kindergarten through Fifth. Our demographics are as follows: 72.2% of the students are Hispanic, 10.7% are White, 6.8% are African American, and 1.2% are Asian, 2.2% are Filipino, 6.5% are two or more races, and .5% represent Am. Indian/Alaskan Natives. Approximately 90.3% are Social-Economically Disadvantaged, 28.5% are English Learners, 12.1% are Students with Disabilities, 16.7% are Homeless Youth, 0% are Migrant Education, and 1.6% are Foster Youth.

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

Our school evaluates the effectiveness of our SPSA after SBAC scores are released, and our SSC, ELAC, Staff, and Leadership Team had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, occur if there are substantial budget and /or material changes during the school year. For the 2024/2025, our site utilized Local Assessments to monitor student progress and adjust the instructional programming delivered to students.

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

Special Education:

Content and Performance Standards

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

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

#### Assessment Strategies:

Teachers use a variety of assessments for various purposes. Diagnostic assessments are used to determine the reading levels of all students at Cahuilla. The teachers use a combination of formative and interim assessments to monitor student achievement. For 2025/2026, K-2 will use Star assessments to inform their instruction and adjust their instructional delivery, as well as provide an end of year assessment of overall mastery. All assessments will be Common Core Standards aligned. In grades 3-5, district directed interim Star assessments will be used as formative assessments in two instructional segments, at the end of each trimester, to monitor progress mastery. SMART goals will be created based upon interim assessments to drive best first instruction. Grades 3-5 will administer the ICA and plan a response to the data. The ELPAC will be used to summatively assess the progress of English Learners. Formative assessments will be conducted using the CAASPP-IAB model as well as district directed Star assessments. End of Year Assessments created by PSUSD will be implemented in Grades K-2. Smarter Balanced Assessments or district direction interim assessments will be used for Grades 3-5. To promote and ensure equity, student data will be analyzed in terms of subgroups as well as the overall class/grade level performance. All students enrolled at Cahuilla elementary will participate in the formative assessment process throughout the year to monitor progress towards grade level standards.

#### Instructional Strategies:

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

#### 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 instructional agreements 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 At or Above, and students are given additional instruction at their level of need--emphasizing literacy instruction aligned with our site literacy plan. Instruction is guided by formal and informal assessments, and progress towards mastery is monitored by interim assessments known as benchmarks in grades TK-5. During the day, students are regrouped across the grade level to target language development (Designated ELD), and all students receive language development support at their level; even if they are native English speakers. All students participate in Guided Reading to the frequency needed to address their needs. Tier II- students who need additional support receive support from Literacy Action Plans, additional Guided Reading minutes, and small group instruction. Tier III--Teacher Tutoring, UFLI reading intervention, district provided SES tutoring, and after school program supports are all in place; in addition, Cahuilla sets aside money to pay teachers to provide targeted tutoring for students not participating in other programs.

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

#### SOCIAL-EMOTIONAL:

Tier 1: Best First Instruction--the program Second Step is implemented during the instructional day. This curriculum has a two-pronged approach: social-emotional learning and bully prevention. The curriculum is integrated into the instructional program when appropriate, and may be stand alone instructional blocks as well. Cahuilla has a full time school counselor who provides supports in all three Tiers to students as needed. Cahuilla implements a structured recess to ensure students are taught appropriate social skills when interacting on the playground and prevent bullying. Tier II-When students need additional help, they enter into the SST process. The school counselor will be available to provide small group training for targeted behavior replacements, as well as general counseling in social-emotional development. Mental Health or Behavioral Interventionist support may also be recommended. Students who demonstrate a greater need will move into Tier III--and referred to PSUSD Mental Health to provide group and or family counseling/therapy. In addition, some students are referred to Riverside County Therapeutic Behavioral Support in coordination with the assigned PSUSD Mental Health Therapist.

**Pre-School:**

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

**BEHAVIOR:**

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

**Instructional Materials**

Wonders Core, Heggerty Guided Reading Curriculum, & Kid Lips Language Supplemental Curriculum-ELA, Bridges Core & Freckle-Math, Amplify-Science, and Studies Weekly - Social Studies resources along with supplemental materials. Supplemental resources include TK Learning Dynamics, Nearpod & Flocabulary, Freckle, Brain Pop, and Second Step.

\*\*\*\*\*

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

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

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

# Purpose and Description

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

- ✦ Schoolwide Program
- ✦ Additional Targeted Support and Improvement
- ATSI - African American, White

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

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

# Educational Partner Involvement

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

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

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

### Teacher Election Process:

Teacher Requests for nominations went out via Email and Google Survey/Classroom on 08/16/2024-08/22/2024. Teachers were given five full days to nominate themselves, and another five days to complete the ballot from 08/26/2024-08/30/2024. The ballots were sent via Google Survey/Classroom on 08/26/2024. The voting window closed on 08/30/2024.

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

### Parent Election Process:

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

### Other Election Process:

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

### Title I Meeting:

August 14, 2024 in person--10 Components of a Schoolwide Title 1 Program, Parent Rights Under Title 1 Law, Parent Engagement, School Achievement Data, School Plan for Student Achievement, Title 1 Expenditures, Title 1 Parent Engagement Policy/School Compact.

### 2024/2025 SSC Meeting Dates:

09/17/2024: SSC Review Membership & Vacancies, UCP Procedures, Bylaws, Review/Revise Parent Compact, Preliminary SBAC/ELPAC, and Local Assessment Data Review.  
10/16/2024: SSC Review Preliminary Data and review impact of actions. Determine if any actions need further revisions, deletions, or additions. The council met to jointly review each action and determine if it is appropriate to revise, delete, or add new actions. Title 1 carryover funds were reviewed and allocated to actions.  
10/30/2024: SSC to vote on SPSA Approval.  
01/30/2025: SSC Reviewed the 25/26 Allocation, Reviewed Targeted SPSA Actions and voted to adjust personnel actions.  
03/27/2025: SSC/ELAC Joint Meeting: Reviewed Winter Benchmark Data, SPSA Actions, and conducted the ATSI Root Cause/Needs Assessment  
04/23/2025: Review DRAFT SPSA based upon Advisory Input from ELAC, ILT, Literacy Committee  
05/15/2025: SSC Voted on the 25/26 SPSA Plan

#### ELAC Meeting Dates and Topics:

09/25/2024: Established ELAC Committee: 1) Rationale for Establishing ELAC (Roles & Responsibilities and By-Laws), 2) Uniform Complaint Process, 3) ELAC Training of Responsibilities and Meeting Dates, 4) Elected ELAC Members/Offices and DELAC Representative, 5) Review Projected and ELL Programs Provided.  
10/24/2024: Review DRAFT Revisions to SPSA for Fall Revise--Input for SSC to Consider in Final Draft, DELAC Report.  
01/30/2025: ELAC Reviewed the 25/26 Allocation, Reviewed Targeted SPSA Actions and voted to adjust personnel actions.  
03/27/2025: EL Benchmark Data Review, ATSI Needs Input-Attendance, Report from SSC, DELAC Report.  
05/01/2025: Reviewed SSC DRAFT SPSA and provided additional input to SSC for final consideration.

#### Leadership Team Dates and Topics:

08/27/2024--Reviewed current Academic, Attendance, and Behavior Data and Review Instructional Practice Expectations around Math and Writing, Professional development with PLC consultant.  
09/26/2024--Reviewed Dashboard data and professional development with PLC consultant.  
12/17/2024--Behavior consultant services input, PLC consultant, and the 2025 testing schedule.  
02/25/2025--Interim assessment data review, Strategic Plan development, and SPSA input.  
03/25/2025--ATSI Data Sheet/Input Gathering/SPSA Input--Root Cause Analysis.  
04/29/2025--SPSA Input  
05/27/2025--Preparation for End of Year Events, Assessment Update and Interim Report, 25/26 Planning Details.

#### Grade Level/Staff Team Meetings: Results Disseminated to Staff

08/28/2024--Kid Lips, Heggerty professional development  
09/04/2024--Staff Review of Fall 2024 STAR data, grades 4-5 and grade 1 action plans.  
09/11/2024--Grades 3-5 Summit K-12 Interim Assessment training.  
09/18/2024--Review Fall Benchmark data and identify ELD placement.  
10/09/2024--Grades 3-5 IAB training.  
10/30/2024--STAR reports to support parent engagement. Data analysis on Chronic Absenteeism and Suspension.  
11/13/2024--PLC visits with consultant.  
11/20/2024--Staff professional development, Implicit Bias and Microaggressions, POSSEM Teaching of Vocabulary and lesson plan demo.  
12/04/2024--Freckle data review progress of student skills, mini PD close reading.  
01/22/2025--Navigating Behavioral Change PD, Dashboard data review, CAASPP motivation plan.  
04/02/2025--Freckle data review progress of student skills.  
04/23/2025--Navigating Behavioral Change PD.  
05/21/2025--Freckle data review progress of student skills.  
06/04/2025--End of Year STAR data analysis.

Note: On March 27, 2025, the SSC and the ELAC committee held a joint meeting in order to conduct the needs assessment for ATSI groups. Members of the two teams collaborated around the data and had discussions and strategies. The ELAC recommended expanding the student store and implementing daily/term attendance incentives throughout the year. SSC members also like the idea and expanded it to the strategies that are included in the 25/26 plan.

#### Parent Advisory Meeting/Coffee with The Principal:

11/15/2024--Received input on parent perceptions around, 1) Instructional Programs and Impact, 2) Culture and Climate of Cahuilla Elementary, and 3) Communication  
03/07/2025: Families learned about PSUSD Anti-Hate Language Initiative from Director of Title IX, Dr. Antonia Hunt

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

03/27/2025--Joint SSC/ELAC ATSI Input Meeting: Reviewed ATSI Input Form and finalized SPSA Actions

03/25/2025--Leadership Team ATSI Input: ATSI Data Sheet/Input Gathering/SPSA Input--Root Cause Analysis, Reflection over Teacher Input on High Impact Next Steps

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

Actions to Maintain: Supp. Materials & Supplies/Educational software, Attendance Incentives, IEP Articulation Days, Family Engagement with Teacher Attended Attendance Meetings (SART), Tutoring, Supervision Aide Supplemental Support, PBIS Student Store/Cahuilla Bucks, Teacher Release time to Attend MTSS Meetings

Actions to Maintain with Modifications: Classroom Aide Support for Small Group Instruction--now will hire two personnel rather than extra duty.

Actions to Remove: TOSA-Focus on Tier 1 Behavior Support, Trauma Informed Practices Professional Development, Saturday School, Leadership Team Professional Development with PLC Consultant, Learning Dynamics

Actions to Add: Behavior Intervention Assistant, PLC Collaboration-Planning Response to ICA, Grade Level Action Planning-Data Response Release Time, SBAC Bootcamp and Testing Incentive (Transportation Costs Only), Kindergarten Parent Orientation Before School Year, SWD Committee Release Data Analysis Days, and the following Committee Costs to meet and engage in PLC around Attendance Progress, EL Progress, SWD Progress, Literacy Progress, and Math Progress.

The council will review the assessments used to inform progress for the 2025/2026 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 three significant academic groups: SED, EL, Hispanic. All three groups were represented in the 2024/2025 plan.

African American and White students both qualified for ATSI support. One data point that they share is their Chronic Absenteeism rates are significantly higher than other groups and the overall whole school rate.

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

In ELA, the overall student group was 40.6 points below average. African American students increased 16.4 points, but are still 69.2 points below average. SWD's, though not a significant subgroup, declined 18.5 points and were 94.9 points away from standard. This indicates that African American and SWD's, though not subgroups, need additional targeted support. Socioeconomically Disadvantaged, English Learners and Hispanic Students performed in the orange range which is commensurate with the overall All students Group. Homeless Youth, Foster Youth, Students with Disabilities, African American, White and Two or More are not significant subgroups for Cahuilla in ELA.

In Math, the overall student group was 63.6 points below standard with a decline of 11 points. African American Students grew 36.8 points to 69.2 points below standard which is near the overall student performance. SWD's maintained with a 1.2 decline, but is at 108.7 points below standard. Socioeconomically Disadvantaged and Hispanic Students performed in the orange range which is commensurate with the overall All Students Group. English Learners performed in the orange with a decline of 13 points to 81.8 points below standard; which is significantly further from standard than the other groups. This indicates that English Learners and SWD's need additional support in Mathematics. Homeless Youth, Foster Youth, Students with Disabilities, African American, White and Two or More are not significant subgroups for Cahuilla in Math.

