

The Single Plan for Student Achievement



School: Cahuilla Elementary School
CDS Code: 33671736032395
District: Palm Springs Unified School District
Principal: Ryan E. Saunders, Ed.D.
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X This certifies that updates to my SPSA are completed

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

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Cahuilla Elementary School's Vision and Mission Statements

Mission Statement:

At Cahuilla Elementary we believe all students can learn; therefore, we are committed to high expectations for all students, staff, and families.

Vision- Personnel:

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

Vision- 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.

Vision- Parents/Community:

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

School Profile

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 538 students in grades kindergarten through fifth. Our demographics are as follows: 70.63% of the students are Hispanic, 13.57% are White, 7.99% are African American, and 4.47% are Filiino/Asian, and less than 1% represent Am. Indian/Alaskan Natives.

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

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

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

Special Education:

Content and Performance Standards

Instruction within a collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum for all students.

Assessment Strategies

Students will be assessed utilizing probes selected from the core curriculum. Students will be grouped for instructional purpose according to their assessed performance.

Instructional Strategies

Cahuilla has a fully implemented Tiered approach to providing instruction. Tier I, or best first instruction, is provided by providing standards based instruction with research based strategies. All students participate in Tier I and receive a universal screening in

reading. Core curriculum, in conjunction with supplemental materials, are used to design highly structured and targeted learning experiences in the form of Units of Study. They are strategically placed in classrooms based upon data, teacher recommendation, and language development needs. English learners received Integrated learning support as a part of Tier I. Tier II--Cahuilla implemented a couple of programs that allows EVERY student to received differentiated support. All students are regrouped across the grade level for 60 minutes per day/4 days per week to receive instruction at an intensive, strategic, benchmark, or enrichment level. This ensures students in need of additional support or extended learning opportunities are appropriately served. English Learners also have Designated, uninterrupted time for language development support. Tier III--Cahuilla targets those student who are still not being successful after our tiered supports. For these students, we offer the following tier III programs: Read Gate/Naturally, FastForword, and 1:1 or small group tutoring. We use Beyond SST to monitor students progress and identify students who make it to Tier III and are not successful. They can then be referred to assessments to determine if disabilities are present. At multiple points during the year, students are regrouped based upon benchmarks and other assessments. DIBELS is the primary identifier, with district assessments/IAB's following. In addition, faculty use SMART Goals with pre/post assessments to monitor progress and make placement adjustments accordingly. Identified special education services may be delivered through pull out programs or within the regular education classes with district support, collaboration, and consultation from special education personnel.

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

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, one Kindergarten teacher from each elementary school will meet three times each year with ECE teachers to discuss the necessary skills needed for a successful ECE to Kindergarten transition. These meetings will be held at the District Office and facilitated by the ECE Principal who shall gather input from the elementary school principals and/or Kindergarten department leads.

In the spring of each year, the parents of ECE students will have the opportunity to attend an informational Kindergarten meeting at the elementary school to meet the elementary school principal and Kindergarten teachers. The ECE parents will be provided with instructional materials and supplies to assist their students over the summer. The incoming ECE students will also have the opportunity to visit the Kindergarten classrooms in the spring.

These articulation efforts and meetings will be supported through centralized Title I funds.

Instructional Materials

Wonders Core & Lexia, Reading Gate, and Read Naturall, FastForWord Supplementals - ELA, Envision Core & LearnZillion Supplemental - Math, Wonders - Science and Reflections - Social Studies resources along with supplemental materials.

