School Year: **2024-25**

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
Cahuilla Desert Academy	Dr. Anna Santa Maria Principal	anna.santamaria@cvusd.us 760-848-1495
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766112874	April 24, 2024	June 27, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Cahuilla Desert Academy for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Cahuilla Desert Academy is located in the northern portion of the district boundaries. We are down the street from the Indio Polo Fields, we have a housing development across the street, and farming behind the school.

During the 2023-2024 school year, a total of 706 students were enrolled, composed of 83.9% (592 students) socioeconomically disadvantaged, 23.2% (164) English Language Learners, 0.4% (3 students) Foster Youth, 1.6% (11 students) Homeless,11.8% (83) Students with Disabilities. We provide comprehensive instruction for students in grades 7 and 8 in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning. Our school is proud to offer Career and Technical Education courses, AVID, and advanced courses in Mathematics. After school we offer a robust Expanded Learning Program that offers sports, drumline, dance, cheer, art, and many more engaging activities.

We are growing our Dual Language Immersion program and offer the DL program in grades 7 and 8. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles in our Wellness Center. The Wellness Center has an Intervention Specialist, Behavior Technician, and a Mentor to support the various needs of our students throughout the day. We facilitate parent information workshops and trainings throughout the school year. We have a full-time parent liaison and a Parent Center available to assist our families and strengthen our school/home partnerships. At Cahuilla Desert Academy, we commit to academic and social growth for every member of our community.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students an Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

Cahuilla Desert Academy (CDA) was identified as an Additional Targeted Support and Improvement (ATSI) School based on the 2023 CA School Dashboard. CDA was identified for ATSI based on the performance levels of their English Learners in Chronic Absenteeism and Academic Performance, compared to the all students group.

During the 2022-2023 school year, 41.1% of all students were chronically absent, resulting in an orange indicator on the CA School Dashboard. For our ATSI student group: 43.2% of EL students were chronically absent (Red on the CA School Dashboard). Targeted action items have been created within the SPSA to address the needs of each specific student group listed above, including but not limited to: enhancing school-wide culture and climate through assemblies, improved school appearance, a targeted attendance team to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

In the area of academic performance, our ATSI student group performed as follows: On the CAASPP ELA: EL Students were -97.6 points below standard met (Red), compared to All Students who were at -63.1 points below standard met (Orange). On the CAASPP MATH: EL Students were -143.2 points below standard met (Orange), compared to All Students who were at - 107.7 points below standard met (Orange). Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; after school tutoring for foundational ELA and Math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support and Universal Design for Learning to best support our students as individuals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The administration and staff at CDA collaborate with parents, students, and district personnel to develop a SPSA that meets the unique educational needs of our students. The School Site Council is composed of CDA parents and staff that meet monthly to develop, approve and modify the SPSA. Our School Site Council (SSC) meets 8-10 sessions a year and they review the actions and expenditures from the SPSA at each meeting. All stakeholders are invited and welcome at our SSC meetings. The annual evaluation tool is usually reviewed in January or February each year with our SSC so they can see the progress we are making toward our goals. If we are not making progress with an action, we discuss what can be done for the remainder of the year to help us meet or modify the action. Our English Language Advisory Committee (ELAC) also provides feedback to SSC regarding our action items on the SPSA and the annual review. Multiple community partner involvement opportunities were provided during the planning process for the SPSA annual review and update. Community partner opportunities included the use of surveys, focused group discussions held during School Site Council and ELAC meetings, and SPSA review with staff members. Feedback provided was reviewed by the school's Instructional Leadership Team, School Site Council, and ELAC.

The feedback from various stakeholders impacts the creation of our upcoming SPSA actions and strategies by reviewing the needs and concerns of the stakeholders and determining what goals they align to. Community Partners provided the following suggestions and feedback:

- Students would like to see better teaching methods, more academic rewards, and the addition of new classes or electives.
- Parents requested more one-on-one time with students that are struggling and better communication with their child's teacher.
- Teachers requested professional development on clear standards and objectives, growth mindset, and training for teachers that are non-core teachers.
- Teachers also want the opportunity to teach students basic study skills, time management, life skills, and responsible use of technology.

SSC Meeting Dates and Topics:
*September 18, 2023 - Review and approve SSC By Laws, Parent Involvement Policy, School Compact
*October 10, 2023 - Review SPSA Goals/Actions and Expenditures, addendums and spending
*November 4, 2023 - Review SPSA Goals/Actions and Expenditures, addendums and spending, Parent Square Communication
*January 9, 2024 - Review SPSA Goals/Actions and Expenditures, addendums and spending, Review updated CA Dashboard
*February 20, 2024 - Review SPSA Annual Evaluation Addendum Took and modifications and addendums needed
*February 27, 2024 - Approve Comprehensive School Safety Plan
*March 12, 2024 - Review SPSA Goals/Actions and Expenditures, addendums and spending
*April 23, 2024 - Approve 2024-2025 SPSA
*May 3, 2024 - Review SPSA Goals/Actions and Expenditures
*May 14, 2024 - Review SPSA Goals/Actions and Expenditures, Review 24-25 School Parent Compact

ELAC Meeting Dates and Topics:
*September 14, 2023 - ELAC Goals, Duties, Roles, Nominations
*November 9, 2023 - EL Mentor Presentation, Striving for Reclassification
*January 11, 2024 - English Learner Data, Preparing for the ELPAC
*March 14, 2024 - EL Needs Assessment
*May 9, 2024 - CDA ELAC Survey, SPSA 2024-2025

DPAC Meeting Dates and Topics:
*September 12, 2023 - Meeting Dr. Valentino and Cabinet Members, Committee Purpose, LCAP Overview, Academic Initiatives (Math/Science)
*November 28, 2023 - Message from Superintendent and Cabinet, DPAC Survey Results (topics), Prop 28 (VAPA), Reading Specialists and Literacy Coaches
*January 23, 2024 - ALICE Training, School Safety Plans and Drills, Behavior. Trends at Schools, ELPAC
*March 13, 2024 - LCAP Overview and Updates, Parent Engagement Policy, State Testing, Volunteer Process, Summer School
*May 07, 2024 - TBD