In Suspension Rates, overall student suspension rate was 1.1%. There were no subgroups identified as being significantly different in their rates other than Two or More Races, which is not a significant subgroup. This indicates there is not a potential resource inequity in this particular dashboard item.

In Chronic Absenteeism, the following groups are in ATSI Status as a result of chronic absenteeism: African American (+4.1%) at 56.3%, and White (+3.4%) also 56.3%. Overall students saw a decrease of chronic absenteeism by 4.8% to 38.7%. English Learners improved their chronic absenteeism rate with decrease of 4.5 % to 28.4%; which is significantly lower than other groups and the overall student performance. Hispanic and SED students are in the yellow and commensurate to the overall student performance. SWD's reduced their chronic absenteeism rate by 3.5% to 49.2%. This rate is still higher than the overall student performance. Homeless Youth decreased their Chronic Absenteeism rate by 20.2% to 41.7% which is within a 3% range of the overall student performance. Foster Youth, Two or More Races and other groups are not significant subgroups.

English Learners saw an increase of 10.2% to 50.6% of students making one level of progress or more. Their Chronic Absenteeism reduced by 4.5% and is lower than the overall student performance indicator. Their suspension rate is 0.7% which is below the overall student performance. This indicates that suspension and chronic absenteeism are not indicative of a resource inequity.

SWD did decrease in chronic absenteeism by 3.5% to 49.2% which is significantly different from the overall student group. Their suspension rate increased 3.1% which is 2% higher than the overall student performance. This indicates a possible resource inequity for students with disabilities.

In conclusion the following needs/inequities emerged as needs: 1) Increase academic growth in Math and Reading for all students because all students experienced a decline except for African American students, 2) Decrease Chronic Absenteeism for all students with an emphasis on African American and White students, and increase parent engagement of targeted groups. The data shows that SWD's, though not a significant subgroup in all areas, is a group that is not progressing at the same rate as other groups or overall students academically, behaviorally, or attendance/engagement. This could indicate a resource inequity for this group of students.

The 2025/2026 plan will include specific strategies to target the reduction of Chronic Absenteeism of African American and White students. Strategies will focus on increasing parent awareness around attendance and impact on academic achievement and increasing ELA and Math achievement in all groups. In addition, the plan will also focus on SWD's suspension rate.

## Needs Assessment – Review of Performance

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

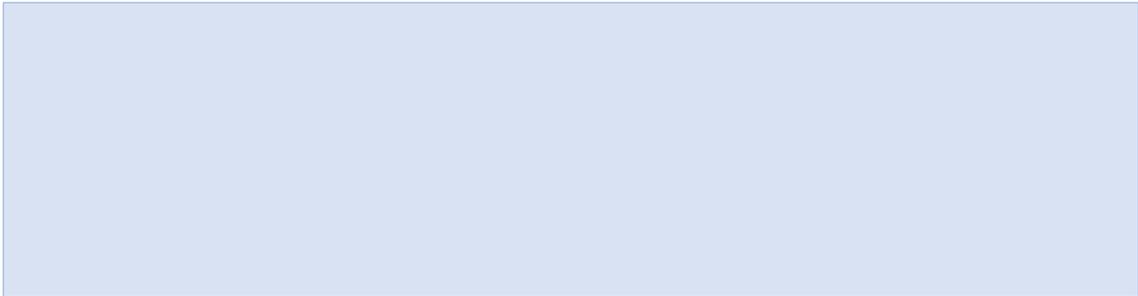
### Reflections: Success

#### Success:

1) The suspension rate, overall, is maintained at a very low rate at 1.1%. This indicates that the MTSS process was strong and supported students with Other Means of Correction, as well as providing them access to SEL learning and Tier 2 and Tier 3 services like Mental Health and Behavior Intervention Support. In addition, providing each classroom with calming corners and restorative practice materials helped prevent future incidents.

2) The overall chronic absenteeism rate for students significantly declined by 4.8% with all subgroups, except African American and White students experiencing a significant decline. This is due to consistent SART process that included teachers participating in a more active role during SART meetings which made them more impactful. In addition, we saw regular attendance to Saturday School.

3) 50.6% of all English Learners grew one level or more in language acquisition as measured by ELPAC. This is a 10.2% increase over last year. This could be in response to the coaching, training, and support teachers had around Universal Design for Learning. It can indicate that our Designated ELD instruction improved and was of higher quality.



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

According to the California Dashboard, the following were identified as Red and in need of urgent response:  
English Language Arts: SWD and Homeless (not significant subgroups).  
Mathematics: SWD (not significant subgroups).  
English Learner Progress: Orange Status-No Red  
Suspension Rate: Two or More Races (not significant subgroup)  
Chronic Absenteeism-African American and White Students.

Student Groups who are two or more performance levels below the All Students performance:  
English Language Arts: SWD's and Homeless  
Mathematics: SWD's  
Chronic Absenteeism: African American and White Students.  
Suspension: Two or More Races (not a significant subgroup).

Identified Needs:  
1) ELA: African American students increased 16.4 points, but are still 69.2 points below average. SWD's, though not a significant subgroup, declined 18.5 points and were 94.9 points away from standard. This indicates that African American and SWD's, though not subgroups, need additional targeted support.  
2) Math: SWD's maintained with a 1.2 decline, but is at 108.7 points below standard. English Learners performed in the orange with a decline of 13 points to 81.8 points below standard; which is significantly further from standard than the other groups. This indicates that English Learners and SWD's need additional support in Mathematics.  
3) Suspension: There were no subgroups identified as being significantly different in their rates other than Two or More Races, which is not a significant subgroup. This indicates there is not a potential resource inequity in this particular dashboard item.  
4) Chronic Absenteeism: The following groups are in ATSI Status as a result of chronic absenteeism: African American (+4.1%) at 56.3%, and White (+3.4%) also 56.3%.

Supporting Actions:  
The actions outlined below will continue to be relevant to the newly identified areas of needs.  
1) Paraprofessionals will be hired to provide small groups support during guided reading. Early Literacy and Guided Reading supplemental materials will be provided to teachers and paraprofessional in order to strengthen the literacy program.  
2) Committees/Advisories will be formed to monitor the progress of students throughout the year and provide advisory to grade levels when developing their SMART Goals and Action Plans emphasizing: Literacy (ELA), Mathematics, English Learner Performance, SWD Performance, and Attendance. Committees will meet approximately every 6 weeks to review data and provide advisory to grade levels in how their action plans are progressing and impacting student achievement.  
3) A BIA will be hired to provide behavioral support in order to decrease the amount of instructional time being disrupted with behaviors within the classroom, as well as behaviors that might result in suspension. IEP Articulation days will be implemented to ensure classroom general education teachers fully understand the students' IEP's.  
4) Attendance incentives will be provided to students who maintain a 95% positive attendance rate, we will continue with strategy of providing release time for teachers to participate in the SART process with families.

**Reflections:  
Identified  
Need**

- 5) Teachers will receive release time in order to collaborate with administration or PSUSD TOSA to review data, develop an action plan, and respond to the advisory of the various committees.
- 6) ATSI--African American and White students will be emphasized in SART collaboration from the beginning of the year, as well as be monitored through the attendance committee. Incentives will be provided to these students and families as well.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	76	59
Grade 1	69	69	63
Grade 2	66	69	60
Grade3	66	73	69
Grade 4	74	66	72
Grade 5	68	68	67
<b>Total Enrollment</b>	411	421	413

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	90.3%	28.6%	1.7%
Total Number of Students enrolled in Cahuilla Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	28.6%
Foster Youth	7	1.7%
Homeless	69	16.7%
Socioeconomically Disadvantaged	373	90.3%
Students with Disabilities	50	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	6.8%
American Indian	2	0.5%
Asian	5	1.2%
Filipino	9	2.2%
Hispanic	298	72.2%
Two or More Races	27	6.5%
Pacific Islander	0	0.0%
White	44	10.7%

### Conclusions based on this data:

1. Cahuilla has seen an increase in the number of students who re identified as English Learners by 1%.

2. The Black/African American group has maintained a consistent enrollment size.

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

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Orange</p>	<p><b>Graduation Rate</b></p>	<p><b>Suspension Rate</b></p>  <p>Yellow</p>
<p><b>Mathematics</b></p>  <p>Orange</p>	<p><b>Chronic Absenteeism</b></p>  <p>Yellow</p>	
<p><b>English Learner Progress</b></p>  <p>Green</p>		
<p><b>College/Career</b></p>		

**Conclusions based on this data:**

1. Improving the overall performance for all students in English Language Arts should be supported in the 2024/2025 plan.
2. Chronic Absenteeism, specifically the groups identified as ATSI, should receive targeted strategies as a part of the 2024/2025 plan.
3. The actions put in place to a low suspension rate are making a difference and strategies in the 2024/2025 plan should maintain this support.

# School and Student Performance Data

## Academic Performance English Language Arts

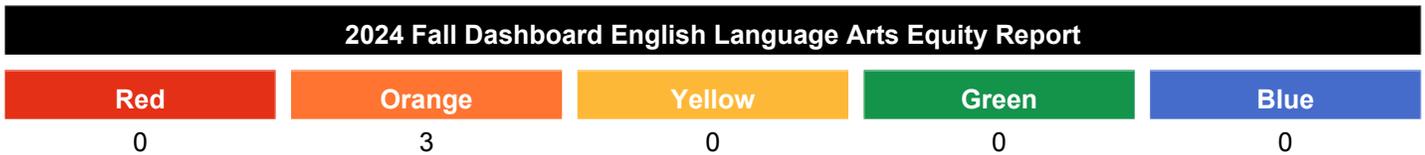
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>40.6 points below standard</p> <p>Declined 7.1 points</p> <p>184 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>59.3 points below standard</p> <p>Declined 5.6 points</p> <p>58 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>79.7 points below standard</p> <p>Declined 27.5 points</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>42.9 points below standard</p> <p>Declined 8.5 points</p> <p>174 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>94.9 points below standard</p> <p>Declined 18.5 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>69.2 points below standard</p> <p>Increased 16.4 points</p> <p>17 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>45.3 points below standard</p> <p>Maintained 1.3 points</p> <p>136 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>72.1 points below standard</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>3.7 points above standard</p> <p>Declined 8.3 points</p> <p>17 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

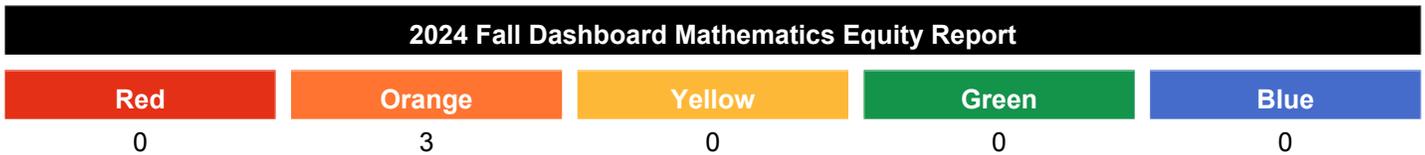
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>63.6 points below standard</p> <p>Declined 11.0 points</p> <p>188 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>81.8 points below standard</p> <p>Declined 13.0 points</p> <p>63 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>86.3 points below standard</p> <p>Declined 54.0 points</p> <p>26 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>65.4 points below standard</p> <p>Declined 12.6 points</p> <p>176 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>108.7 points below standard</p> <p>Maintained 1.2 points</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>67.6 points below standard</p> <p>Increased 36.8 points</p> <p>17 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>67.7 points below standard</p> <p>Declined 7.1 points</p> <p>138 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>91.5 points below standard</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>51.8 points below standard</p> <p>Declined 30.0 points</p> <p>16 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 50.6% making progress. Number Students: 79 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
17.7%	31.6%	0%	50.6%

### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p style="background-color: #e6f2ff; padding: 2px;">38.7% Chronically Absent</p> <p>Declined 4.8</p> <p>444 Students</p>	<p><b>English Learners</b></p>  Orange <p style="background-color: #e6f2ff; padding: 2px;">28.4% Chronically Absent</p> <p>Declined 4.5</p> <p>134 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p style="background-color: #e6f2ff; padding: 2px;">57.1% Chronically Absent</p> <p>Increased 20.8</p> <p>14 Students</p>	<p><b>Homeless</b></p>  Orange <p style="background-color: #e6f2ff; padding: 2px;">41.7% Chronically Absent</p> <p>Declined 20.2</p> <p>72 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p style="background-color: #e6f2ff; padding: 2px;">39.9% Chronically Absent</p> <p>Declined 4.3</p> <p>406 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>49.2% Chronically Absent</p> <p>Declined 3.5</p> <p>63 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>56.3% Chronically Absent</p> <p>Increased 4.1</p> <p>32 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>36.2% Chronically Absent</p> <p>Declined 5.5</p> <p>318 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>31% Chronically Absent</p> <p>Declined 9</p> <p>29 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>56.3% Chronically Absent</p> <p>Increased 3.4</p> <p>48 Students</p>

**Conclusions based on this data:**

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

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

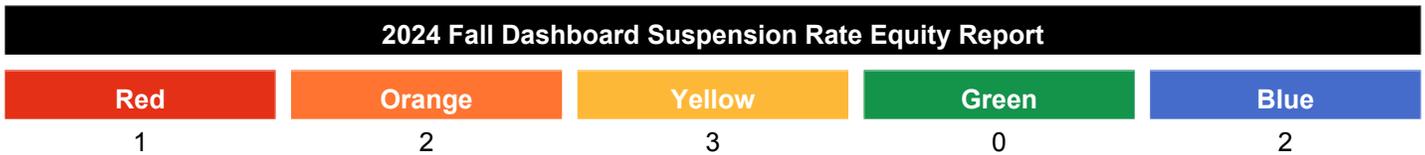
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.1% suspended at least one day</p> <p>Maintained 0%</p> <p>468 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>143 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>15 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 1.4%</p> <p>80 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>425 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 3.1%</p> <p>65 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>37 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.3%</p> <p>333 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>6.7% suspended at least one day</p> <p>Increased 3.6%</p> <p>30 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3.5%</p> <p>50 Students</p>

**Conclusions based on this data:**

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

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1 – Increased Academic Achievement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	+3 to +15 Points	30.5-18.5 points below	All	 Orange	40.6 points below standard	Declined 7.1 points
	EL	Yellow	+3 to +15 Points	50.7-38.7 points below	EL	 Orange	59.3 points below standard	Declined 5.6 points
	Hisp	Yellow	+3 to +15 Points	41-29 points below	Hisp	 Orange	45.3 points below standard	Maintained 1.3 points
	AA	Yellow	+3 to +15 Points	82.6-70.6 points below	AA	 No Performance Color	69.2 points below standard	Increased 16.4 points
	SED	Yellow	+3 to +15 Points	31.4-19.4 points below	SED	 Orange	42.9 points below standard	Declined 8.5 points
	SWD	Yellow	+3 to +15 Points	73.4-61.4 points below	SWD	 No Performance Color	94.9 points below standard	Declined 18.5 points
	)							
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	+3 to +15 Points	49.6-37.6 points below	All	 Orange	63.6 points below standard	Declined 11.0 points
	EL	Yellow	+3 to +15 Points	65.7-53.7 points below	EL	 Orange	81.8 points below standard	Declined 13.0 points
	Hisp	Yellow	+3 to +15 Points	57.6-45.6 points below	Hisp	 Orange	67.7 points below standard	Declined 7.1 points

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

--

AA	Yellow	+3 to +15 Points	101.4-89.4 points below
SED	Yellow	+3 to +15 Points	49.8-37.8 points below
SWD	Yellow	+3 to +15 Points	104.5-92.5 points below

AA	 No Performance Color	67.6 points below standard	Increased 36.8 points
SED	 Orange	65.4 points below standard	Declined 12.6 points
SWD	 No Performance Color	108.7 points below standard	Maintained 1.2 points

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

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

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - Grew 4.3 pts to 25.8%. Goal Exceeded

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	+3-+15 Points	43.4-55.4 points above

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	50.6%	5 10.2

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: +8.1% to 10%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 4.2%-Goal Not Met

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

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - + 3% to 18.18%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 24.25%-Goal Exceeded

Williams Textbook/Materials Compliance

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

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

# Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Action: Teacher on Special Assignment</p> <p>Service: Teacher On Special Assignment will provide the following services: 1) 1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math. 2) Support ATSI students in the chronic absenteeism by monitoring the attendance of these groups, developing attendance improvement plans, and collaborating with administration, staff, and families to implement the plans. 3) Support students with Tier 2 and 3 behavior strategies by providing them intervention in the form of 1:1 or small group support, consultation in developing behavior support plans, conduct return from suspension intake meetings as suspensions impact attendance and academic performance.</p> <p>Metric: --The effectiveness of this action will be measured by the following: 1) Star ELA and Math data of the students he provides direct service to in Grade 3.</p>	<p>The position was filled by a staff member who provided the three services listed in the planned actions/services. He routinely provided 1:1 academic support and small group support. He also provided CICO services to students, and tracked their performance on a data sheet in order to target students who were in need and track the impact of his work.</p>	<p>Service: Teacher On Special Assignment will provide the following services: --1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math.</p> <p>1000-1999: Certificated Personnel Salaries Title I 70,800</p> <p>Service: Teacher On Special Assignment will provide the following services: --Support ATSI students in the chronic absenteeism by monitoring the attendance of these groups, developing attendance improvement plans, and collaborating with administration, staff, and families to implement the plans. --Support students with Tier 2 and 3 behavior strategies by providing them intervention in the form of 1:1 or small group support, consultation in developing behavior support plans, conduct return from suspension intake meetings as suspensions impact attendance and academic performance.</p>	<p>Service: Teacher On Special Assignment will provide the following services: --1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math.</p> <p>1000-1999: Certificated Personnel Salaries Title I 76,500</p> <p>Service: Teacher On Special Assignment will provide the following services: --1:1 tutoring or small group instruction to students in need of additional support to grade 3 students in ELA and/or Math.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 117,600</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2) The tracking of attendance data for the students specifically targeted in the ATSI groups that receive direct service from TOSA with an attendance support plan.</p> <p>3) The tracking and assessment of behavior data of students who receive direct service from TOSA and are on a behavior support plan.</p>		<p>1000-1999: Certificated Personnel Salaries LCFF 115,000</p>	
<p>Action: Tutoring Beyond the School Day</p> <p>Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.</p> <p>Metric: The PSUSD Star ELA and Math Benchmark data of will be used to measure the effectiveness of the 1:1 or small group tutoring received beyond the instructional day.</p>	<p>This action was implemented as planned. Teachers were paid to provide tutoring beyond the instructional day. Teachers used pre/post data to determine effectiveness and were selected and monitored using STAR data. The STAR ELA and Math data demonstrated growth from the Fall to Winter Benchmark.</p>	<p>Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1,000</p>	<p>Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 900</p>
<p>Action: Professional Development and Consultant Support for Professional Learning Communities</p> <p>Service: The Instructional Leadership Team will receive professional development and coaching in</p>	<p>The consultant was hired and performed the services outlined in the planned action. The members of the leadership team received two professional development in-services and coaching.</p> <p>The consultant attend extended leadership team meetings to</p>	<p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be</p>	<p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year.</p> <p>Metric: The effectiveness of this strategy will be evaluated by reviewing quantitative Star ELA and Math benchmark data and qualitative data in the form of feedback from the instructional leadership team.</p>	<p>provide training on effective practices of PLC's and then on effective strategies for running a PLC meeting. She then visited the site three times to visit PLC's in action and provide feedback to refine performance.</p> <p>The 11 members of the leadership team received timecards to be compensated for the additional time beyond the regular leadership team meeting times.</p>	<p>provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year. These workshops and coaching will be provided by an outside consultant.</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF 2,500</p> <p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year that are beyond the contractual day.</p> <p>1000-1999: Certificated Personnel Salaries Title I 3,300</p>	<p>provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year. These workshops and coaching will be provided by an outside consultant.</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF 2,500</p> <p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year that are beyond the contractual day.</p> <p>1000-1999: Certificated Personnel Salaries Title I 3,100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year that are beyond the contractual day.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 3,300</p>	<p>Service: The Instructional Leadership Team will receive professional development and coaching in effective strategies for developing and maintaining effective professional learning communities in order to improve student achievement. This will be provided in professional development workshops, 1:1 coaching for grade level leaders, and formative feedback from administration and coach throughout the year that are beyond the contractual day.</p> <p>1000-1999: Certificated Personnel Salaries LCFF 3,200</p>
<p>Action: 3 IEP Articulation Days. As a result of the anticipated 23/24 SBAC data in comparison with the STAR End of Year data from 23/24, the data indicates a greater need to support Students with Disabilities in the area of academics, behavior (suspension rate), and chronic absenteeism.</p> <p>Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the</p>	<p>The action was implemented as planned. Substitutes were arranged and general education teachers had the opportunity to meet with the case carriers to learn about each student on their roster who had an IEP or BSP. These articulation days happened two times during the year.</p>	<p>Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. 5700-5799: Transfers Of Direct Costs LCFF 750</p> <p>Service: Teachers will be provided release time in order to</p>	<p>Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. 5700-5799: Transfers Of Direct Costs LCFF 540</p> <p>Service: Teachers will be provided release time in order to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>components of the IEP and how to best serve students with disabilities within the classroom.</p> <p>Metric: This action will have its effectiveness determined by the PSUSD Star ELA and Math Benchmark results of students who receive special education services through an IEP.</p>		<p>meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. 5700-5799: Transfers Of Direct Costs Title I 1,000</p>	<p>meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. 5700-5799: Transfers Of Direct Costs Title I 0</p>
<p>Action: Trauma Informed Practices Professional Development. As a result of the anticipated 23/24 SBAC data in comparison with the STAR End of Year data from 23/24, the data indicates a greater need to support Students with Disabilities in the area of academics, behavior (suspension rate), and chronic absenteeism. Professional development will also focus on Students with Disabilities, Homeless/Foster Youth who also have ADHD/Autism or other disabilities that can manifest in behavior or attendance patters that negatively impact student achievement.</p> <p>Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance.</p>	<p>The action did get implemented as it was intended for the most part. A consultant was hired during the second part of the year to provide 5 60 minute-75 minute trainings on emotional dysregulation, neurodiversity, trauma, and provided training on behavior cycles and de-escalation strategies. The entire certificated staff attended each professional development that occurred within the 2:1:2 schedule.</p>	<p>Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance.  5800: Professional/Consulting Services And Operating Expenditures Title I 7,067</p> <p>Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance. 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance. 5800: Professional/Consulting Services And Operating Expenditures Title I 4,000</p> <p>Service: Classroom teachers and classified staff will receive professional development with the goal of learning about the impact of trauma on learning and strategies to mitigate the impact of trauma on learning, behavior, and attendance. 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Metric: The effectiveness of this action will be evaluated using the PSUSD Star ELA and Math Benchmark Data, Suspension Data and Suspension Data.</p>		<p>LCFF 1,401</p>	<p>LCFF 0</p>
<p>Action: Classroom Instructional Aide Support in Grades 1 &amp; 2</p> <p>Service: Grades 1 and 2 will receiving 75 minutes of instructional aide support to provide support in running effective guided reading groups. This person would provide additional support in running reading groups and providing intervention to primary age students. The goal is to ensure students reach grade 3 reading at grade level.</p> <p>Metric: The effectiveness of this action will be evaluated using the PSUSD Star Early Literacy benchmark scores.</p>	<p>This action was implemented with some inconsistency. Throughout the year, the personnel changed. There were periods of the year where no personnel were in the position. Despite these challenges, the Reading data and early literacy data shows growth from fall to winter on the STAR ELA assessment. Two aides were hired, to provide push-in support to students during Guided Reading Blocks. A schedule was created and followed as closely as possible when the staffing was available.</p>	<p>Service: Grades 1 and 2 will receiving 75 minutes of instructional aide support to provide support in running effective guided reading groups. This person would provide additional support in running reading groups and providing intervention to primary age students. The goal is to ensure students reach grade 3 reading at grade level. 2000-2999: Classified Personnel Salaries LCFF 23,600</p>	<p>Service: Grades 1 and 2 will receiving 75 minutes of instructional aide support to provide support in running effective guided reading groups. This person would provide additional support in running reading groups and providing intervention to primary age students. The goal is to ensure students reach grade 3 reading at grade level. 2000-2999: Classified Personnel Salaries LCFF 16,200</p>
<p>Action: Learning Dynamics Reading Curriculum for Kindergarten</p> <p>Service: Providing Kindergarten teachers with a supplementary reading curriculum that supports all Kindergarten students reaching grade level by the end of the year. This supplementary curriculum is used in coordination with the</p>	<p>The curriculum was purchased for the kindergarten teachers. Three kinder teachers received the curriculum and implemented it, partially, within their classrooms. It was determined this year that the action is no longer needed and will not be continued.</p>	<p>Service: Providing Kindergarten teachers with a supplementary reading curriculum that supports all Kindergarten students reaching grade level by the end of the year. This supplementary curriculum is used in coordination with the Wonders Core adoption to provide additional support to students in learning to read. 4000-4999: Books And Supplies</p>	<p>Service: Providing Kindergarten teachers with a supplementary reading curriculum that supports all Kindergarten students reaching grade level by the end of the year. This supplementary curriculum is used in coordination with the Wonders Core adoption to provide additional support to students in learning to read. 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Wonders Core adoption to provide additional support to students in learning to read.</p> <p>Metric: The effectiveness of this action will be evaluated by analyzing the ESGI assessment data and the early literacy skills it assesses.</p>		<p>LCFF 3,000</p>	<p>LCFF 3,000</p>
<p>Action: Supplemental Materials and Supplies</p> <p>Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).</p> <p>Metrics: The effectiveness of this action will be evaluated by looking at PSUSD Star ELA and Math Benchmarks. By providing these</p>	<p>Throughout the year, supplemental materials and supplies were purchased. Purchases included replacement technology like printers, viewsonic equipment, projectors, headphones, paper, pencils, etc. It also helped provide materials for clubs, Saturday School, and tutoring.</p>	<p>Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).</p> <p>4000-4999: Books And Supplies LCFF 7,000</p>	<p>Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).</p> <p>4000-4999: Books And Supplies LCFF 5,700</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>materials, grade levels should be able to show they are making progress in the SMART Goals based upon district assessments. It will also be evaluated by looking in Renaissance Analytics and comparing results of the Star ELA/Math Current Student Growth Percentile that measure the instructional impact on student learning.</p>			
<p>Action: Targeted Newcomer Language Development Support</p> <p>Service: Newcomer English Learners will received in person tutoring two days per week by a program called "Sail". The intervention will run for approximately 8 weeks.</p> <p>Metric: The effectiveness of this action will be evaluated using the ELPAC scores for 2024/2025.</p>	<p>This support did happen. Representatives from the PSUSD EL Department spent 8 weeks providing intervention to the 9 students.</p>	<p>The staff and program is being provided by PSUSD EL Department.</p> <p>0.00</p>	<p>The staff and program is being provided by PSUSD EL Department.</p> <p>0.00</p>