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Survey Results are taken from 2016/2017 Title I Surveys:

5th grade Student results: (92 student surveys)

82.60% (Always), 13.04% (Most of the Time), and 4.35% (Sometimes) of students report they are learning in school

55.43% (Always), 15.22% (Most of the Time), and 18.48% (Sometimes) of students report that rules are enforced fairly for all students

59.78% (Always), 19.57% (Most of the Time), and 14.13% (Sometimes) of students report they feel safe at school

21.74% (Always), 31.52% (Most of the Time), and 32.61% (Sometimes) of students report they like school

Summary: Cahuilla is doing a good job of engaging students in their learning and reflection of their learning. An area of focus for Cahuilla was to increase the number of students who always feel safe at school and increase an overall attitude of satisfaction with the school climate. These scores indicate growth in all areas, except for student reporting they like school. Students reported they are learning and feel safe, but there is opportunity for growth in these areas. A greater emphasis on providing learning experiences and other engagement activities that make school fun and enjoyable will be a target area as well.

Parent results: (99 parent surveys English/Spanish--this is a decrease in survey participation)

72.61% (Always), 23.71% (Most of the Time), 3% (Sometimes) of parents report their child is learning in school

88% of parents report their child likes going to school

64% (Always), 28% (Most of the Time), and 6.20% (Sometimes) of parents report their child feels safe at school

49% of parents report the principal is responsive to concerns (11% responded No, 5% responded Sometimes, 58% responded N/A).

92% of parents report the teachers are responsive to concerns.

Need:

Increase the number of parents who participate in providing feedback in the survey.

88% of parents reporting their child likes school is lower than expected. We will work to increase this perception.

The parents of Cahuilla report the following top attributes of Cahuilla elementary being: (% indicates the number who listed this attribute as the top reason)

1 - Excellent Teachers 84%

2 - Good Principal 77%

3 - Safe School 69%

4 - Good Technology for Student Learning 58%

5 - School wide belief that all students can/will learn 63%

Summary: The parents at Cahuilla, overall, feel their child is learning and safe at school. This is a very important aspect of our climate and culture to parents. This means our Character Counts program and opportunities for parents to engage are working. Also, data shows that the parents of Cahuilla have a great deal of confidence in the teachers and administration (positive growth from last survey). Cahuilla Elementary are responsive to parent needs, concerns, and input. This is due to our policy of believing that families are our client and their needs and perspectives are valued..

Teacher Results (20 Teacher Surveys)

Teachers attribute the following reasons as to why our campus safe and secure: 1) limited access before, during, and after school, 2) well maintained equipment, and 3) safe and well lit walkways

Teachers attribute school to home communication as the top strategy for providing a caring and connected environment that encourages parent/community involvement. 50% indicated family night events and parent meetings and 90% indicated strong school to home communications.

Top three attributes of principal: Approachable, Caring, and Good Communicator.

Summary: Overall, the majority of staff members believe we provide a caring and connected environment. Overall, they believe our campus is welcome and appealing and is a safe place for students to learn; however, there is an opportunity for improvement here. The data also shows that parents and teachers believe they have good communication regarding student progress and learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

A bilingual/intervention aide is used to address additional support specific to EL's outside of RTI time. She pulls small groups 3-5 times per week, depending on need, and provides targeted intervention on specific skills identified by DIBELS and ELD developmental needs. EL's are monitored at the same time as all other students through the districts ongoing monitoring process. All staff members have a designed ELD instructional block as a part of their instructional day.

Staffing and Professional Development

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

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

Our 4th and 5th grade teachers are also trained on Chromebook Laptop computers for use during instruction to increase student achievement. In 2014-2015, 4th and 5th grade will transition to Chrome books and the macbooks will move down to 2nd and 3rd grade.

Ongoing PD will continue to focus on the implementation of Common Core Standards. Weekly professional development occurs on a variety of topics and CCSS will be a major focus. These include walk-throughs, RCOE training, on site consultants, and district TOSA's. Title I survey indicates an need for Professional Development in Math, ELD, Rigor, and Project Based Learning and will be reflected in the SPSA.

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Parental Involvement

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

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

Funding

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

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

Description of Barriers and Related School Goals

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

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

Teachers have access to the following resources to meet the needs of all students: core curriculum, OARS, DIBELS, Lexia, First in Math, United Streaming, Coaching support in designing CCSS Units of Study.