ILT Meeting Dates and Topics:
*August 29, 2023 - Review Data Analysis from Staff Meeting (CAASPP, iReady, Climate/Culture, EL, HS-Readiness)
*September 12, 2023 - Review iReady Scores/Administration
*September 26, 2023 - PBIS Rewards, Staff Panorama Survey
*November 07, 2023 - Develop a Targeted PD Plan, Chronic Absenteeism Data
*December 12, 2023 - Winter iReady Administration planning, Benchmark updates, Spanish Placement, HS Ready Students (Grades), Chronic Absenteeism Data
*January 09, 2024 - Examine updated Dashboard, iReady Student Presentation Review, Spanish Placement for HS, Chronic Absenteeism Data
*January 30, 2024 - Grade Mark Analysis, CAASPP Resources for Prep, Chronic Absenteeism Data
*February 13, 2024 - iReady Winter 2024 Data Analysis, Department Plans to move into Orange on CA Dashboard 2024, Chronic Absenteeism Data
*March 12, 2024 - CAASPP Schedule, Testing Protocols, Chronic Absenteeism Data & Attendance Success Plans, iReady Recognition for Growth
*April 09, 2024 - Test Prep by each department and Test Administration Expectations
*April 23, 2024 - SPSA Presentation and Feedback, Chronic Absenteeism Data

MTSS Dates and Topics:
*December 1, 2023- MTSS Data Collection for November- Tardies, Discipline, Wellness Center, Groups, Mentoring, Academic Groups
*January 10, 2024- MTSS Data Collection for December- Tardies, Discipline, Wellness Center, Groups, Mentoring, Academic Groups
*February 1, 2024- MTSS Data Collection for January- Tardies, Discipline, Wellness Center, Groups, Mentoring, Academic Groups
*March 4, 2024- MTSS Data Collection for February- Tardies, Discipline, Wellness Center, Groups, Mentoring, Academic Groups
*April 8, 2024- MTSS Data Collection for March- Tardies, Discipline, Wellness Center, Groups, Mentoring, Academic Groups
*May 1, 2024- MTSS Data Collection for April- Tardies, Discipline, Wellness Center, Groups, Mentoring, Academic Groups

Staff PD and Staff Meetings:
*September 6, 2023 - CAASPP Data Review and Administration of iReady
*October 18, 2023 - ParentSquare for Parent Engagement, Wellness Center Support
*November 1, 2023 - Chronic Absenteeism
*December 6, 2023 - IBA Administration, MTSS
*January 17, 2024 - CA Dashboard, MTSS Update, Chronic Absenteeism
*February 21, 2024 - MTSS Best First Instruction, Safety Plan
*March 20,2024 - Summative CAASPP, Chronic Absenteeism Attendance Plans, iReady Growth
*April 17, 2024 - Testing Strategies, Scholar's Information
*May 1, 2024 - MTSS Updates, Period Attendance
*May 15, 2024 - Share SPSA plan at Staff Meeting

Resource Inequities

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

Through a comprehensive needs assessment involving examining data from the California Schools Dashboard; iReady, district benchmarks, teacher-created assessments, grades, CAASPP, conversations with SSC, ELAC, ILT, Panorama Education Survey, and LCAP Survey, the following resource inequities were revealed:

Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. These student groups are in need of additional instructional support. Additional support will be provided to those two student groups in the areas of language arts and math during and after school.

English Language Learner students are not meeting standards in math or literacy as evidenced by the analysis of the iReady Diagnostic, CAASPP, and Interim Assessment results; an analysis revealed that teachers needed support in setting high expectations for students and maintaining active engagement. These inequities have the greatest impact

upon English Learners, students affected by low socioeconomic circumstances and Students with Disabilities (SWD). Additional funds have been allocated to support English Learner students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of literacy and English Language Arts. The expenditures include tutoring, access to college and career information, access to Literacy support, clearly defined IEP goals, access to supplemental literature, and additional training for teachers.

CAASPP ELA Spring 2019 / 2021 / 2022 / 2023
Percentage of students meeting or exceeding standards:

7th Grade: 2019 / 2021 / 2022 / 2023
All Students 38.7% / 35.5% / 35.0% / 32.1%
SED 37.0% / 32.9% / 10.0% / 28.9%
English Learners 4.4% / 5.4% / 0.0% / 10.8%
SWD 9.3% / 0.0% / 0.0% / 11.5%

8th Grade: 2019 / 2021 / 2022 / 2023
All Students 28.5% / 36.3% / 29.0% / 25.3%
SED 26.7% / 34.8% / 12.4% / 22.1%
English Learners 1.4% / 5.1% / 0.4% / 1.2%
SWD 2.0% / 2.6% / 0.0% / 0.0%

CAASPP Math Spring 2019 / 2021 / 2022
Percentage of students meeting or exceeding standards:

7th Grade: 2019 / 2021 / 2022 / 2023
All Students 22.1% / 21.6% / 16.7% / 17.7%
SED 21.9% / 20.2% / 14.4% / 14.5%
English Learners 2.2% / 4.0% / 4.8% / 2.2%
SWD 3.7% / 0.0% / 0.0% / 11.5%

8th Grade: 2019 / 2021 / 2022 / 2023
All Students 24.4% / 15.7% / 12.7% / 17.2%
SED 21.3% / 15.6% / 11.0% / 14.2%
English Learners 0.0% / 0.0% / 0.0% / 0.0%
SWD 0.0% / 2.6% / 0.0% / 0.0%

Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. These student groups are in need of additional instructional support. Additional support will be provided to those two student groups in the areas of language arts and math during and after school.

Resource inequities have taken shape in diverse ways at CDA, such as insufficient funding, inadequate professional growth opportunities for educators supporting for English language students, students with disabilities, and students economically disadvantaged, and limited culturally appropriate teaching materials. Accelerating learning demands a comprehensive strategy emphasizing fair distribution of resources, culturally sensitive teaching methods, tailored interventions, and continuous professional growth to adequately aid our most at promise students. Through investments in resources and programs that emphasize the distinct requirements of students, we can accelerate learning in our assessment results and cultivate an inclusive learning atmosphere where every student can flourish academically.

Resource inequities also identified as a result of the required needs assessment and stakeholder feedback include:
- Students would like to see better teaching methods, more academic rewards, and the addition of new classes or electives.
- Parents requested more one-on-one time with students that are struggling and better communication with their child's teacher.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Targeted action items have been created within the SPSA to address the needs of each specific student group listed, including but not limited to: allocation of funds to support English Learner students, those students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of math and English Language Arts. The expenditures include professional development to enhance best tier 1 instruction, additional supports during the school day, tutoring, access to Literacy support, teacher professional development with UCI math strategies, clearly defined IEP goals, access to supplemental literature, access to college and career information, and additional training for teachers enhancing school-wide culture and climate. A targeted attendance team will look to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

The following state indicators mentioned below have overall performance in the "Red" or "Orange" performance categories:
Red: English Learner Progress Indicator
Orange: Chronic Absenteeism, English Language Arts, Math

English Language Arts 2023 CAASPP Data:
All Students: 28.79%
English Learners: 6.29%
Socioeconomically Disadvantaged: 25.76%
Students with disabilities: 5.55%
According to the California School Dashboard, English Language Arts overall fell into the "Orange" performance category. The score declined 13.8 points from the 21-22 school year, resulting in 63.1 points below standard. The English Learner student group fell into the "Red" performance category, declining 19.3 points from the 21-22 school year, resulting in 97.6 points below standard. Three student groups fell into the "Orange" performance category: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. The Hispanic student group fell into the "Orange" performance category, declining 13.6 points from the 21-22 school year, resulting in 62.9 points below standard. The Socioeconomically Disadvantaged student group fell into the "Orange" performance category, declining 14.3 points from the 21-22 school year, resulting in 69.7 points below standard. The Students with Disabilities student group fell into the "Orange" performance category, increased 19.6 points from the 21-22 school year, resulting in 149.8 points below standard.