## Analysis

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

Overall, the SPSA actions were implemented consistently. The actions that were implemented specifically addressed identified needs in the data: 1) supporting students with behavioral challenges who are students with IEP's or may be general education students with emotional and behavioral challenges. The TOSA was an effective strategy and students that were targeted for support did see improvement in their behavior. Due to funding, the position will be cut for the next year. The tutoring action continues to be effective, though it is implemented in a small amount. The support provided to teachers during the guided reading blocks was effective despite the personnel challenges. Next year, more permanent positions will be create and this will attract stable and consistent staffing in these positions as they support Guided Reading and Designated ELD.

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 no major differences between the intended implementation and actuals other than costs. The articulation days only occurred twice instead of three times due to sub availability and calendar availability. The TOSA actual costs were slightly higher due to increased salary costs, but were not significantly different. The instructional aides was not fully actualized due to staffing challenges and inconsistency with staffing being present. The cost differences were absorbed from the Materials and Supplies allocation.

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 goal will be updated to align to the Strategic Alignment Plan. The Early Literacy scores showed minimum improvement (4%) from the fall assessment. Grade 2 had the biggest struggle and Grade 1 had strong growth. The instructional aides will be shifted to permanent positions so that they do not rely on revolving staff members. The TOSA position, Learning Dynamics will both be eliminated from the 25/26 SPSA. Due to the continue increase in suspensions relative to students with disabilities (+.7%), the TOSA position will be eliminated and a BIA will be added to the SPSA. In addition, SWD's continue to be a subgroup that experiences performance gaps. Cahuilla will form advisory groups next year whose role will be to routinely analyze data and create advisory action for grade levels in their Action Plan Days. They will progress monitor the group/area they are focusing on and make recommendations to grades and school for next steps. They will provide input to SSC as well. Chronic absenteeism continues to decline, but African American and White students continue to be an ATSI focus. Attendance incentives will be put in place to motivate students, and the subgroups, to increase their attendance. Finally, Cahuilla Science scores continue to be low, despite growing, so a supplemental software will be used to help build background knowledge for EO's and EL's respectively.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2 – Parent Engagement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - Increase from 115 parent surveys to 125 parent surveys.	68 Parent surveys were received despite multiple invitations, reminders, and access to paper copies.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - Not to fall below 95% Hispanic (Hisp) -Not to fall below 95% African American (AA) -Not to fall below 95% Confidentiality Protected: Not to fall below 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): 96% (exceeded goal by 1%) Hispanic (Hisp): 93% (missed goal by 2%) African American (AA): 95% (Met goal) Confidentiality Protected: 100%-exceeded goal by 5%).
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - Maintain (not fall below 95%) Hispanic (Hisp) -Maintain (not fall below 95%) African American (AA) -Maintain (not fall below 95%) Confidentiality Protected: Not to fall below 95%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL): 95% (Goal Met) Hispanic (Hisp): 90% (missed goal by 5%) African American (AA): 100% (exceeded goal by 5%) Confidentiality Protected: 100% (exceeded goal by 5%).
Number of Attendees Attending 1 or both Parent/ Teacher	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Will maintain at least an 80% engagement rate.	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Parent/Teacher Conference Rates

Metric/Indicator	Expected Outcomes	Actual Outcomes
Conferences, SART Meetings, and MTSS Meetings.		were 78%-82% throughout the year. Parent engagements as parent events were about 25%.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Action: Parent Engagement Activities</p> <p>Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive quality advertisements in a variety of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.</p> <p>Metrics: The effectiveness of this action will be measured by the positive response rate of 90% in the school connectedness survey in the Panorama Survey.</p>	<p>Cahuilla average around 78%-82% attendance to Parent/Teacher Conferences. Back to School Night was about 70%. 46 MTSS Meetings were schedule and held. The following parent/engagement activities were conducted: 3 Coffee Chats with the Principal, Reading/Literacy Night, Geeky Game Night, Color Run, 3 Parent Classes, and Tenants' Rights Informational Meeting. The 90% goal was met.</p>	<p>Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive quality advertisements in a variety of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,613</p>	<p>Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive quality advertisements in a variety of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,575</p>
Action: SART and MTSS Parent Engagemet	46 MTSS Meetings were schedule and held. 42 SART meetings were	Services:	Services:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Services: In order to maximize the impact of SART and MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.</p> <p>Metrics: The effectiveness of this action will be evaluated by analyzing the overall academic, behavioral and attendance data of students as tracked in Panorama. Groups of students will be created in Panorama and this tool will be used to track the impact of interventions developed in these meetings.</p>	<p>conducted as well with teacher participation in all of these meetings. These took place over a course of 11 school days (SART) and 13 days (MTSS) throughout the school year. Schedules and signed contracts and plans were collected. Students were tracked in the Panorama and used to identify students for these meetings.</p>	<p>In order to maximize the impact of SART and MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.</p> <p>5700-5799: Transfers Of Direct Costs LCFF 5,000</p>	<p>In order to maximize the impact of SART and MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.</p> <p>5700-5799: Transfers Of Direct Costs LCFF 1,600</p>

## Analysis

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

With the exception of a few data points, parent engagement was high and parent responses on the Panorama Survey are favorable. The SART and MTSS meetings were very effective in engaging families. Parents attended events with an average of 50 attending. We have seen a significant drop in families who attend extracurricular activities in the evenings throughout the year. The number of parent surveys received was significantly reduced as well this year, but the percentages remained the same. We had a response rate of about 17% which is not as strong as we would like, but still provided some data that is able to be generalized.

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 is one action that had a significant difference in actualized expense. The sub cost initially allocated assumed the cost of full day subs. During the school year, it became that these days needed to be 1/2 day and therefore, the sub costs was less. This money was not fully expended.

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 goal will be updated to align to the Strategic Alignment Plan and will continue with the Panorama Survey as the measuring tool. The actions outlined above will continue in the next year. None are being eliminated.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3 – Safe and Healthy Learning Environment

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 93%	Student Attendance Rates All Students (ALL) - 90.9%																																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>decline by 0.5% to 3%</td> <td>43.1% - 40.6%</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>decline by 0.5% to 3%</td> <td>32.3% - 29.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>decline by 0.5% to 3%</td> <td>41.2 - 38.7%</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>decline by 0.5% to 3%</td> <td>51.7 - 49.2%</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>decline by 0.5% to 3%</td> <td>43.7% - 44.2%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	decline by 0.5% to 3%	43.1% - 40.6%	EL	Orange	decline by 0.5% to 3%	32.3% - 29.5	Hisp	Orange	decline by 0.5% to 3%	41.2 - 38.7%	AA	Orange	decline by 0.5% to 3%	51.7 - 49.2%	SED	Orange	decline by 0.5% to 3%	43.7% - 44.2%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Yellow</td> <td>38.7% Chronically Absent</td> <td>Declined 4.8</td> </tr> <tr> <td>EL</td> <td> Orange</td> <td>28.4% Chronically Absent</td> <td>Declined 4.5</td> </tr> <tr> <td>Hisp</td> <td> Yellow</td> <td>36.2% Chronically Absent</td> <td>Declined 5.5</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>56.3% Chronically Absent</td> <td>Increased 4.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	38.7% Chronically Absent	Declined 4.8	EL	 Orange	28.4% Chronically Absent	Declined 4.5	Hisp	 Yellow	36.2% Chronically Absent	Declined 5.5	AA	 Red	56.3% Chronically Absent	Increased 4.1
St. Group	Color	DFS/Percentage	Change																																											
All	Orange	decline by 0.5% to 3%	43.1% - 40.6%																																											
EL	Orange	decline by 0.5% to 3%	32.3% - 29.5																																											
Hisp	Orange	decline by 0.5% to 3%	41.2 - 38.7%																																											
AA	Orange	decline by 0.5% to 3%	51.7 - 49.2%																																											
SED	Orange	decline by 0.5% to 3%	43.7% - 44.2%																																											
St. Group	Color	DFS/Percentage	Change																																											
All	 Yellow	38.7% Chronically Absent	Declined 4.8																																											
EL	 Orange	28.4% Chronically Absent	Declined 4.5																																											
Hisp	 Yellow	36.2% Chronically Absent	Declined 5.5																																											
AA	 Red	56.3% Chronically Absent	Increased 4.1																																											

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

--

SWD	Orange	decline by 0.5% to 3%	52.2% - 49.7%
-----	--------	-----------------------	---------------

SED	 Yellow	39.9% Chronically Absent	Declined 4.3
SWD	 Orange	49.2% Chronically Absent	Declined 3.5

--

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	1.1% suspended at least one day	Maintained 0%
EL	Yellow	0.7% suspended at least one day	Increased 0.7%
Hisp	Yellow	0.9% suspended at least one day	Increased 0.3%
AA	Blue	0% suspended at least one day	Maintained 0%
SED	Yellow	1.2% suspended at least one day	Maintained 0.1%
SWD	Orange	3.1% suspended at least one day	Increased 3.1%

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

Suspension Rates  
 All Students (ALL):.5% - 1.5%  
 English Learner (EL):0% to .5%  
 Hispanic (Hisp): .1% to 1.1%  
 African American (AA):0% to .5%  
 Socioeconomically Disadvantaged (SED):0% to .5%  
 Students with Disabilities (SWD): 0% to .5%

Suspension Rates  
 All Students (ALL):.1.1%-Goal Met  
 English Learner (EL):.7%-Goal not met by .2%  
 Hispanic (Hisp): .9%-Goal Met  
 African American (AA):0%-Goal Met  
 Socioeconomically Disadvantaged (SED):1.2%-Goal Not Met  
 Students with Disabilities (SWD): 3.1%-Goal Not Met