We will continue to focus on the English Language Learners this year to increase the scores on the 2017-2018 ELPAC test as well as the SBAC. We continue to provide extra bilingual support during the school day, after-school intervention classes, and our bilingual aide is teaching a Newcomers class and a support class for students who are new to the United States and those not making growth on the CELDT. In addition, there are 4 support teachers who assist in classrooms on a daily basis to give extra support. We will be continue explicitly focusing on providing EL's integrated and designated support through Core Support and a Tier II intervention program.

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

We will continue to emphasize Character Counts at our school this year and teaching children the importance of being kids of character.

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

Many teachers attended the voluntary ELPD and CCSS trainings during the school year to learn strategies on how to teach math/ELA to English Language Learners. Training in Thinking Maps as a strategy for all students will continue to be a focus at Cahuilla. Thinking Maps can be used across curricular areas and is effective with all students. They are also regularly scheduled during the year with PSUSD Ed Services Department.

Teachers will work to implement a new ELA curriculum and will move to implement EngageNY/Eureka effectively for the 2017/2018 school year. Learning new curricula can cause some barriers.

Approximately 93 students receive extra homework support through the after school ASES Program.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	92	94	90	94	90	98.9	93.8
Grade 4	92	94	81	88	80	88	88.0	91.7
Grade 5	89	92	87	89	85	89	97.8	93.7
All Grades	276	278	262	267	259	267	94.9	93

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2365.8	2419.9	4	20	17	29	28	22	51	29
Grade 4	2429.8	2450.3	15	13	14	32	21	23	51	33
Grade 5	2462.0	2455.7	8	4	25	35	18	15	46	46
All Grades	N/A	N/A	9	12	19	32	23	20	49	36

Reading							
Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	5	19	38	46	56	35	
Grade 4	14	14	36	50	50	36	
Grade 5	14	13	36	36	49	51	
All Grades	11	15	37	44	52	41	

Writing						
Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	30	40	45	56	25
Grade 4	15	10	36	64	49	26
Grade 5	14	7	46	44	40	49
All Grades	10	16	41	51	49	33

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	18	65	62	32	20
Grade 4	10	10	63	76	28	14
Grade 5	7	7	67	63	26	30
All Grades	7	12	65	67	29	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	29	47	38	48	33
Grade 4	15	22	50	59	35	19
Grade 5	24	25	44	55	33	20
All Grades	14	25	47	51	39	24

Conclusions based on this data:

1. In ELA, all grade levels experienced double digit growth, with the ELA Grade Average of 27% to 45.5%. This is an increase of 18.5% and well exceeded the district average.
2. In terms of the claims: Reading: 4% increase in Exceeding, 7% increase in At or Near. 11% decrease in below; Writing: 6% increase in Exceeding, and 10% in At or Near. 16% decrease in Below; Listening: 5% increase in Exceeding, 2% decrease in At or Near, 8% decrease in not meeting; Research: 11% Increase in Exceeding, 4% increase in At or Near, 15% decrease in Below Standard.
3. Overall, the instructional Tiered Approach used at Cahuilla is making significant growth in improving student achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	92	94	90	94	90	98.9	93.8
Grade 4	92	94	87	88	87	88	94.6	91.7
Grade 5	89	92	87	89	87	88	97.8	93.7
All Grades	276	278	268	267	268	266	97.1	93

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2383.8	2448.5	5	29	21	32	31	21	43	18
Grade 4	2427.0	2450.9	3	10	20	18	37	47	40	25
Grade 5	2456.6	2442.1	11	6	10	8	26	25	52	61
All Grades	N/A	N/A	7	15	17	20	31	31	45	35

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	46	35	31	48	22
Grade 4	10	18	28	39	62	43
Grade 5	13	6	20	23	68	72
All Grades	13	23	28	31	59	46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	33	35	51	53	16
Grade 4	10	10	33	56	56	34
Grade 5	10	6	43	33	47	61
All Grades	11	17	37	47	52	37