Mathematics 2023 CAASPP Data:
All Students: 17.54%
English Learners: 1.14%
Socioeconomically Disadvantaged: 14.34%
Students with disabilities: 5.56%
According to the California School Dashboard, Math overall fell into the "Orange" performance category. The score increased 7.1 points from the 21-22 school year, resulting in 107.7 points below standard.
The Socioeconomically Disadvantaged student group fell into the "Red" performance category, maintaining by 2.8 points from the 21-22 school year, resulting in 116.2 points below standard. Three student groups fell into the "Orange" performance category: English Learners, Hispanic, and Students with Disabilities.The English Learner student group fell into the "Orange" performance category, increasing by 4.4 points from the 21-22 school year, resulting in 143.2 points below standard. The Hispanic student group fell into the "Orange" performance category, increasing by 7.1 points from the 21-22 school year, resulting in 107.9 points below standard. The Students with Disabilities student group fell into the "Orange" performance category, increased 11.2 points from the 21-22 school year, resulting in 200.2 points below standard.

English Learner Progress on Summative ELPAC 2023:
EL's Who Progressed at Least One ELPI Level: 36.6%
EL's Who Maintained ELPI Level 4: 3.5%
EL's Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H: 33.1%
EL's Who Decreased at Least One ELPI Level: 26.7%

According to the California School Dashboard, English Learner Progress overall fell into the "Red" performance category. The score declined by 19.2% from the 21-22 school year, resulting in 40.1% of English Learners making progress towards English language proficiency.

Chronic Absenteeism:
According to the California School Dashboard, all students fell into the "Orange" performance category. The score declined by 0.7% from the 21-22 school year, resulting in 41.1% of students being chronically absent. The English Learner student group fell into the "Red" performance category, increasing by 1.6% from the 21-22 school year, resulting in 43.2% of English Learners being chronically absent. Three student groups fell into the "Orange" performance category: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. The Hispanic student group fell into the "Orange" performance category, declining by 0.5% from the 21-22 school year, resulting in 41% of Hispanic students being chronically absent. The Socioeconomically Disadvantaged student group fell into the "Orange" performance category, declining by 2.4% from the 21-22 school year, resulting in 42.4% of Socioeconomically Disadvantaged students being chronically absent. The Students with Disabilities student group fell into the "Orange" performance category, declining by 8.7% from the 21-22 school year, resulting in 46.9% of Students with Disabilities being chronically absent.

Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; best Tier 1 instruction, additional supports during the school day, after school tutoring for foundational ELA and math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support (MTSS).

Successes:
Our iReady Diagnostic Results are showing growth in both Literacy Skills and Math Skills.

Fall iReady Scores
Reading On Grade Level or Above:
All Students: 18%
English Learners: 2%
Students with disabilities: 5%

Winter iReady Scores
Reading On Grade Level or Above:
All Students: 27% (+9%)
English Learners: 8% (+6%)
Students with disabilities: 10% (+5%)
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Fall iReady Scores
Math On Grade Level or Above:
All Students: 9%
English Learners: 0%
Students with disabilities: 1%

Winter iReady Scores
Math On Grade Level or Above:
All Students: 20% (+11%)
English Learners: 3% (+3%)
Students with disabilities: 4% (+3%)
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Challenges:

All of the student academic scores are very low. Academically, we are focusing on data driven instruction that uses AVID strategies but is centered on best first instruction. Behaviorally, we have established a behavior system at the Tier 1 level focused on positive reinforcement, intervention and support. Social / emotional, mental health support, and transformational justice practices continue to be in place. Chronic Absenteeism continues to be a challenge but we have decreased our absenteeism to approximately 32% for the 2023-24 school year. This attendance record can be significantly attributed to lower academic successes. Cahuilla Desert Academy is committed to accelerating learning through focusing on creating a strong multi-tier system of support in order to improve academic results. Cahuilla Desert

Academy believes in supporting the whole child, academically and socio-emotionally. We believe that student's entire wellbeing is directly tied to students' academic success and therefore all staff is focused on supporting all students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the California School Dashboard (Dashboard), Cahuilla Desert Academy did not have any state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additional Targeted Support and Improvement (ATSI):
This School Plan describes a School-wide Program that includes strategies, actions, and services to serve our students. Our hard working staff are both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Our goal in presenting you with this information is to keep our community, and the public in general, well informed.

Cahuilla Desert Academy has been identified as an ATSI school due to significant gaps for our English Learners compared to all students.

During the 2022-2023 school year, our English Learner Progress decreased by 19.2% according to the English Learner Progress Indicator (ELPI).

During the 2022-2023 school year, 28.79% of students met or exceeded the standard in ELA.
For our ATSI student group:
6.29% of English Learners met the standard in ELA

During the 2022-2023 school year, 41.1% of students were chronically absent.
For our ATSI student group:
43.2% of English Learners were chronically absent

Academic support for English Learners have been delineated within the goals and action items in the SPSA, including but not limited to; after school tutoring for foundational ELD skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) to best support our students as individuals.
Targeted action items have been created within the SPSA to address chronic absenteeism including: a targeted attendance team to support students with the greatest levels of need, mentoring of students that are chronically absent by helping them create an attendance plan, and parent engagement events and workshops focusing on the importance of daily school attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Students to be College and Career Ready will reach proficiency levels on the ELA and Math CAASPP.
The Metrics below will be desegregated for the following student groups:

- All Students (706 Students)
- English Learners (164 Students)
- Foster Youth (3 Students)
- Homeless Youth (11 Students)
- Native American Students (0 Students)
- Socioeconomically Disadvantaged (592 Students)
- Students with Disabilities (83 Students)

CAASPP ELA
Average Distance from Standard: The CAASPP English Language Arts average distance from standard for all students had a decrease of -13.8 points to produce a baseline of -63.1 (Orange) and a Status of Very Low.
All Students will decrease distance from standard met from the baseline of -63.1 (ORANGE) on the 2023 Dashboard by 3.0 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for All Students is to decrease 58.1 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

Average Distance from Standard: The CAASPP English Language Arts average distance from standard for English Learners had a decrease of -19.3 points to produce a baseline of -97.6 (Red) and a Status of Very Low.
English Learners will decrease distance from standard met from the baseline of -97.6 (RED) on the 2023 Dashboard by 9.2 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for All Students is to decrease 92.6 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

Long Term English Learners do not have performance indicators at this time.