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

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

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

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) -80% Favorable Responses English Learner (EL) -80% Favorable Responses Hispanic (Hisp) - 87% Favorable Responses African American (AA) -80% Favorable Responses	Panorama Survey - School Connectedness All Students (ALL) -71% Goal Not Met-but increase of 4% English Learner (EL) -76%%-Favorable Responses-Goal Not Met Hispanic (Hisp) - 72% Favorable Responses-Goal Not Met African American (AA) -74% Favorable Responses-Goal Not Met
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) -75% English Learner (EL) -75% Hispanic (Hisp) - 75% African American (AA) - 75%	Panorama Survey – School Safety All Students (ALL) -60%-Favorable Responses-Goal Not Met--but increase of 7%. English Learner (EL) -65% Favorable Responses-Goal Not Met Hispanic (Hisp) - 59% Favorable Responses-Goal Not Met African American (AA) - 61% Favorable Responses-Goal Not Met
Williams Facilities Inspection Results	Williams Facilities Inspection Results -Met	Williams Facilities Inspection Results -Met

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Action: Supervision Aide Support</p> <p>Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.</p> <p>Metric: The effectiveness of this action will be evaluated by the</p>	<p>The supplemental supervision aide action was implemented as planned. The personnel was in place consistently and provided an additional hour of supervision each day. She provided an additional hour of supervision during the lunch portion of the day. Even though the suspension rate increased, it is important to note the suspensions were generally not from lunch recess activities.</p>	<p>Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.</p> <p>2000-2999: Classified Personnel Salaries LCFF 4,500</p>	<p>Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.</p> <p>2000-2999: Classified Personnel Salaries LCFF 4,100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>overall suspension rate of the school.</p>			
<p>Action: Self-Manager Program</p> <p>Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.</p> <p>Effectiveness: The effectiveness of this action will be evaluated based upon the suspension rate of the school.</p>	<p>The self-manager program was fully implemented. We currently have 96 self-managers, with is approximately 25% of the school consistently demonstrating the 6 Pillars of Character. They earn privileges including a special recess every Friday.</p>	<p>Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.</p> <p>0.00</p>	<p>Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.</p> <p>0.00</p>
<p>Action: Saturday School</p> <p>Services: Students who have been identified as having absences during the school year will be provided with the opportunity to attend Saturday School to erase absences. Students in ATSI Groups will receive invitations and this will be a strategy regularly included in attendance support plans for students in ATSI Subgroups. Teachers will receive a time card for students who attend Saturday school and the minimum</p>	<p>Saturday schools were implemented during the course of the year. 10 Saturday Schools were conducted, and 6 were cancelled due to low attendance and interest in the events. In addition, it was later in the year determined that LCFF cannot be used to fund future timecards for Saturday School. This action will be eliminated.</p>	<p>Services: Students who have been identified as having absences during the school year will be provided with the opportunity to attend Saturday School to erase absences. Students in ATSI Groups will receive invitations and this will be a strategy regularly included in attendance support plans for students in ATSI Subgroups. Teachers will receive a time card for students who attend Saturday school and the minimum requirement of 20 students is not met.</p>	<p>Services: Students who have been identified as having absences during the school year will be provided with the opportunity to attend Saturday School to erase absences. Students in ATSI Groups will receive invitations and this will be a strategy regularly included in attendance support plans for students in ATSI Subgroups. Teachers will receive a time card for students who attend Saturday school and the minimum requirement of 20 students is not met.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>requirement of 20 students is not met.</p> <p>Metrics: This action will be evaluated based upon the overall chronic absenteeism rate of the ATSI groups.</p>		<p>1000-1999: Certificated Personnel Salaries LCFF 3,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 2,700</p>
<p>Action: Student Store-PBIS Token Economy and Attendance Reinforcements.</p> <p>Service: Students who practice the Six Pillars of Character receive Cahuilla Bucks in our token economy. They then are provided opportunities to spend those bucks in a student store. This allows us to purchase incentives to be placed in the student store so students are motivated to continue with the program. In addition, students who demonstrate increased positive attendance as a result of their attendance codes will receive Cahuilla bucks. Finally, students who have strong attendance and are meeting the district goal of 96% will receive positive reinforcement throughout the year to encourage them to maintain this excellence.</p> <p>Metrics: The effectiveness of this action will be measured by the overall chronic absenteeism rate of students within ATSI groups and the overall student population.</p>	<p>The students store was fully implemented this year. Each primary grade shopped at the student store 2 times per month. Grade 3-5 shopped at the student store 1 time per month. Cahuilla bucks were well utilized to support students and provide them money to spend in the student store. Chronic Absenteeism rate, by current district indicators, is down nearly 4%.</p>	<p>Service: Students who practice the Six Pillars of Character receive Cahuilla Bucks in our token economy. They then are provided opportunities to spend those bucks in a student store. This allows us to purchase incentives to be placed in the student store so students are motivated to continue with the program. In addition, students who demonstrate increased positive attendance as a result of their attendance codes will receive Cahuilla bucks. Finally, students who have strong attendance and are meeting the district goal of 96% will receive positive reinforcement throughout the year to encourage them to maintain this excellence.</p> <p>4000-4999: Books And Supplies LCFF 3,000</p>	<p>Service: Students who practice the Six Pillars of Character receive Cahuilla Bucks in our token economy. They then are provided opportunities to spend those bucks in a student store. This allows us to purchase incentives to be placed in the student store so students are motivated to continue with the program. In addition, students who demonstrate increased positive attendance as a result of their attendance codes will receive Cahuilla bucks. Finally, students who have strong attendance and are meeting the district goal of 96% will receive positive reinforcement throughout the year to encourage them to maintain this excellence.</p> <p>4000-4999: Books And Supplies LCFF 3,100</p>

## Analysis

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

All actions were implemented consistently with the exception of Saturday School. The interest and participation in these events declined as the year progressed. More people began to take advantage of the STIS option; thus, making Saturday School obsolete for many families. This is why the allocations were not fully expended. The supervision aide was fully staffed all year and her services were consistently implemented. Suspension rate has increased, but the data shows those suspensions were not due to issues during lunch recess generally.

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 are no major differences other than the Saturday School could no longer be funded out of LCFF if ADA was being collected. Some events were cancelled due to low interest from families.

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 goal will be updated to align to the Strategic Alignment Plan. Next year, the Saturday School action will be eliminated from the plan. Attendance incentives, including a field trip, will be introduced for students who have a 95% positive attendance rate at the end of the year. The student store will also get a "luxe" store section specifically for students who have 95% or higher.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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

### LCAP Goal

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

### Identified Need

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

English Language Arts: SWD and Homeless (not significant subgroups).

Mathematics: SWD (not significant subgroups).

English Learner Progress: Orange Status-No Red

Suspension Rate: Two or More Races (not significant subgroup)

Chronic Absenteeism-African American and White Students.

Student Groups who are two or more performance levels below the All Students performance:

English Language Arts: SWD's and Homeless

Mathematics: SWD's

Chronic Absenteeism: African American and White Students.

Suspension: Two or More Races (not a significant subgroup).

Identified Needs:

1) ELA: African American students increased 16.4 points, but are still 69.2 points below average. SWD's, though not a significant subgroup, declined 18.5 points and were 94.9 points away from standard. This indicates that African American and SWD's, though not subgroups, need additional targeted support.

2) Math: SWD's maintained with a 1.2 decline, but is at 108.7 points below standard. English Learners performed in the orange with a decline of 13 points to 81.8 points below standard; which is significantly further from standard than the other groups. This indicates that English Learners and SWD's need additional support in Mathematics.

3) Suspension: There were no subgroups identified as being significantly different in their rates other than Two or More Races, which is not a significant subgroup. This indicates there is not a potential resource inequity in this particular dashboard item.

4) Chronic Absenteeism: The following groups are in ATSI Status as a result of chronic absenteeism: African American (+4.1%) at 56.3%, and White (+3.4%) also 56.3%.

**SMART Goals:**

1) ELA SPSA SMART Goal: By the end of the 25/26 school year, CAES Gr. 3-5 students will decrease the average points below standard from 40.6 points to 36.6 points as measured by the CAASPP Performance on the California Dashboard.

2) Grade Level ELA SMART Goal: Each grade level will review the EofY 2025 Benchmark (State or District) data and set a SMART Goal for the EofY 2026 Benchmark—75% or better At/Above Proficiency Rate.

1) Math SPSA SMART Goal: By the end of the 25/26 school year, CAES Gr. 3-5 students will decrease the average points below standard from 64 points to 60 points as measured by the CAASPP Performance on the California Dashboard.

2) Grade Level Math SMART Goal: Each grade level will review the EofY 2025 Benchmark (State or District) data and set a SMART Goal for the EofY 2026 Benchmark—75% or better At/Above Proficiency Rate.

English Learner ELA SPSA SMART Goal: By the end of the 25/26 school year, English Learners will increase the percentage of students making progress from 50.6% to 52.6% as measured by the ELPAC results on the California Dashboard.

CAES SMART ELA Goal: English Learner ELA SPSA SMART Goal: By the end of the 25/26 school year, Gr. 3-5 English Learners will decrease the points below standard from 59.3 to 54 points as measured by the SBAC results on the California Dashboard.

Math SPSA SMART Goal: By the end of the 25/26 school year, English Learners will decrease the points below standard from 81.8 to 75 points as measured by the SBAC results on the California Dashboard.

## Measuring and Reporting Results

### 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)

St. Group	Color	DFS/Percentage	Change
All	 Orange	40.6 points below standard	Declined 7.1 points
EL	 Orange	59.3 points below standard	Declined 5.6 points
Hisp	 Orange	45.3 points below standard	Maintained 1.3 points
AA	 No Performance Color	69.2 points below standard	Increased 16.4 points
SED	 Orange	42.9 points below standard	Declined 8.5 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	31 points below standard	Increase 10 points
EL	Yellow	51 points below	Increase 8 points
Hisp	Yellow	42 points below	Increase 3 points
AA	No performance Color	45 points below	Decrease 24 points
SED	Yellow	30 points below	Increase 13 points
SWD	No Performance Color	68 points below	Increase 27 points

**Metric/Indicator**

**Baseline**

**Expected Outcome**

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)

SWD	 No Performance Color	94.9 points below standard	Declined 18.5 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)

St. Group	Color	DFS/Percentage	Change
All	Yellow	46 points below	Increase 17 points
EL	Yellow	63 points below	Increase 17 points
Hisp	Yellow	56 points below	Increase 11 points
AA	No Performance Color	16 points below	Decrease 57 points
SED	Yellow	47 points below	Increase 18 points
SWD	No Performance	104 points below	Increase 5 points

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	63.6 points below standard	Declined 11.0 points
EL	 Orange	81.8 points below standard	Declined 13.0 points
Hisp	 Orange	67.7 points below standard	Declined 7.1 points
AA	 No Performance Color	67.6 points below standard	Increased 36.8 points
SED	 Orange	65.4 points below standard	Declined 12.6 points
SWD	 No Performance Color	108.7 points below standard	Maintained 1.2 points

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 28.8% growth

California School Dashboard – English Learner Progress Indicator (ELPI)

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 25.8% (4.3% growth)

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	50.6%	5 10.2

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	55%	5

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 4.2%-Goal Not Met

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: +2% to 6.2%.

Metric/Indicator	Baseline	Expected Outcome
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 24.25%-Goal Exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 30%-Goal Exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100% (maintain current status).

## Planned Strategies/Activities

### Strategy/Activity 1

Action: Early Literacy/Guided Reading/Language Development Kits. Materials are selected and aligned with Science of Reading (LETRS) strategies.

Services: Classroom teachers will receive research based manipulatives and resources to engage students in high quality guided reading and language development activities during the school year. These items will support teachers and the paraprofessionals in running effective and engaging guided reading and designated ELD groups. Early Literacy Manipulatives that support active engagement in the building of literacy skills (magnetic wands, dry erase index cards, map it paddles, word building charts, phoneme phones, magnetic letters, magnetic circles, etc.)

Metric: STAR Benchmark Score and Gr. 3-5 SBAC ELA results.

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

All

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

Amount

3,000

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Services: Classroom teachers will receive research based manipulatives and resources to engage students in high quality guided reading and language development activities during the school year. These items will support teachers and the paraprofessionals in running effective and engaging guided reading and designated ELD groups. Early Literacy Manipulatives that support active engagement in the building of literacy skills (magnetic wands, dry erase index cards, map it paddles, word building charts, phoneme phones, magnetic letters, magnetic circles, etc.)

## Strategy/Activity 2

Action: Tutoring Beyond the School Day

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

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

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

- English Learner
- Foster Youth
- Students with Disabilities

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal, Classroom Teachers Who Agree to Be Paid to Provide Tutoring

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,102
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.