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	37	57	48	33	15
Grade 4	9	15	47	52	44	33
Grade 5	15	5	37	35	48	60
All Grades	11	19	47	45	41	36

Conclusions based on this data:

1. In terms of grade levels, Cahuilla experienced double digit growth. Increased from 24% to 34.7% (10.7% increase) and well exceeded the district average.
2. In terms of claims, Concepts and Procedures: 10% increase in students Exceeding, and 3% increase in students At or Near, 13% decrease in Below Standard; Problem Solving/Measure: 6% increase in Exceeding, 10% increase in At or Near, and 16% decrease in Below Standard; Communicating Reasoning: 8% increase in Exceeded, 2% decrease in At or Near, 5% decrease in Below Standard
3. Overall, the math instruction at Cahuilla was positive and resulted in net growth in exceeding or At or Near, and decreasing Below Standards. Our instructional program was effective at closing the gap.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		***	20	25		10	38		40	13		30	25		
1	8	5	11	22	24	17	38	39	33	11	13	19	22	18	19
2	7	9	2	21	6	22	36	28	34	21	38	39	14	19	2
3	11	12	3	33	10	16	28	40	32	17	24	29	11	14	19
4	39	13	6	36	29	27	25	42	55		5	9		11	3
5	16		17	31	45	29	25	50	40	13	5	3	16		11
Total	14	9	9	28	20	22	31	39	39	13	18	21	14	13	10

Conclusions based on this data:

1. AMAO #1--73.9%. This is a significant INCREASE of 23.4% from last year's performance on CELDT. We met AMAO 1.
2. AMAO #2(a)--32.2%. This is a significant INCREASE of 14.2% from last year's performance on CELDT. AMAO 2(b)--59.4%. This is a significant INCREASE of 15.3%. We met AMAO 2(b)
3. This CELDT data shows that EL's experienced great success and the programs we implemented had a very positive effect.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		2	5	5	2	7	23	20	26	35	27	22	38	50	40
1	8	4	10	21	22	22	36	41	32	10	11	20	26	22	17
2	7	8	4	20	5	21	36	23	31	20	31	38	16	33	6
3	11	13	8	33	10	18	28	35	26	17	21	26	11	21	21
4	39	11	12	36	24	24	25	38	49		9	10		18	5
5	15		17	29	43	24	29	48	37	12	5	5	15	5	17
Total	12	7	9	23	15	19	30	33	33	17	18	21	19	27	19

Conclusions based on this data:

1. English Learners had significant growth.
2. AMAO #1--73.9%. This is a significant INCREASE of 23.4% from last year's performance on CELDT. We met AMAO 1.
3. AMAO #2(a)--32.2%. This is a significant INCREASE of 14.2% from last year's performance on CELDT. AMAO 2(b)--59.4%. This is a significant INCREASE of 15.3%. We met AMAO 2(b).

Overall, we should continue with our current programming to support EL's.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	183	171	186
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	183	171	186
Number Met	113	78	94
Percent Met	61.7%	45.6%	50.5%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	193	28	215	22	211	34
Number Met	59	--	41	8	38	15
Percent Met	30.6%	--	19.1%	36.4%	18.0%	44.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. CAHUILLA did not meet the requirements for AMAO 1 and AMAO 2.
2. AMAO #1: Cohort dropped from 170 to 133.
3. AMAO #2: Cohort grew from 209 students to 232.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6561	6602	6,691
Percent with Prior Year Data	100.0		100
Number in Cohort	6560	6599	6,691
Number Met	3913	3859	3,942
Percent Met	59.6	58.5	58.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4755	2826	4857	2886	4,843	2,969
Number Met	1299	1317	1314	1388	1,284	1,473
Percent Met	27.3	46.6	27.1	48.1	26.5	49.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. AMAO 1: Cahuilla did not meet the target for AMAO 1.
2. AMAO 2: Cahuilla did not meet the target for AMAO 2.
3. AMAO 3: Cahuilla does not have data for AMAO 3 due to no CST during the 15/16 school year.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