Homeless Students and Foster Youth do not have performance indicators due to the small student groups so we are unable to set targets for these groups at this time.

Average Distance from Standard: The CAASPP English Language Arts average distance from standard for Socioeconomically Disadvantaged had a decrease of -14.3 points to produce a baseline of -69.7 (Orange) and a Status of Low.
Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -69.7 (ORANGE) on the 2023 Dashboard by 3.0 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for Socioeconomically Disadvantaged Students is to decrease 64.7 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

Average Distance from Standard: The CAASPP English Language Arts average distance from standard for Students with Disabilities had a decrease of -19.6 points to produce a baseline of -149.8 (Orange) and a Status of Low.
Students with Disabilities will decrease distance from standard met from the baseline of -149.8 (ORANGE) on the 2023 Dashboard by 26.6 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for Students with Disabilities is to decrease 144.8 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

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CAASPP Math
Average Distance from Standard: The CAASPP Math average distance from standard for all students had an increase of +7.1 points to produce a baseline of -107.7 (Orange) and a Status of Low.
All Students will decrease distance from standard met from the baseline of -107.7 (ORANGE) on the 2023 Dashboard by

4.2 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for All Students is to decrease 82.7 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

Average Distance from Standard: The CAASPP Math average distance from standard for English Learners had an increase of +4.4 points to produce a baseline of -143.2 (Orange) and a Status of Low.
English Learners will decrease distance from standard met from the baseline of -143.2 (ORANGE) on the 2023 Dashboard by 16.1 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for All Students is to decrease 118.2 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

Long Term English Learners do not have performance indicators at this time.

Homeless Students and Foster Youth do not have performance indicators due to the small student groups so we are unable to set targets for these groups at this time.

Average Distance from Standard: The CAASPP Math average distance from standard for Socioeconomically Disadvantaged maintained by +2.8 points to produce a baseline of -116.2 (Red) and a Status of Very Low.
Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -116.2 (RED) on the 2023 Dashboard by 7.1 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for Socioeconomically Disadvantaged Students is to decrease 91.2 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

Average Distance from Standard: The CAASPP Math average distance from standard for Students with Disabilities maintained by +11.2 points to produce a baseline of -200.2 (Orange) and a Status of Low.
Students with Disabilities will decrease distance from standard met from the baseline of -200.2 (ORANGE) on the 2023 Dashboard by 35.1 points annually as measured by the CA School Dashboard, to be YELLOW by 2026/27.
The stretch goal for Students with Disabilities is to decrease 175.2 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026/27.

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ELPAC:
Student performance on the ELPAC will increase by 5% for levels 3 through 4, and decrease by 5% for level 1:
from 16.85% to 25.85% of students scoring at Level 4 - Well Developed
from 37.08% to 46.08% of students scoring at Level 3 - Moderately Developed
from 28.09% to 19.09% of students scoring at Level 2 - Somewhat Developed
from 17.98% to 8.98% of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -63.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3	-60.1	Orange
3 Year Growth	9	-54.1	Yellow

English Learner

2023 Baseline: -97.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.2	-88.4	Orange
3 Year Growth	27.6	-70.0	Yellow

Long Term English Learners

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -69.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3	-66.7	Orange
3 Year Growth	9	-60.7	Yellow

Students with Disabilities

2023 Baseline: -149.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	26.6	-123.2	Orange
3 Year Growth	79.8	-70.0	Yellow

CAASPP Math

All Students

2023 Baseline: -107.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	4.2	-103.5	Orange
3 Year Growth	12.7	-95.0	Yellow

English Learner

2023 Baseline: -143.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	16.1	-127.1	Orange
3 Year Growth	48.2	-95.0	Yellow

Long Term English Learners

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -116.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	7.1	-109.1	Orange
3 Year Growth	21.2	-95.0	Yellow

Students with Disabilities

2023 Baseline: -200.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	35.1	-165.1	Orange
3 Year Growth	105.2	-95.0	Yellow

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Create equitable access to educational opportunities that will lead to academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students required additional support in Literacy, Reading, Writing, Math, and Language Development. There is a need for math support, reading support, and writing support in all classrooms for all students. Student groups including Students with Disabilities, English Learners, and socio-economically disadvantaged students are in need of additional support and interventions in literacy, reading, writing, and math. English Learners require additional support in language development, reading, writing, listening, and speaking to pass the CAASPP, ELPAC, and meet reclassification requirements. The number of English Learners who reclassify will increase by 3% each year as measured by the reclassification process. The number of students scoring at proficient and above will increase by 3% in Language Arts and Math by 06/01/2024 as measured by the Spring CAASPP Assessment.

Targeted action items have been created within the SPSA to address the needs of each specific student group, including but not limited to: allocation of funds to support English Learner students, those students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of math and English Language Arts. The expenditures include professional development to enhance best tier 1 instruction, additional supports during the school day, tutoring, access to Literacy support, teacher professional development with UCI math strategies, clearly defined IEP goals, access to supplemental literature, access to college and career information, and additional training for teachers enhancing school-wide culture and climate. A targeted attendance team will look to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard All: 28.79% EL: 6.29% LTEL: 2.90% SED: 25.76% SWD: 5.55% HOM: No data -fewer than 11 students tested FY: No data -fewer than 11 students tested	CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard All: 37.79% EL: 15.29% LTEL: 11.90% SED: 34.76% SWD: 14.55%
CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard All: 17.54% EL: 1.14% LTEL: 0.00% SED: 14.34% SWD: 5.56% HOM: No data -fewer than 11 students tested FY: No data -fewer than 11 students tested	CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard All: 26.54% EL: 10.14% LTEL: 9.00% SED: 23.34% SWD: 14.56%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 40.1% making progress on ELPAC	ELPI 2026 CA School Dashboard: 49.1% making progress on ELPAC
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 16.85% Level 3: Moderately Developed: 37.08% Level 2: Somewhat Developed: 28.09% Level 1: Beginning to Develop: 17.98%	2026 ELPAC: Level 4 – Well Developed: 25.85% Level 3: Moderately Developed: 46.08% Level 2: Somewhat Developed: 19.09% Level 1: Beginning to Develop: 8.98%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 34%	2025-26 Percent of Students Reclassified: 43%

EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – 57 students	EL Reclassification Rate – local data
iReady (local Data)	i Ready ELA: All: 27% EL: 8% SWD: 10%	i Ready ELA: All: 33% EL: 14% SWD: 16%
iReady (local Data) Math	i Ready Math: All: 20% EL: 3% SWD: 4%	i Ready Math: All: 26% EL: 9% SWD: 10%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024) (grades 4-12): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 91%	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 98%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024)(grades 4-12) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 88%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024)(grades 4-12) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 66%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 75%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024)(grades 4-12) My teachers talk to me about my academic progress. Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 83%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1b	Teacher Collaboration	Planning and Collaboration Time - Teacher/Counselors release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Funds to pay for subs, prep pay, extra services, stipends to provide release time. Additional funds may be used as they come available.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	7950 LCFF 1000-1999: Certificated Personnel Salaries 1.1b
1.2a	ELD Collaboration	Integrated ELD planning Coaching, and collaboration - Integrated ELD planning coaching, and collaboration of certificated staff Certificated personnel salaries. Additional funds may be used as they come available.	EL and LTEL	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	1000 Title I 3010 1000-1999: Certificated Personnel Salaries 1.2a
1.3a	Materials and Instructional Items	Materials and other instructional items to improve Literacy of English Learners and RFEP students to include Scholastic, classroom libraries, periodicals, and online reading resources, apps. Additional funds may be used as they come available.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	6500 Title I 3010 4000-4999: Books And Supplies 1.3a
1.4b	Professional Subscriptions	Professional subscriptions to improve Literacy of English Learners and RFEP students. Additional funds may be used as they come available.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	3000 LCFF 5000-5999: Services And Other Operating Expenditures 1.4b
1.5b	Field Trips	Facilitate College and career readiness for all students through visits to local colleges. Expenditures to include transportation cost. Additional funds may be used as they come available.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	3000 LCFF 5000-5999: Services And Other Operating Expenditures 1.5b
1.6b	Field Trips Admission	Facilitate College and career readiness for all students through visits to local colleges. Expenditures to include	English Learners, Students with Disabilities,	CAASPP ELA and Math Scores will	4000 LCFF 5000-5999: Services And

		transcription cost. Additional funds may be used as they come available.	Students Economically Disadvantage.	increase 3% per year. ELPI percentage to increase 3% per year.	Other Operating Expenditures 1.6b
1.7b	Technology	Purchase of technology including but not limited to projectors, response systems, headphones, screens, etc. Additional funds may be used as they come available.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	3000 LCFF 4000-4999: Books And Supplies 1.7b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the school year, the staff and SSC members met and evaluated our SPSA and modified actions as needed. This was goal 2 on the 23-24 SPSA.

For our analysis of the impact our actions have on our metrics is listed below:
Our iReady Diagnostic Results are showing growth in both Literacy Skills and Math Skills.

Fall iReady Scores
Reading On Grade Level or Above:
All Students: 18%
English Learners: 2%
Students with disabilities: 5%

Winter iReady Scores
Reading On Grade Level or Above:
All Students: 27% (+9%)
English Learners: 8% (+6%)
Students with disabilities: 10% (+5%)
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Fall iReady Scores
Math On Grade Level or Above:
All Students: 9%
English Learners: 0%
Students with disabilities: 1%

Winter iReady Scores
Math On Grade Level or Above:
All Students: 20% (+11%)
English Learners: 3% (+3%)
Students with disabilities: 4% (+3%)

Action 2.1: Collaboration- Yes, we implemented through our Instructional Leadership Team and Math teachers were all provided with professional development throughout the year to increase student achievement in both literacy and math. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 2.2: Collaboration: Integrated ELD- Yes, our ELA department chair and district academic coach worked with ELD teachers to increase their knowledge on working with English Learners. Team members also supported long-term substitutes in ELA to support their English Learners. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 2.3: Materials and other instructional items- Yes, CDA purchased Scholastic Articles to provide high engagement reading resource for all students. Also the library inventory was increased to provide a high variety of resources for all students to access. iReady growth rewards were provided to students meeting the schoolwide midway goal in February. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 2.4 & 2.5: Professional Development opportunities- Yes, we were able to send our art teacher to a conference in May, and 2 counselors to a conference through RCOE to support professional development. Sub coverage was provided as needed. Our iReady scores show growth in both literacy and math prediction rates (see above data). CDA was unable to use funds for AVID for the 23-24 school year because the conference will take place in July of the 24-25 school year. Funds were moved and used to purchase headphones for English Learners.

Action 2.6: Professional Services- Yes, RCOE provided coaching and training to our counselors using these funds. In turn, the counselors came back and provided valuable information to staff. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 2.7 & 2.9: Fieldtrips- Yes, CDA was able to send AVID students to Cal State San Marcos, University of Redlands, and University of Riverside and hear from multiple career experts. Students were also given the opportunity to community build with their peers. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 2.8: Technology- No, funds were not used this year due to decrease in classrooms used, so we did not have to replace technology this year. Funds were moved to a different action item based on the annual evaluation tool.

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

We set aside Title I funds for our annual AVID conference but moving forward we must use funds for the school year in which the conference takes place, which freed up approximately $11,000 to create action 2.11. We created action 2.11 to purchase wired headset for ELD students to use for K12 Summit for the listening and speaking assignments. We also agreed to purchase earbuds for students. We moved $10,757 from action 2.4, $1,250 from action 2.5, and $1,678 from action 2.6 to create action 2.10.
SSC agreed that we could use LCFF funds that were not spent to create action 2.10 for flexible seating in our school library. We wanted to create a space that one to two classrooms can go into together to work collaboratively to team teach and allow students the flexibility to work in small groups or with a partner. We moved $1,425 from action 2.7 and $9,000 from action 2.8 to create action 2.11.

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.