### Strategy/Activity 3

Action: Staff Advisory/Committees

Service:

4 staff members will come together to use the Action Research Protocol to develop and monitor a plan of improvement for each of the respective areas. They will meet approximately every six weeks with an admin or TOSA to review data and monitor the plan implementation and progress towards goals. They will also serve as advisory to Leadership Team in order to drive school wide improvement.

Committees will be formed to target the following areas: Literacy, Math, SWD, EL, and Attendance.

Metric:

Progress monitoring with STAR Benchmarks and overall effectiveness based upon SBAC/ELPAC performance in testing grade levels.

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

All

Specific Student Groups:

ATSI Groups: African American and White Students will also be targeted and monitored.

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal, Committee Members.

### Proposed Expenditures for this Strategy/Activity

Amount

4,800

Source

LCFF

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

4 staff members will come together to use the Action Research Protocol to develop and monitor a plan of improvement for each of the respective areas. They will meet approximately every six weeks with an admin or TOSA to review data and monitor the plan implementation and progress towards goals. They will also serve as advisory to Leadership Team in order to drive school wide improvement.

Committees will be formed to target the following areas: Literacy, Math, SWD, EL, and Attendance.

<b>Amount</b>	7,200
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	4 staff members will come together to use the Action Research Protocol to develop and monitor a plan of improvement for each of the respective areas. They will meet approximately every six weeks with an admin or TOSA to review data and monitor the plan implementation and progress towards goals. They will also serve as advisory to Leadership Team in order to drive school wide improvement. Committees will be formed to target the following areas: Literacy, Math, SWD, EL, and Attendance.

### Strategy/Activity 4

Action: Two IEP Articulation Days.

Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. They will also have a second day later in the year to see how students are progressing and review IEP's of newly identified/enrolled students--as well as all BSP's that students with disabilities might have in place as well.

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

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

Students with Disabilities

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Case Carriers.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	920
<b>Source</b>	LCFF

**Budget Reference**

5700-5799: Transfers Of Direct Costs

**Description**

Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. They will also have a second day later in the year to see how students are progressing and review IEP's of newly identified/enrolled students--as well as all BSP's that students with disabilities might have in place as well.

**Strategy/Activity 5**

Action: SBAC Incentive (transportation only)

Service: Students who demonstrate one full band of growth in ELA or Math (gr. 4-5), or demonstrate a band of growth from Winter STAR to SBAC will be eligible to attend a field trip when the students return in the fall.

Metric: Gr. 3-5 SBAC and Gr. 3 Winter STAR

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

All

**Timeline**

07/01/2025-06/30/2026

**Person(s) Responsible**

Principal, Assistant Principal

**Proposed Expenditures for this Strategy/Activity**

**Amount**

2,000

**Source**

LCFF

**Budget Reference**

5700-5799: Transfers Of Direct Costs

**Description**

Service: Students who demonstrate one full band of growth in ELA or Math (gr. 4-5), or demonstrate a band of growth from Winter STAR to SBAC will be eligible to attend a field trip when the students return in the fall.

**Strategy/Activity 6**

Action: SWD Committee Class Release for Collaboration/Support Articulation

Service: A team will meet approximately every six weeks to engage in the action research process and monitor the overall progress of SWD's. The team will develop a plan of improvement to be implemented across all grade levels to support students in a academic area of need-tbd by the committee. They will also receive release time during the instructional day to meet with general education teachers as needed to review the progress students targeted for support.

Metric: SWD STAR and SBAC performance data, attendance data, discipline data.

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

Students with Disabilities

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal, Case Carrier

### Proposed Expenditures for this Strategy/Activity

Amount

484

Source

LCFF

Budget Reference

5700-5799: Transfers Of Direct Costs

Description

Service: A team will meet approximately every six weeks to engage in the action research process and monitor the overall progress of SWD's. The team will develop a plan of improvement to be implemented across all grade levels to support students in a academic area of need-tbd by the committee. They will also receive release time during the instructional day to meet with general education teachers as needed to review the progress students targeted for support.

### Strategy/Activity 7

Action: Additional Action Planning and PLC Collaboration Days/PLC Collaboration-ICA.

Service: Grade level teams will engage in a needs assessment based upon STAR data/ICA and develop a response plan to address the needs of students in need of intensive or strategic instruction including SWD and EL's, emphasizing UDL strategies. They will work to ensure they are implementing the strategies and focus of the various steering committees.

Metric: STAR Benchmark Scores for ELA/Math and Gr. 3-5 SBAC Scores.

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

All

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,300
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Service: Grade level teams will engage in a needs assessment based upon STAR data and develop a response plan to address the needs of students in need of intensive or strategic instruction including SWD and EL's, emphasizing UDL strategies. They will work to ensure they are implementing the strategies and focus of the various steering committees.
<b>Amount</b>	920
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Gr. 3-5 teachers will have release time to hand score portions of the ICA and plan their response.

### Strategy/Activity 8

Action: 2 Paraprofessionals: 5.75 hour and 7 hour paraprofessional.

Service: A paraprofessional will provide support in the classroom to ensure the teacher can run quality and impactful small groups during the Guided Reading and D-ELD Rotations. Primary focus will be primary grades: Gr. 1-3.

Metric: The effectiveness of this action will be evaluated using the PSUSD Star Early Literacy & Reading benchmark scores. In addition, Gr. 3 SBAC Scores as well.

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

All

## Timeline

07/01/2025-06/30/2026

## Person(s) Responsible

Principal, Assistant Principal, Classroom Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	37,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Service: A 5.75 hour paraprofessional will provide support in the classroom to ensure the teacher can run quality and impactful small groups during the Guided Reading and D-ELD Rotations. Primary focus will be primary grades: Gr. 1-3.
<b>Amount</b>	63,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Service: A 7 hour paraprofessional will provide support in the classroom to ensure the teacher can run quality and impactful small groups during the Guided Reading and D-ELD Rotations. Primary focus will be primary grades: Gr. 1-3.

## Strategy/Activity 9

Action: Purchase supplemental software-BrainPop--to assist with building background knowledge for EO's and EL's.

Service: Staff and students will engage with highly engaging and interactive software that focuses on building vocabulary and background knowledge in Science.

Metric: CA Science Dashboard Results

## Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:  
Gr. 5 Students will be targeted, but all students will have access.

## Timeline

07/01/2025-06/30/2026

**Person(s) Responsible**

Principal, Assistant Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,270
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Service: Staff and students will engage with highly engaging and interactive software that focuses on building vocabulary and background knowledge in Science.

**Strategy/Activity 10**

Action: Supplemental Materials and Supplies

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

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

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

All

**Timeline**

07/01/2025-06/30/2026

**Person(s) Responsible**

Principal, Assistant Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	8,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).

### Strategy/Activity 11

Action: Targeted Newcome Language Development Support

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

Metric: The effectiveness of this action will be evaluated using the ELPAC scores for 2025/2026.

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

English Learner

### Timeline

November of 2025-December of 2025

### Person(s) Responsible

Principal & Coordinator of English Learners

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Description</b>	The staff and program is being provided by PSUSD EL Department.

### Strategy/Activity 12

Action: SBAC Booster Prep Camp

Service: Teachers will be paid to plan and provide an SBAC prep class to be conducted on a Saturday. All Gr. 3-5 students will be invited to attend--specifically targeting EL's and SWD's.

Metric: Gr. 3-5 SBAC Scores for ELA and Math.

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

- English Learner
- Students with Disabilities
- All

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,200
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Service: Teachers will be paid to plan and provide an SBAC prep class to be conducted on a Saturday. All Gr. 3-5 students will be invited to attend--specifically targeting EL's and SWD's.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

By June of 2026, CAES will meet or exceed a 90% favorable response rate on the Panorama Family Climate & LCAP Survey with a minimum participation rate of 100 families (25% survey response rate).

### LCAP Goal

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

### Identified Need

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

English Language Arts: SWD and Homeless (not significant subgroups).

Mathematics: SWD (not significant subgroups).

English Learner Progress: Orange Status-No Red

Suspension Rate: Two or More Races (not significant subgroup)

Chronic Absenteeism-African American and White Students.

Student Groups who are two or more performance levels below the All Students performance:

English Language Arts: SWD's and Homeless

Mathematics: SWD's

Chronic Absenteeism: African American and White Students.

Suspension: Two or More Races (not a significant subgroup).

Identified Needs:

1) ELA: African American students increased 16.4 points, but are still 69.2 points below average. SWD's, though not a significant subgroup, declined 18.5 points and were 94.9 points away from standard. This indicates that African American and SWD's, though not subgroups, need additional targeted support.

2) Math: SWD's maintained with a 1.2 decline, but is at 108.7 points below standard. English Learners performed in the orange with a decline of 13 points to 81.8 points below standard; which is significantly further from standard than the other groups. This indicates that English Learners and SWD's need additional support in Mathematics.

3) Suspension: There were no subgroups identified as being significantly different in their rates other than Two or More Races, which is not a significant subgroup. This indicates there is not a potential resource inequity in this particular dashboard item.

4) Chronic Absenteeism: The following groups are in ATSI Status as a result of chronic absenteeism: African American (+4.1%) at 56.3%, and White (+3.4%) also 56.3%.

**SMART GOAL:**

By June of 2026, CAES will meet or exceed a 90% favorable response rate on the Panorama Family Climate & LCAP Survey with a minimum participation rate of 100 families (25% survey response rate).

## Measuring and Reporting Results

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

## Planned Strategies/Activities

## Strategy/Activity 1

Action: Parent Engagement Activities

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

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

## Students to be Served by this Strategy/Activity

X

Specific Student Groups:

ATSI Subgroups: African American and White

## Timeline

07/01/2025-06/30/2026

## Person(s) Responsible

Principal, Assistant Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,594
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Services: Parents will be invited and recruited to attend a variety of events including Parent/Teacher Conferences, SART Meetings, MTSS Meetings, and themed events focusing on supporting learning within the home, healthy behavioral strategies, and strong school attendance. In addition, families will be recruited to attend academic events like Science Fair, Reading Night, Geeky Game Night, and other events. Parents will receive quality advertisements in a variety of strategies to promote engagement, receiving materials and kits to support the continuation of learning within the home.

## Strategy/Activity 2

Action: MTSS Parent Engagement

Services:

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

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

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

X Specific Student Groups:  
ATSI Subgroups: African American and White

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

Amount	1,380
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Services: In order to maximize the impact MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.

### Strategy/Activity 3

Action: Kindergarten Orientation Meeting

Service: Prior to the start of the school year, or within the first two weeks, Transitional Kindergarten & Kindergarten teachers will conduct a Kindergarten Orientation Meeting that communicates the following areas of importance: 1) Attendance, 2) Academic Focus, 3) Opportunities for Support, 4) instructional Programming, and 5) Communication Strategies. This will be an approximate 2 hour orientation event for families.

Metric: Kinder attendance and parent signature sheet--50% of enrolling TK/K parents to attend.

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

X Specific Student Groups:  
TK and Kinder Students.

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal, TK Lead Teacher, Kindergarten Lead Teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	650
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Service: Prior to the start of the school year, or within the first two weeks, Transitional Kindergarten & Kindergarten teachers will conduct a Kindergarten Orientation Meeting that communicates the following areas of importance: 1) Attendance, 2) Academic Focus, 3) Opportunities for Support, 4) instructional Programming, and 5) Communication Strategies. This will be an approximate 2 hour orientation event for families.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

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

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

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

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

### LCAP Goal

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

### Identified Need

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

English Language Arts: SWD and Homeless (not significant subgroups).

Mathematics: SWD (not significant subgroups).

English Learner Progress: Orange Status-No Red

Suspension Rate: Two or More Races (not significant subgroup)

Chronic Absenteeism-African American and White Students.

Student Groups who are two or more performance levels below the All Students performance:

English Language Arts: SWD's and Homeless

Mathematics: SWD's

Chronic Absenteeism: African American and White Students.

Suspension: Two or More Races (not a significant subgroup).

Identified Needs:

- 1) ELA: African American students increased 16.4 points, but are still 69.2 points below average. SWD's, though not a significant subgroup, declined 18.5 points and were 94.9 points away from standard. This indicates that African American and SWD's, though not subgroups, need additional targeted support.

2) Math: SWD's maintained with a 1.2 decline, but is at 108.7 points below standard. English Learners performed in the orange with a decline of 13 points to 81.8 points below standard; which is significantly further from standard than the other groups. This indicates that English Learners and SWD's need additional support in Mathematics.