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

SUBJECT: Academic Achievement
LCAP GOAL:
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness
LCAP ALIGNED SCHOOL GOAL #1:
SCHOOL GOAL #1: Tiered Program for Providing Instruction that utilizes technology as an integral part of learning. a) Grades 1-5 will implement an effective Tier I program by providing standards based instruction utilizing research based strategies specific to the content and needs of students. b) Grades 1-5 will implement an effective Core Support program (Tier II) 4 days per week by appropriately staffing the classrooms with additional support to form small groups to provide differentiated support for ALL students. c) Grades K-5 will implement an effective Tier III Support program 4 days per week. d) All grades will utilize technology to implement the Tiered Program in order to prepare students for college and career readiness.
Expected Annual Measurable Outcomes:
*SBAC: ELA: +4% growth goal (from 45.5% to 49.5%) Math: +4% growth goal (from 34.7% to 38.7%) *DIBELS BM#3 Composite Scores Targets--progress will be monitored by midpoint assessments and appropriate targets in DIBELS. Kinder: 80% of students will reach a score of 119 or higher (from 63%) Grade 1: 80% of students will reach score of 155 or higher (from 43%) Grade 2: 80% of students will reach score of 238 or higher (from 62%) Grade 3: 80% of students will reach score of 330 or higher (from 49%) Grade 4: 80% of students will reach score of 391 or higher (from 62%) Grade 5: 80% of students will reach score of 415 or higher (from 61%) *English Language Learners: This will be further clarified when the details of the new assessment are communicated and base level data is collected.
Data Used to Form this Goal:
The following data points were reviewed and used to select these goals: DIBELS BM#1-#3 results, SBAC results with IAB results, and CELDT results (which will be adjusted as new information comes about new assessment tool).

Associate Research Based Data:

URL: <http://www.cde.ca.gov>

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

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

How the School will Evaluate the Progress of this Goal:

The initial results from the CAASPP combined with the District Assessments, and DIBEL's reporting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Support Teacher (.40 FTE). (Tier II)	2017/2018	Dr. Saunders	These are certificated teachers who will work daily in our Tier II-Core Support/RTI to provide differentiated instruction to students.	1000-1999: Certificated Personnel Salaries	LCFF	75978
Core Support (Extra Duty) (Tier II)	2017/2018	Dr. Saunders	The library tech receives extra duty pay to be available to provide intervention in the Core Support program.	2000-2999: Classified Personnel Salaries	LCFF	7845
Early Literacy Team	2017/2018	Dr. Saunders	Calibrated DIBEL's team will administer DIBEL's in K-2. All grade levels will participate in Literacy Action Plan strategy (SMART Goal for DIBEL's)	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paraprofessional Bilingual Aides--Kinder & Tier II	2017/2018	Dr. Saunders	Trained aides will provide support in Kindergarten classrooms and in the Tier II program. They will work 1:1 with students, as well as small groups.	2000-2999: Classified Personnel Salaries	LCFF	26392
Paraprofessional bilingual Aide--Tier III	2017/2018	Dr. Saunders	Trained aide will provide 1:1 and small group instruction to Tier III EL's.	2000-2999: Classified Personnel Salaries	LCFF	25143
Professional Development-RCOE Math Consultant	2017/2018	Dr. Saunders	Cahuilla will continue partnership with RCOE consultant to target and improve Math instruction (gr. 2-3 for this year).	5800: Professional/Consulting Services And Operating Expenditures	Title I	9000
Tutoring--Tier II and Tier III	2017/2018	Dr. Saunders	Faculty members will provide 1:1 or small group tutoring before, during, or after the school day.	1000-1999: Certificated Personnel Salaries	Title I	8071
Technology	2017/2018	Dr. Saunders	Continue to purchase and update Chrome books, carts, and other necessary technological items to support 21st century learning.	4000-4999: Books And Supplies	Title I	35000
Technology Materials and Supplies	2017/2018	Dr. Saunders	To purchase equipment necessary for running intervention programs in Tier II and Tier III (toner, headphones, cases, doc cams, etc.).	4000-4999: Books And Supplies	Title I	7040
ELD Intervention Software-FastForWord	2017/2018	Dr. Saunders	Renew FastForWord subscription to provide Tier III support to EL's.	4000-4999: Books And Supplies	Title I	19500