We found a need to increase funds for collaboration in action 1.1 as more teachers are willing to work extra services to work with their teams. We will use our student academic outcomes to measure our success. Our instructional leadership team also asked that we increase the funds set aside for field trips so that we can include more student groups for the 2024-2025 school year so we have funds set aside for action 1.5 and 1.6. Our metrics will be based on student participation and student academic outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Cahuilla Desert Academy is committed to fostering a positive school climate and environment.
Cahuilla Desert Academy is committed to fostering a positive school climate and environment, where all students, including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities, feel welcome as part of the school community as measured by the data listed below:

Data Measurement
2a: Increase Attendance Rate by 3% yearly
2b: Decrease Suspension Rate by 1% yearly
2c: Improve SEL Student Survey Results by 3% yearly.
2d: Decrease Chronic Absenteeism by 3% yearly.
2e: Maintain Low Pupil Expulsion Rate < 1%
2ff: Maintain Low Dropout Rates < 1%

The Metrics below will be desegregated for the following student groups:

- All Students (706 Students)
- English Learners (164 Students)
- Foster Youth (3 Students)
- Homeless Youth (11 Students)
- Socioeconomically Disadvantaged (592 Students)
- Students with Disabilities (83 Students)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Provide equitable access to health and wellness to ensure social emotional and academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is an ongoing need for community building in all classrooms to support students. Student groups, including English Learner and socio-economically disadvantage students, are suspended at a higher rate and have higher chronic absenteeism rates. Our at-promise students need additional support and interventions inside and outside the classroom. Suspension rate for all students have decrease by 0.9% as measured by the 2023 California Dashboard and as compared to the 2019 California Dashboard. The Transformational Team continues to support all students with positive behavior intervention systems.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 41.1% EL: 43.2% SED: 42.4% SWD: 46.9% 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 32.90%	Chronic Absenteeism 2026 CA School Dashboard All: 32.1% EL: 34.2% SED: 33.4% SWD: 37.9% 2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: %
Middle School Dropout Rate (Priority 5)	2023 Middle School Dropout Rate: CALPADs All: < 1.0 % EL: < 1.0 % SED: < 1.0 % SWD: < 1.0 %	2026 Middle School Dropout Rate: CALPADs All: < 1.0 % EL: < 1.0 % SED: < 1.0 % SWD: < 1.0 %
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 4.7% EL: 4.8% SED: 4.9% SWD: 6.3%	2026 Suspension Rate CA School Dashboard All: 2.7% EL: 2.8% SED: 2.9% SWD: 2.3%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: < 1.0 % EL: < 1.0 % SED: < 1.0 % SWD: < 1.0 %	2026 Expulsion Rate: DataQuest All: < 1.0 % EL: < 1.0 % SED: < 1.0 % SWD: < 1.0 %
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 91.23% B. Special Education Program School Attendance rate: 90.35% C. Overall Average Attendance Rate: 90.79%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 95% B. Special Education Program School Attendance rate: 95% C. Overall Average Attendance Rate: 95%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 77%	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 86%

SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 70%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 79%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 71%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 80%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 78%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 87%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Certificated Staff to Support TM	Transformational Model Implementation: Certificated - Activities Funding for teachers to provide daily activities in the areas of morning structured play time, academic support, and STEM opportunities, Joven Noble, Xinachtli, Girasol, Restorative Practice Groups to improve school climate and engagement to include purchase of teacher prep time, extra service pay, substitute pay.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	4,000 LCFF 1000-1999: Certificated Personnel Salaries 2.1b
2	Certificated Staff to Support TM	Transformational Model Implementation: Classified - Activities Funding to provide daily activities in the areas of morning structured-play time, academic support, and STEM opportunities, Joven Noble, Xinachtli, Girasol, Restorative Practice	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year.	1,000 LCFF 2000-2999: Classified Personnel Salaries 2.2b

		Groups to improve school climate and engagement		Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	
3	Materials and Supplies for TM	Transformational Model Implementation: Materials - Materials for Daily Transformational Model Activities in the areas of morning structured-play time, academic support, and STEM opportunities, Joven Noble, Xinachtli, Girasol, Restorative Practice Groups to improve school climate and engagement to include materials.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	1,000 LCFF 4000-4999: Books And Supplies 2.3b
4	Resources to Expand School Culture	Resources to Expand School Culture: Certificated - PBIS resources, bullying prevention, professional development, extra service pay to expand school culture.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	2,500 LCFF 1000-1999: Certificated Personnel Salaries 2.4b
5	Reward Incentives and Equipment to Expand School Culture	Reward Incentives and Equipment to Expand School Culture- Materials and Supplies	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	2,500 LCFF 4000-4999: Books And Supplies 2.5b
6	Reward Incentives to Expand School Culture	Reward Incentives to Expand School Culture- Services	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year.	4,500 LCFF 5000-5999: Services And Other Operating Expenditures 2.6b

				Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	
7	VAPA Programs: Services	VAPA Programs: Services - Repairs to VAPA equipment such as instrument repairs, etc.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	3,000 LCFF 5000-5999: Services And Other Operating Expenditures 2.7b
8	VAPA Programs: Materials	VAPA Programs: Materials - Supporting materials and for VAPA programs such as instruments, art supplies, etc.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	4,500 LCFF 4000-4999: Books And Supplies 2.8b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the school year, the staff and SSC members met and evaluated our SPSA and modified actions as needed. This was goal 1 on the 23-24 SPSA.
Action 1.1- Transformational Justice Certificated Salaries- Yes, this was implemented with our certificated staff members holding before school and lunch time clubs like Esports and Safe Spaces. These clubs allowed students a chance to be with other students that shared their interests. Circles and groups were held by the Wellness Center team. We had 4 cohorts of females go through Xinachtli (58 girls) and 4 cohorts of males attend Joven Noble (50 boys). Up until April 30th, there have been 1,255 visits to the Wellness Center by students. We have 11 boys and 14 girls on the check in check out (CICO) system.
Action 1.2b- Transformational Justice Classified Salaries- Yes, we had two classified staff members that build relationships with students before school, during passing periods, and at lunch. Students enjoyed seeing office staff members outside talking with them and taking an interest in them.

Action 1.3b- Transformational Materials- Yes, we were able to purchase items for students that visit the Wellness Center that graduated from Joven Noble and Xinachtli. The students use these supplies and materials in their classes.
Action 1.4b- Mentoring Certificated- Funds were not used because we were able to have mentoring take place during the day using the master schedule. Funds were moved to support other actions.
Action 1.5b- Mentoring Classified- Yes, mentoring by classified was implemented mid-year by two male staff members that wanted to work with a small group of boys at lunch by community building. They would talk and play flag football at least once a week. The students in the group are very active so this time with the mentors kept the students engaged.
Action 1.6b- PBIS Certificated- No, the team did not hold meetings outside of the workday. The PBIS chair met with administration and discussed changes with the school instructional leadership team.
Action 1.7b- PBIS Materials- No, ASB was able to get a grant this year, allowing them to take on the cost of funding the PBIS rewards store. Funds were transferred to make a new action item.
Action 1.8b- PBIS Services- Yes, we were able to bring in water slides as an attendance and behavior incentive for students the last month of school. The other funds were transferred to a new action item.
Action 1.9b- PBIS Classified- No, we did not have any classified take part on the PBIS team this year.
Action 1.10b VAPA Services- Yes, we were able to service several instruments that needed to be repaired for our band program. This allows more students to have instruments and not be put on a waiting list.
Action 1.11b VAPA Materials- Yes, we were able to purchase several new instruments (including tax and shipping) for our band program and we purchased supplies for the art classes such as colored pencils, water colors, and palettes. We had 2 band concerts this year that had a turn out of over 300 family members. Our art work is on display in the cafeteria and front office.