3) Suspension: There were no subgroups identified as being significantly different in their rates other than Two or More Races, which is not a significant subgroup. This indicates there is not a potential resource inequity in this particular dashboard item.

4) Chronic Absenteeism: The following groups are in ATSI Status as a result of chronic absenteeism: African American (+4.1%) at 56.3%, and White (+3.4%) also 56.3%.

**SMART GOAL:**

Attendance / Chronic Absenteeism: By the end of the 25/26 school year, Chronic Absenteeism will decrease from \_\_\_% to 39% as measured by the California Dashboard.

ATSI SMART Goal: By the end of the 25/26 school year, Chronic Absenteeism will decrease from 56.3% for AA and WH students to 50% as measured by the California Dashboard.

By June 2026, the Overall CAES Suspension Rate will reduce from \_\_\_ by .5% to \_\_\_ as measured by the California Dashboard.

By June of 2026, CAES SWD Suspension Rate will decrease from 3.1% to 2.5% as measured by the California Dashboard-Sig. Subgroup with widest performance compared to peers.

## Measuring and Reporting Results

### Metric/Indicator

### Baseline

### Expected Outcome

<p>Student Attendance Rates All Students (ALL)</p>	<p>Student Attendance Rates All Students (ALL) - 90.9</p>				<p>Student Attendance Rates All Students (ALL) - 93%</p>			
<p>Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>St. Group</p>	<p>Color</p>	<p>DFS/Percentage</p>	<p>Change</p>	<p>St. Group</p>	<p>Color</p>	<p>DFS/Percentage</p>	<p>Change</p>
	<p>All</p>	<p>Yellow</p>	<p>38.7% Chronically Absent</p>	<p>Declined 4.8</p>	<p>All</p>	<p>Yellow</p>	<p>34%</p>	<p>Declined 4%</p>
	<p>EL</p>	<p>Orange</p>	<p>28.4% Chronically Absent</p>	<p>Declined 4.5</p>	<p>EL</p>	<p>Yellow</p>	<p>24%</p>	<p>Declined 4%</p>
	<p>Hisp</p>	<p>Yellow</p>	<p>36.2% Chronically Absent</p>	<p>Declined 5.5</p>	<p>Hisp</p>	<p>Yellow</p>	<p>31%</p>	<p>Declined 5%</p>
	<p>AA</p>	<p>Red</p>	<p>56.3% Chronically Absent</p>	<p>Increased 4.1</p>	<p>AA</p>	<p>Yellow</p>	<p>52%</p>	<p>Declined 4%</p>
	<p>SED</p>	<p>Yellow</p>	<p>39.9% Chronically Absent</p>	<p>Declined 4.3</p>	<p>SED</p>	<p>Yellow</p>	<p>35%</p>	<p>Declined 4%</p>
					<p>SWD</p>	<p>Orange</p>	<p>45%</p>	<p>Declined 4%</p>

Metric/Indicator	Baseline	Expected Outcome																																																								
	<table border="1"> <tr> <td>SWD</td> <td>Orange</td> <td>49.2% Chronically Absent</td> <td>Declined 3.5</td> </tr> </table>	SWD	Orange	49.2% Chronically Absent	Declined 3.5																																																					
SWD	Orange	49.2% Chronically Absent	Declined 3.5																																																							
<p>Suspension Rates:  All Students (ALL)  English Learner (EL)  Hispanic (Hisp)  African American (AA)  Socioeconomically Disadvantaged (SED)  Students with Disabilities (SWD)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>1.1% suspended at least one day</td> <td>Maintained 0%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>0.7% suspended at least one day</td> <td>Increased 0.7%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>0.9% suspended at least one day</td> <td>Increased 0.3%</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0%</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>1.2% suspended at least one day</td> <td>Maintained 0.1%</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>3.1% suspended at least one day</td> <td>Increased 3.1%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	1.1% suspended at least one day	Maintained 0%	EL	Yellow	0.7% suspended at least one day	Increased 0.7%	Hisp	Yellow	0.9% suspended at least one day	Increased 0.3%	AA	Blue	0% suspended at least one day	Maintained 0%	SED	Yellow	1.2% suspended at least one day	Maintained 0.1%	SWD	Orange	3.1% suspended at least one day	Increased 3.1%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>1.2%</td> <td>Declined .5%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>.2</td> <td>Declined .5%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>.4%</td> <td>Declined .5%</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>0%-5%</td> <td>Maintained 0%-5%</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>.7%</td> <td>Declined .5%</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>1%</td> <td>Declined 2%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	1.2%	Declined .5%	EL	Yellow	.2	Declined .5%	Hisp	Yellow	.4%	Declined .5%	AA	Blue	0%-5%	Maintained 0%-5%	SED	Yellow	.7%	Declined .5%	SWD	Yellow	1%	Declined 2%
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	1.1% suspended at least one day	Maintained 0%																																																							
EL	Yellow	0.7% suspended at least one day	Increased 0.7%																																																							
Hisp	Yellow	0.9% suspended at least one day	Increased 0.3%																																																							
AA	Blue	0% suspended at least one day	Maintained 0%																																																							
SED	Yellow	1.2% suspended at least one day	Maintained 0.1%																																																							
SWD	Orange	3.1% suspended at least one day	Increased 3.1%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	1.2%	Declined .5%																																																							
EL	Yellow	.2	Declined .5%																																																							
Hisp	Yellow	.4%	Declined .5%																																																							
AA	Blue	0%-5%	Maintained 0%-5%																																																							
SED	Yellow	.7%	Declined .5%																																																							
SWD	Yellow	1%	Declined 2%																																																							
<p>Suspension Rates:  All Students (ALL)  English Learner (EL)  Hispanic (Hisp)  African American (AA)  Socioeconomically Disadvantaged (SED)  Students with Disabilities (SWD)</p>	<p>Suspension Rates All Students (ALL):1%.% English Learner (EL):0% Hispanic (Hisp): 0.6%African American (AA):0% Socioeconomically Disadvantaged (SED):1.1% Students with Disabilities (SWD): 0%</p>	<p>Suspension Rates All Students (ALL):.5% - 1.5%English Learner (EL):0% to .5%Hispanic (Hisp): .1% to 1.1%African American (AA):0% to .5% Socioeconomically Disadvantaged (SED):0% to .5% Students with Disabilities (SWD): 0% to .5%</p>																																																								
<p>Expulsion Rates  All Students (ALL)  English Learner (EL)  Hispanic (Hisp)  African American (AA)</p>	<p>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%</p>	<p>Expulsion Rates  All Students (ALL):0%  English Learner (EL):0%  Hispanic (Hisp):0%  African American (AA):0%</p>																																																								
<p>Panorama Survey – School Connectedness  All Students (ALL)  English Learner (EL)  Hispanic (Hisp)</p>	<p>Family School Connectedness via Panorama Family Climate Survey  All (ALL) - 71% Goal Not Met  Hispanic (Hisp) -100%Goal Met  African American (AA) - No Data Produced</p>	<p>Panorama Survey - School Connectedness  All Students (ALL) -80% Favorable Responses  English Learner (EL) -80% Favorable Responses  Hispanic (Hisp) - 80% Favorable Responses  African American (AA) -80% Favorable Responses</p>																																																								

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	Confidentiality Protected: No Data Produced for Students	
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) -55% English Learner (EL) -57% Hispanic (Hisp) - 57% African American (AA) - 48%	Panorama Survey – School Safety All Students (ALL) -60% English Learner (EL) -60%% Hispanic (Hisp) - 60%% African American (AA) - 55%%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results -Met

## Planned Strategies/Activities

### Strategy/Activity 1

Action: Supervision Aide Support

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

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

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

All

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,100
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.

### Strategy/Activity 2

Action: Self-Manager Program

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

Effectiveness: The effectiveness of this action will be evaluated based upon the number of students who qualify and participate in the program--goal of 25% of the school.

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

All

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Description</b>	Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.

### Strategy/Activity 3

Action: Attendance Incentives & End of Year Field Trip

Services: Students who demonstrate a 95% positive attendance rate will receive invitations to participate in positive attendance reinforcements. These will be conducted once per trimester. These will included the following activities (adjusted as necessary): 1) Bubble Recess Party for T1, 2) Snow Party for T2, and 3) Field Trip or Field Day Event for T3.

Metrics: PSUSD Attendance Reports

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

- All
- Specific Student Groups:  
ATSI Subgroups: Black/African American and White Students.

**Timeline**

07/01/2025-06/30/2026

**Person(s) Responsible**

Principal, Assistant Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Services: Students who demonstrate a 95% positive attendance rate will receive invitations to participate in positive attendance reinforcements. These will be conducted once per trimester. These will included the following activities (adjusted as necessary): 1) Bubble Recess Party for T1, 2) Snow Party for T2, and 3) Field Trip or Field Day Event for T3.
<b>Amount</b>	1,250
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Transportation Services: Students who demonstrate a 95% positive attendance rate will receive invitations to participate in positive attendance reinforcements. These will be conducted once per trimester. These will included the following activities (adjusted as necessary): 1) Bubble Recess Party for T1, 2) Snow Party for T2, and 3) Field Trip or Field Day Event for T3.

## Strategy/Activity 4

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

Students who display the Six Pillars of Character will receive Cahuilla Bucks from our Token Economy and will have the opportunity to spend their Cahuilla Bucks in a student store. Primary grades shop two times per month, and Intermediate grades shop one time per month. This allows us to purchase the incentives to sale in the store. In addition, students who demonstrate a 95% attendance rate will receive a Luxe Cahuilla Check that entitles them to shop at an exclusive section of the student store with elevated incentives one time per trimester.

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

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

All

Specific Student Groups:

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

### Timeline

07/01/2024-06/30/2025

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Students who display the Six Pillars of Character will receive Cahuilla Bucks from our Token Economy and will have the opportunity to spend their Cahuilla Bucks in a student store. Primary grades shop two times per month, and Intermediate grades shop one time per month. This allows us to purchase the incentives to sale in the store. In addition, students who demonstrate a 95% attendance rate will receive a Luxe Cahuilla Check that entitles them to shop at an exclusive section of the student store with elevated incentives one time per trimester.

## Strategy/Activity 5

Action: Behavior Intervention Assistant (BIA)

Service: Under the direction of the Principal/Special Education department, a BIA will provide behavioral support to identified special education students with Autism or behavior/conduct disorders, or students engaged in the MTSS process, and utilize the principles of Applied Behavioral Analysis (ABA). They will assist in collection of data, monitoring and charting student behavior; perform a variety of clerical and other supportive tasks for assigned certificated instructional personnel. They will also learn and apply individual instructional procedures. The BIA will attend MTSS meetings to help develop appropriate strategies, and may consult with teachers who are implementing BSP/PBI Plans.

Metric: Suspension Rate of SWD's

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

Students with Disabilities

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

**Amount**

74,000

**Source**

LCFF

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Service: Under the direction of the Principal/Special Education department, a BIA will provide behavioral support to identified special education students with Autism or behavior/conduct disorders, or students engaged in the MTSS process, and utilize the principles of Applied Behavioral Analysis (ABA). They will assist in collection of data, monitoring and charting student behavior; perform a variety of clerical and other supportive tasks for assigned certificated instructional personnel. They will also learn and apply individual instructional procedures. The BIA will attend MTSS meetings to help develop appropriate strategies, and may consult with teachers who are implementing BSP/PBI Plans.

### Strategy/Activity 6

Action: SART Family Collaboration Days with Classroom Teacher

Service: Monthly SART meetings will be conducted with families identified as families experience Chronic Absenteeism in order to offer support, resources, and ADA recovery options. Emphasis on White and African American Families (ATSI Goal). To help support the students, the classroom teacher will be provided release time during the instructional day to attend the meeting with the administration and family. Student may attend meeting as well depending on the reason for chronic absenteeism.

Metric: Attendance Rates and report from district monthly report. Dashboard Data.

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

- Students with Disabilities
- Specific Student Groups:
  - ATSI: African American and White

### Timeline

07/01/2025-06/30/2026

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,380
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Service: Monthly SART meetings will be conducted with families identified as families experience Chronic Absenteeism in order to offer support, resources, and ADA recovery options. Emphasis on White and African American Families (ATSI Goal). To help support the students, the classroom teacher will be provided release time during the instructional day to attend the meeting with the administration and family. Student may attend meeting as well depending on the reason for chronic absenteeism.