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

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

SUBJECT: Parent and Community Partnerships
LCAP GOAL:
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.
LCAP ALIGNED SCHOOL GOAL #2:
Increase the availability of translators in parent and community events and written communication to families in order to ensure parents have an opportunity to be involved to the greatest extent possible when engaging in communication with the school. Work to increase the Cahuilla attendance rate from 94.7% to the district goal of 96%.
Expected Annual Measurable Outcomes:
We will use annual attendance rates. Title 1 Parent Survey Questions
Data Used to Form this Goal:
Title I Parent Survey: Question 5: ways we provide caring environment--school to home communication--84% to 87%), Question 9: 51% of parents prefer phone calls as a mode of communication--a large percentage requires translators) Current attendance rates for Cahuilla (94.7%)--did not meet district minimum requirement--by .3%.
Associate Research Based Data:
Interpretation and Translation FAQ's: http://www.brycs.org/documents/upload/Interpretation-Translation-FAQ.pdf The Elementary and Secondary Education Act requires education agencies to provide "to the extent practicable, in a language parents can understand" various aspects of their child's education--including information regarding student achievement or academic assessments. Closing the Gap through Extended Learning Opportunities: http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf This states the variety of positive impacts that extended learning opportunities, including Saturday enrichment, can have on various aspects of student engagement and achievement.
How the School will Evaluate the Progress of this Goal:
Time Cards and Title I Survey--parents indicating access to learning how their child is performing. Monthly Attendance reports to track progress.

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Translation Services	2017/2018	Dr. Saunders	Provide bilingual translators who will help translate in meetings, conferences, and communication materials.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1822
Parent Training & Support Program/Consultant	2017/2018	Dr. Saunders	Provide training and support to parents to promote engagement and an ability to support students in their learning.	5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
			Science Fair Night	None Specified	None Specified	
			Read Across America Night	None Specified	None Specified	
Saturday Enrichment (School)	2017/2018	Dr. Saunders	Students with absences are invited to enrichment activities on Saturdays to recoup ADA and target and provide enrichment to CCSS.	None Specified	None Specified	

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

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

SUBJECT: Safe Learning Environment
LCAP GOAL:
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.
LCAP ALIGNED SCHOOL GOAL #3:
Implementing Character Counts and Positive Reinforcements to reduce the suspension rates from 7 per year to no more than 3 (though the goal is always 0).
Expected Annual Measurable Outcomes:
We will use the Dashboard Indicators to determine our success. Our goal is to move from Medium to Low (with long term goal to get to Very Low).
Data Used to Form this Goal:
Overall School Placement: Medium: 1.0%-3.0% (Maintained, Declined, or Increased by 0.3%)
Associate Research Based Data:
https://charactercounts.org/research/ This website outlines the research-based components of the program and the positive effects it has on school climate/culture. Positive Reinforcement...a proactive intervention for the classroom: http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/posrein.pdf This discusses the various types of reinforcement that have found to be effective in changing student behaviors. Our strategies qualify as "Activity Reinforces" and are viewed as very effective and positive for students.
How the School will Evaluate the Progress of this Goal:
Compare incidents from trimester to trimester to see how the goal is being implemented