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

We were able to do a lot of work for the Transformational Justice Model through our Wellness Center and in our master schedule, so we moved a lot of funds to create new action items in the middle of the year. We moved $6,194 from actions 1.1-1.3, we moved $8,700 from action 1.4, and we moved $8,700 from actions 1.6-1.9. We saw a need before school and during lunch to provide more outdoor seating for students in shaded areas. We have lost several trees in the last few years due to storms and they have not been replaced. Students do not have a lot of seating options during unstructured time, causing them to walk around in groups and sometimes not act safely. SSC decided to create goal 1.12b to purchase 3 outdoor bleachers that seat up to 30 students on each set so students can watch their friends play on the volleyball courts and basketball courts. We also purchased 6 outdoor tables with benches to place under shade structures for students to hang out with friends. We moved $5,000 from actions 1.6-1.9 to create goal 2.10.

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

Based on the needs of our students and the funds not used on certain action items, for the 24-25 school year, we will not set aside funds for mentoring and we have reduced the amount of funds for the Transformational Model. Our Wellness Center team along with our school counselors are addressing student social emotional needs and behavior concerns during the school day. We have also reduced the amount of funds set aside for PBIS as we continue to explore rewards that are less expensive or more intrinsic for our students. We will adding the Girasol curriculum to our Restorative Circle groups for the upcoming school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Cahuilla Desert Academy will increase Parent Engagement.
The Metrics below will be desegregated for the following student groups:

- All Students (706 Students)
- English Learners (164 Students)
- Foster Youth (3 Students)
- Homeless Youth (11 Students)
- Native American Students (0 Students)
- Socioeconomically Disadvantaged (592 Students)
- Students with Disabilities (83 Students)

Cahuilla Desert Academy will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and through several survey feedback results. We will continue supporting our parent Liaison to work with parents to provide information in a timely manner, answer questions, and build relationships with after school events, and to use the Parent Center as a tool to bring parents to campus.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the analysis of the data and California School Dashboard, parent engagement is an identified area to build systems of support for all students. We are looking to increase our use of the Parent Liaison to hold workshops, send regular communication to parents, ensure the contact and aeries system is up to date, and other pieces to increase parent engagement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back To School Night:	2023-24 Attendance at Back to School Night / Additional Parent Night: 76	2026-27 Attendance at Back to School Night: 125
Attendance at Parent Liaison Workshops:	2023-24 Attendance at Parent Liaison Workshops: 35	2026-27 Attendance at Parent Liaison Workshops: 50

Attendance at Coffee with the Principal:	2023-24 Attendance at Coffee with the Principal: 107	2026-7 Attendance at Coffee with the Principal: 150
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 4	2026-27 Attendance at ELAC Meetings: 7
LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 86%	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 92%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 93%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 99%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 89%	Spring 20274 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 95%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Parent Engagement: Translating	Parent Engagement: Translating - Translation services related to parent events at the school.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	1,000 Title I 3010 2000-2999: Classified Personnel Salaries 3.1a
2	Parent Engagement: Communication	Parent Engagement: Communication - Extra Services for a staff member to up-keep the school website.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	927 Title I 3010 1000-1999: Certificated Personnel Salaries 3.2a
3	Parent Engagement: Communication	Parent Engagement: Communication - Communication Materials to improve school-home communication Copy Center, Newsletter, flyers, Student data	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	700 Title I 3010 4000-4999: Books And Supplies 3.3a
4	Parent Engagement: Communication	Parent Engagement: Support - Extra service pay for classified to support communication and increase parent participation.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	1,100 Title I 3010 2000-2999: Classified Personnel Salaries 3.4a

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the school year, the staff and SSC members met and evaluated our SPSA and modified actions as needed.
3.1b- Translating- Yes, we had some staff members stay to translate for parent conferences or other parent meetings after working hours. This was very effective because it allowed our teachers to communicate with the parents of their students regarding their child's progress.
3.2b- Communication website- Yes, we had a certificated staff member that updates our school website each month. They post important information on the site to keep our parents updated.
3.3b- Communication Services (Smore and copy center)- Yes, we were able to start the year off using the Smore Newsletter to engage our families. Once the district transitioned to Parent Square, we phased off using Smore so we aligned to what the district was using. We provided family reports for iReady to our parents indicating their child's progress on iReady in the Fall and the Winter. This allowed students and parents to see their progress and what their current grade level is for Reading and Math.
3.4a- Resources for Parents- Yes, this goal was implemented, but we did not need to use funds for implementation. We were able to get all of our presenters to present for free to our families. The funds were moved to support another action item.
3.5a- Extra Services, for Parent Participation- Yes, we implemented this action by having classified staff support us in contacting parents regarding use of ParentSquare and by taking part in our School Site Council. This helped us engage more parents in our announcements.

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

We did implement the activities and supports as intended, but they did not need the amount of funds we set aside. SSC determined that we needs to move the funds to better support our students and their families. We moved $1,625 from action 3.1 to support the creation of action 2.10. We moved $2,080 from action 3.4 and $957 from action 3.5 to support the creation of action 2.11.

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.

For the 2024-2025 school year, we will not have an action for parent engagement in the form of services. We did not use any of the funds set aside for the last two years because we were able to get our services free of charge from resources within the community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Cahuilla Desert Academy will provide professional learning opportunities to build the capacity of all staff to enhance student learning.
There are approximately 18 professional development opportunities provided for Cahuilla Desert Academy to build capacity in our team. A few of the days are focused on mandated reporter training, suicide prevention, ELPAC testing, and CAASPP testing, but the other 10-12 professional development times, 45 min sessions, are strategically planned to move our team forward to maximize student achievement.

Our focus areas for 2024-25 will be growing our students academic skills in literacy and in mathematics through the MTSS model. Administration and teachers will continue to build on the direct and interactive instructional model framework to deepen student achievement.
1. Grow the professional learning community cycle of inquiry.
2. Build capacity for increasing student academic discourse in all classes.
3. Thinking Maps help to improve student retention, recall and understanding of learning topics. Maps also help students build fluency with higher-order thinking skills, as well as accelerate learning for students of all backgrounds and abilities.