# 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>
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction.	6,083	Title II

<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>
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

<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)				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

*Note: Centralized services may include the following direct services:*

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

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$79,166
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$225,050.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	77,572	0.00
Title I Part A: Parent Involvement	1,594	0.00
LCFF	145,884	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	\$77,572.00
Title I Part A: Parent Involvement	\$1,594.00

Subtotal of additional federal funds included for this school: \$79,166.00

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	\$145,884.00

Subtotal of state or local funds included for this school: \$145,884.00

Total of federal, state, and/or local funds for this school: \$225,050.00

# Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	145,884.00
Title I	77,572.00
Title I Part A: Parent Involvement	1,594.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	10,152.00
2000-2999: Classified Personnel Salaries	178,100.00
4000-4999: Books And Supplies	16,594.00
5000-5999: Services And Other Operating Expenditures	3,270.00
5700-5799: Transfers Of Direct Costs	12,134.00
5800: Professional/Consulting Services And Operating Expenditures	4,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,850.00
2000-2999: Classified Personnel Salaries	LCFF	115,100.00
4000-4999: Books And Supplies	LCFF	12,000.00
5700-5799: Transfers Of Direct Costs	LCFF	12,134.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,800.00
1000-1999: Certificated Personnel Salaries	Title I	8,302.00
2000-2999: Classified Personnel Salaries	Title I	63,000.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	3,270.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,594.00

# School Site Council Membership

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

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

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

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 05/15/2025.

Attested:

	Principal, Ryan E. Saunders, Ed. D. on 05/15/2025
	SSC Chairperson, Mr. Isaac Villalobos on 05/15/2025

# Title I and LCFF Funded Program Evaluation

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

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>	<b>What is not working and why? (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
<p>Action: Early Literacy/Guided Reading/Language Development Kits. Materials are selected and aligned with Science of Reading (LETRS) strategies.</p> <p>Services: Classroom teachers will receive research based manipulatives and resources to engage students in high quality guided reading and language development activities during the school year. These items will support teachers and the paraprofessionals in running effective and engaging guided reading and designated ELD groups. Early Literacy Manipulatives that support active engagement in the building of literacy skills (magnetic wands, dry erase index cards, map it paddles, word building charts, phoneme phones, magnetic letters, magnetic circles, etc.)</p> <p>Metric: STAR Benchmark Score and Gr. 3-5 SBAC ELA results.</p>			
<p>Action: Tutoring Beyond the School Day</p> <p>Services: Classroom teachers will provide academic tutoring in the areas of reading, writing, math, or language development. Tutoring may be provided before school or after school in a 1:1 or small group setting.</p>			

<p>Metric: The PSUSD Star ELA and Math Benchmark data of will be used to measure the effectiveness of the 1:1 or small group tutoring received beyond the instructional day.</p>			
<p>Action: Staff Advisory/Committees</p> <p>Service: 4 staff members will come together to use the Action Research Protocol to develop and monitor a plan of improvement for each of the respective areas. They will meet approximately every six weeks with an admin or TOSA to review data and monitor the plan implementation and progress towards goals. They will also serve as advisory to Leadership Team in order to drive school wide improvement. Committees will be formed to target the following areas: Literacy, Math, SWD, EL, and Attendance.</p> <p>Metric: Progress monitoring with STAR Benchmarks and overall effectiveness based upon SBAC/ELPAC performance in testing grade levels.</p>			
<p>Action: Two IEP Articulation Days.</p> <p>Service: Teachers will be provided release time in order to meet with the educational specialist/case carrier at the start of the year in order to ensure the classroom teacher understands the components of the IEP and how to best serve students with disabilities within the classroom. They will also have a second day later in the year to see how students are progressing and review IEP's of newly identified/enrolled students-- as well as all BSP's that students with disabilities might have in place as well.</p> <p>Metric: This action will have its effectiveness determined by the PSUSD Star ELA and Math Benchmark results of students who receive special education services through an IEP.</p>			
<p>Action: SBAC Incentive (transportation only)</p> <p>Service: Students who demonstrate one full band of growth in ELA or Math (gr. 4-5), or demonstrate a band of growth from Winter STAR to</p>			

<p>SBAC will be eligible to attend a field trip when the students return in the fall.</p> <p>Metric: Gr. 3-5 SBAC and Gr. 3 Winter STAR</p>			
<p>Action: SWD Committee Class Release for Collaboration/Support Articulation</p> <p>Service: A team will meet approximately every six weeks to engage in the action research process and monitor the overall progress of SWD's. The team will develop a plan of improvement to be implemented across all grade levels to support students in a academic area of need-tbd by the committee. They will also receive release time during the instructional day to meet with general education teachers as needed to review the progress students targeted for support.</p> <p>Metric: SWD STAR and SBAC performance data, attendance data, discipline data.</p>			
<p>Action: Additional Action Planning and PLC Collaboration Days/PLC Collaboration-ICA.</p> <p>Service: Grade level teams will engage in a needs assessment based upon STAR data/ICA and develop a response plan to address the needs of students in need of intensive or strategic instruction including SWD and EL's, emphasizing UDL strategies. They will work to ensure they are implementing the strategies and focus of the various steering committees.</p> <p>Metric: STAR Benchmark Scores for ELA/Math and Gr. 3-5 SBAC Scores.</p>			
<p>Action: 2 Paraprofessionals: 5.75 hour and 7 hour paraprofessional.</p> <p>Service: A paraprofessional will provide support in the classroom to ensure the teacher can run quality and impactful small groups during the Guided Reading and D-ELD Rotations. Primary focus will be primary grades: Gr. 1-3.</p> <p>Metric: The effectiveness of this action will be evaluated using the</p>			

<p>PSUSD Star Early Literacy &amp; Reading benchmark scores. In addition, Gr. 3 SBAC Scores as well.</p>			
<p>Action: Purchase supplemental software-BrainPop--to assist with building background knowledge for EO's and EL's.</p> <p>Service: Staff and students will engage with highly engaging and interactive software that focuses on building vocabulary and background knowledge in Science.</p> <p>Metric: CA Science Dashboard Results</p>			
<p>Action: Supplemental Materials and Supplies</p> <p>Service: To provide classroom teachers the supplemental instructional materials and technology they may need in order to provide Tier 1, 2, and 3 instruction to all students. This could include materials like: instructional software, toner in order to support printing student intervention materials that are not accessible online, supplemental chart paper, markers, pencils, and paper to support tutoring, small group instruction. In addition, materials for Saturday School activities, headphones, various materials for after school clubs. Finally, replacement/supplemental materials for the calming centers within the classroom (Tier 1 behavior strategy).</p> <p>Metrics: The effectiveness of this action will be evaluated by looking at PSUSD Star ELA and Math Benchmarks. By providing these materials, grade levels should be able to show they are making progress in the SMART Goals based upon district assessments. It will also be evaluated by looking in Renaissance Analytics and comparing results of the Star ELA/Math Current Student Growth Percentile that measure the instructional impact on student learning.</p>			
<p>Action: Targeted Newcome Language Development Support</p> <p>Service: Newcomer English Learners will received in person tutoring two days per week by a</p>			

<p>program called "Sail". The intervention will run for approximately 8 weeks.</p> <p>Metric: The effectiveness of this action will be evaluated using the ELPAC scores for 2025/2026.</p>			
<p>Action: SBAC Booster Prep Camp</p> <p>Service: Teachers will be paid to plan and provide an SBAC prep class to be conducted on a Saturday. All Gr. 3-5 students will be invited to attend--specifically targeting EL's and SWD's.</p> <p>Metric: Gr. 3-5 SBAC Scores for ELA and Math.</p>			

**Goal #2:**

By June of 2026, CAES will meet or exceed a 90% favorable response rate on the Panorama Family Climate & LCAP Survey with a minimum participation rate of 100 families (25% survey response rate).

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

<p>school connectedness survey in the Panorama Survey.</p>			
<p>Action: MTSS Parent Engagement</p> <p>Services: In order to maximize the impact MTSS meetings, it is important that administration, parents, and teachers be a part of collaborations around attendance and MTSS meetings. Substitute teachers will be secured in order to provide release time for teachers from the classroom in order to participate fully in the academic and attendance support plans for students demonstrating the need for additional support.</p> <p>Metrics: The effectiveness of this action will be evaluated by analyzing the overall academic, behavioral and attendance data of students as tracked in Panorama. Groups of students will be created in Panorama and this tool will be used to track the impact of interventions developed in these meetings.</p>			
<p>Action: Kindergarten Orientation Meeting</p> <p>Service: Prior to the start of the school year, or within the first two weeks, Transitional Kindergarten &amp; Kindergarten teachers will conduct a Kindergarten Orientation Meeting that communicates the following areas of importance: 1) Attendance, 2) Academic Focus, 3) Opportunities for Support, 4) instructional Programming, and 5) Communication Strategies. This will be an approximate 2 hour orientation event for families.</p> <p>Metric: Kinder attendance and parent signature sheet--50% of enrolling TK/K parents to attend.</p>			

**Goal #3:**

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

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

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

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

<p><b>Actions/ Activities (Strategies)</b></p>	<p><b>What is working and why? (Effective indicators)</b></p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p><b>What is not working and why? (Ineffective indicators)</b></p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p><b>Modification(s) based on evaluation results</b></p> <p><i>Continue or discontinue and why?</i></p>
<p>Action: Supervision Aide Support</p> <p>Services: In order to increase the quality of supervision and ensure a safer learning environment, an extra hour of supervision aide support will be provided to prevent disruptions and incidents that could lead to increase discipline and/or suspension events.</p> <p>Metric: The effectiveness of this action will be evaluated by the overall suspension rate of the school.</p>			
<p>Action: Self-Manager Program</p> <p>Service: Students who are consistently demonstrating the Six Pillars of Character will be reinforced by receiving self-manager status which entitles them to privileges throughout their day and within the classroom. Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.</p> <p>Effectiveness: The effectiveness of this action will be evaluated based upon the number of students who qualify and participate in the program--goal of 25% of the school.</p>			
<p>Action: Attendance Incentives &amp; End of Year Field Trip</p> <p>Services: Students who demonstrate a 95% positive attendance rate will receive invitations to participate in positive attendance reinforcements. These will be conducted once per trimester. These will included the following activities (adjusted as necessary): 1) Bubble Recess Party for T1, 2) Snow Party for T2, and 3) Field Trip or Field Day Event for T3.</p>			

<p>Metrics: PSUSD Attendance Reports</p>			
<p>Action: Student Store-PBIS Token Economy and Attendance Reinforcements.</p> <p>Students who display the Six Pillars of Character will receive Cahuilla Bucks from our Token Economy and will have the opportunity to spend their Cahuilla Bucks in a student store. Primary grades shop two times per month, and Intermediate grades shop one time per month. This allows us to purchase the incentives to sale in the store. In addition, students who demonstrate a 95% attendance rate will receive a Luxe Cahuilla Check that entitles them to shop at an exclusive section of the student store with elevated incentives one time per trimester.</p> <p>Metrics: The effectiveness of this action will be measured by the overall chronic absenteeism rate of students within ATSI groups and the overall student population.</p>			
<p>Action: Behavior Intervention Assistant (BIA)</p> <p>Service: Under the direction of the Principal/Special Education department, a BIA will provide behavioral support to identified special education students with Autism or behavior/conduct disorders, or students engaged in the MTSS process, and utilize the principles of Applied Behavioral Analysis (ABA). They will assist in collection of data, monitoring and charting student behavior; perform a variety of clerical and other supportive tasks for assigned certificated instructional personnel. They will also learn and apply individual instructional procedures. The BIA will attend MTSS meetings to help develop appropriate strategies, and may consult with teachers who are implementing BSP/PBI Plans.</p> <p>Metric: Suspension Rate of SWD's</p>			
<p>Action: SART Family Collaboration Days with Classroom Teacher</p> <p>Service: Monthly SART meetings will be conducted with families</p>			

<p>identified as families experience Chronic Absenteeism in order to offer support, resources, and ADA recovery options. Emphasis on White and African American Families (ATSI Goal). To help support the students, the classroom teacher will be provided release time during the instructional day to attend the meeting with the administration and family. Student may attend meeting as well depending on the reason for chronic absenteeism.</p> <p>Metric: Attendance Rates and report from district monthly report. Dashboard Data.</p>			
---	--	--	--

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

## Purpose

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

## Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049

---