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Character Counts Lesson at Assembly-Mindfulness Activities	Monthly	Dr. Saunders	Students will receive a monthly lesson on the Six Pillars of Character. Students will engage in breathing activities at assemblies.			
Self-Manager Program	Monthly	Dr. Saunders	Students gain input from a variety of stakeholders who evaluate them on a rubric aligned to the Character Counts Program.			
Supervision Aides	2017/2018	Dr. Saunders	Additional support to provide supervision and ensure a safe learning environment for students before and during school.	2000-2999: Classified Personnel Salaries	LCFF	12000
Raptor Safety Visitor Management Program	2017/2018	Dr Saunders	A visitor management system to increase security of visitors to the school campus.	4000-4999: Books And Supplies	LCFF	2000
Increasing emphasis on Bullying: Prevention and Reporting.	2017/2018	Dr. Saunders/Faculty	Sprigeo and Character Counts lessons that target bullying as a theme.			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	78,611	0.00
Title I Part A: Parent Involvement	1,822	0.00
LCFF	150,917	1,559.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	149,358.00
None Specified	0.00
Title I	78,611.00
Title I Part A: Parent Involvement	1,822.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	84,049.00
2000-2999: Classified Personnel Salaries	73,202.00
4000-4999: Books And Supplies	63,540.00
5800: Professional/Consulting Services And Operating	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	75,978.00
2000-2999: Classified Personnel Salaries	LCFF	71,380.00
4000-4999: Books And Supplies	LCFF	2,000.00
5800: Professional/Consulting Services And	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	8,071.00
4000-4999: Books And Supplies	Title I	61,540.00
5800: Professional/Consulting Services And	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,822.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	213,969.00
Parent and Community Partnerships	1,822.00
Safe Learning Environment	14,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Ryan Saunders	X				
Ms. Pamela Gonzalez		X			
Ms. Terri Whaley		X			
Ms. Deborah Reef		X			
Ms. Rebecca Walker		X			
Mr. Milt Levinson				X	
Ms. Silvia Signoret				X	
Ms. Summer Morris				X	
Mr. Aaron Rogers				X	
Mr. Tony Baker-Aidukas				X	
Numbers of members of each category:	1	4		5	

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

School Site Council Meeting Minutes

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

X Other committees established by the school or district (list):

The ELAC committee convened and determined it would delegate its responsibility to SSC for the 2015/2016-2016/2017 school year. The leadership team and staff had direct input, aligned with the Title I surveys, to provide input into the SPSA.

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 3, 2017.

Attested:

Ryan E. Saunders, Ed.D.

Typed Name of School Principal

Signature of School Principal

Date

Mr. Milt Levinson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement
LCAP GOAL:
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness
LCAP ALIGNED SCHOOL GOAL #1:
SCHOOL GOAL #1: Tiered Program for Providing Instruction that utilizes technology as an integral part of learning. a) Grades 1-5 will implement an effective Tier I program by providing standards based instruction utilizing research based strategies specific to the content and needs of students. b) Grades 1-5 will implement an effective Core Support program (Tier II) 4 days per week by appropriately staffing the classrooms with additional support to form small groups to provide differentiated support for ALL students. c) Grades K-5 will implement an effective Tier III Support program 4 days per week. d) All grades will utilize technology to implement the Tiered Program in order to prepare students for college and career readiness.
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 Core Support Teacher (.40 FTE). (Tier II)				
1.2 Core Support (Extra Duty) (Tier II)				
1.3 Early Literacy Team				
1.4 Paraprofessional Bilingual Aides--Kinder & Tier II				
1.5 Paraprofessional bilingual Aide--Tier III				
1.6 Professional Development-RCOE Math Consultant				
1.7 Tutoring--Tier II and Tier III				
1.8 Technology				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.9 Technology Materials and Supplies				
1.10 ELD Intervention Software-FastForWord				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

SUBJECT: Parent and Community Partnerships
LCAP GOAL:
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.
LCAP ALIGNED SCHOOL GOAL #2:
Increase the availability of translators in parent and community events and written communication to families in order to ensure parents have an opportunity to be involved to the greatest extent possible when engaging in communication with the school. Work to increase the Cahuilla attendance rate from 94.7% to the district goal of 96%.
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.1 Parent Translation Services				
2.2 Parent Training & Support Program/Consultant				
2.3 Saturday Enrichment (School)				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