The Metrics below will be desegregated for the following student groups:

- All Students (706 Students)
- English Learners (164 Students)
- Foster Youth (3 Students)
- Homeless Youth (11 Students)
- Native American Students (0 Students)
- Socioeconomically Disadvantaged (592 Students)
- Students with Disabilities (83 Students)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through well designed site and district sponsored Professional Development, teachers will grow in their delivery of 1st best instructional practices and curriculum content to improve teaching practice and student success within the classroom. MTSS Coaches will attend District-sponsored Professional Development for achievement-focused coaching in Literacy and Math to support Cahuilla Desert Academy teachers to maximize student achievement. The focus will be to create a success-oriented school system that is grounded by an Instructional Framework that meets the needs of the school district, school sites, and its students. The work will help us identify what Tier 1 instruction looks like, how to implement training and support with our instructional coaches, then provide the expectations to hold administrators accountable for student success.

Other opportunities and needs for Cahuilla Desert Academy:
1. AVID Summer Institute is a 3-day, professional learning, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success. By attending AVID training, administrators and teachers will focus on college and career readiness for our students and how to improve teaching practices for student success within the classroom.

2. Instructional Leadership Team meetings for site admin and teacher teams to participate in district-guided sessions focused on MTSS, data analysis, and best first instruction on identified focus areas.

3. The UC Irvine Math Project will partner with the district to provide pedagogical content based professional development and general support to support the preparation of CVUSD grades Pre-K-12 teachers and administrators to meet student needs in implementing common core math and the math framework. By attending District-sponsored UCI Math training, teachers will focus on improving teaching practices for hands-on, conceptual understanding of all math skills for all students and improve student success within the classroom.

4. A Standards Institute will take place in the optional August Professional Development offerings for teachers. This PD will focus on teachers understanding their content standards in terms of learning progressions that includes vertical articulations, breaking down the standards into measurable objectives, and assessments that align to standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development sessions will focus on MTSS Framework, Literacy, and Math development.	2023-2024 Currently, 90% of staff attend development	2026-2027 The goal is to have 95% of staff attend professional development
All day PD days are planned and supported by site admin, district admin, and MTSS Coach.	2023-2024 Oct. 3, 2023 = 28/36 certificated attended = 78% March 5, 2024 = 30/36 certificated attended = 83%	2026-27 Oct. 2026 = 88% March 2027 = 92%
Conferences and professional growth opportunities will be provided staff throughout the year.	2023-2024 New goal, no current baseline	2026-2027 The goal is to have 90% of the classified staff attend at least one professional development
Conferences will be encouraged for teachers to grow in their professional content area and networking.	2023-2024 Currently 11% of staff have attended conferences for AVID	2026-2027 The goal is to have 20% of the staff attend conferences for professional development in AVID.
ELA and Math CAASPP Assessments	2023 CAASPP Data: ELA: % of students that met or exceeded the standard	2026-2027 Data ELA:

		All : 28.79% EL: 6.29% LTEL: 2.90% SED: 25.76% SWD: 5.55% MATH: % of students that met or exceeded the standard All: 17.54% EL: 1.14% LTEL: 0.0% SED: 14.34% SWD: 5.56%	% of students that met or exceeded the standard All: 37.79% EL: 15.29% LTEL: 11.90% SED: 34.76% SWD: 14.55% MATH: % of students that met or exceeded the standard All: 26.54% EL: 10.14% LTEL: 9.00% SED: 23.34% SWD: 14.56%		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	PD Opportunities- Conference Fees and Travel	Professional Development opportunities to support students in need of literacy and Math including but not limited to Math, Science, Social Studies DBQ and Pathways registration fees, travel expenses, related expenditures: *Conference Registration Fees *Travel Expenses	English Learners, Students with Disabilities, Students Economically Disadvantage.	PD and conference attendance ELA and Math CAASPP Assessments	11,299 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.1a 2,000 LCFF 5000-5999: Services And Other Operating Expenditures 4.1b
2	PD Opportunities Classified	Professional Development Opportunities - Professional Development opportunities for Classified Staff to include registration fees, travel expenses, related expenditures.	English Learners, Students with Disabilities, Students Economically Disadvantage.	PD and conference attendance ELA and Math CAASPP Assessments	2,500 LCFF 5000-5999: Services And Other Operating Expenditures 4.2b
3	Substitutes, Stipends, Extra Services	Professional Development opportunities: to support students in need of whole school AVID. Pay for Summer Institute and Pathways registration fees, travel expenses, related expenditures: *Substitutes, Stipends, Extra Services.	English Learners, Students with Disabilities, Students Economically Disadvantage.	PD and conference attendance ELA and Math CAASPP Assessments	1,500 Title I 3010 1000-1999: Certificated Personnel Salaries 4.3a

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A - New Goal

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

N/A - New Goal

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.

N/A - New Goal

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$72,476.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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 ($)
LCFF	$48,450.00
Title I 3010	$24,026.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $72,476.00

Total of federal, state, and/or local funds for this school: $72,476.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	48,450.00
Title I 3010	24,026.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,877.00
2000-2999: Classified Personnel Salaries	3,100.00
4000-4999: Books And Supplies	18,200.00
5000-5999: Services And Other Operating Expenditures	33,299.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	14,450.00
2000-2999: Classified Personnel Salaries	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF	11,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	22,000.00
1000-1999: Certificated Personnel Salaries	Title I 3010	3,427.00
2000-2999: Classified Personnel Salaries	Title I 3010	2,100.00
4000-4999: Books And Supplies	Title I 3010	7,200.00

| 5000-5999: Services And Other Operating Expenditures | Title I 3010 | 11,299.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,450.00
Goal 2	23,000.00
Goal 3	3,727.00
Goal 4	17,299.00

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	Role
Dr. Anna Santa Maria	Principal
Linda Escarrega	Classroom Teacher
Maribel Aguilar	Classroom Teacher
Mark Reynolds	Classroom Teacher
Melissa Zazueta	Other School Staff
Rachelle Galle	Parent or Community Member
Steven Salado	Parent or Community Member
Alma Raya	Parent or Community Member
Elizabeth Borjas	Parent or Community Member
Jessica Aguilera	Parent or Community Member

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: Site Instructional Leadership Team

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 4/24/24.

Attested:

Signature	
	Principal, Dr. Anna Santa Maria on 4/24/2024
	SSC Chairperson, Rachelle Galle on 4/24/2024