SUBJECT: Safe Learning Environment
LCAP GOAL:
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.
LCAP ALIGNED SCHOOL GOAL #3:
Implementing Character Counts and Positive Reinforcements to reduce the suspension rates from 7 per year to no more than 3 (though the goal is always 0).
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
3.1 Monthly Character Counts Lesson at Assembly-Mindfulness Activities				
3.2 Self-Manager Program				
3.3 Supervision Aides				
3.4 Raptor Safety Visitor Management Program				
3.5 Increasing emphasis on Bullying: Prevention and Reporting.				

Budget By Expenditures

Cahuilla Elementary School

Funding Source: LCFF

\$150,917.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
These are certificated teachers who will work daily in our Tier II-Core Support/RTI to provide differentiated instruction to students.	1000-1999: Certificated Personnel Salaries	\$75,978.00		Core Support Teacher (.40 FTE). (Tier II)
The library tech receives extra duty pay to be available to provide intervention in the Core Support program.	2000-2999: Classified Personnel Salaries	\$7,845.00		Core Support (Extra Duty) (Tier II)
Trained aides will provide support in Kindergarten classrooms and in the Tier II program. They will work 1:1 with students, as well as small groups.	2000-2999: Classified Personnel Salaries	\$26,392.00		Paraprofessional Bilingual Aides--Kinder & Tier II
Trained aide will provide 1:1 and small group instruction to Tier III EL's.	2000-2999: Classified Personnel Salaries	\$25,143.00		Paraprofessional bilingual Aide--Tier III
Additional support to provide supervision and ensure a safe learning environment for students before and during school.	2000-2999: Classified Personnel Salaries	\$12,000.00		Supervision AIdes
A visitor management system to increase security of visitors to the school campus.	4000-4999: Books And Supplies	\$2,000.00		Raptor Safety Visitor Management Program
LCFF Total Expenditures:		\$149,358.00		
LCFF Allocation Balance:		\$1,559.00		

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide training and support to parents to promote engagement and an ability to support students in their learning.	5800: Professional/Consulting Services And Operating Expenditures	\$0.00		Parent Training & Support Program/Consultant

Cahuilla Elementary School

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: Title I \$78,611.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Cahuilla will continue partnership with RCOE consultant to target and improve Math instruction (gr. 2-3 for this year).	5800: Professional/Consulting Services And Operating Expenditures	\$9,000.00		Professional Development-RCOE Math Consultant
Faculty members will provide 1:1 or small group tutoring before, during, or after the school day.	1000-1999: Certificated Personnel Salaries	\$8,071.00		Tutoring--Tier II and Tier III
Continue to purchase and update Chrome books, carts, and other necessary technological items to support 21st century learning.	4000-4999: Books And Supplies	\$35,000.00		Technology
To purchase equipment necessary for running intervention programs in Tier II and Tier III (toner, headphones, cases, doc cams, etc.).	4000-4999: Books And Supplies	\$7,040.00		Technology Materials and Supplies
Renew FastForWord subscription to provide Tier III support to EL's.	4000-4999: Books And Supplies	\$19,500.00		ELD Intervention Software-FastForWord

Title I Total Expenditures: \$78,611.00

Title I Allocation Balance: \$0.00

Funding Source: Title I Part A: Parent Involvement \$1,822.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Cahuilla Elementary School

Provide bilingual translators who will help translate in meetings, conferences, and communication materials.	2000-2999: Classified Personnel Salaries	\$1,822.00	Parent Translation Services
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Title I Part A: Parent Involvement Total Expenditures: \$1,822.00

Title I Part A: Parent Involvement Allocation Balance: \$0.00

Cahuilla Elementary School Total Expenditures: \$229,791.00