

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Cathedral City Elementary
Address	69-300 Converse Road Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-6032403
Principal	Jessica Whiteman
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19-6/30/20
Schoolsite Council (SSC) Approval Date	4/10/19
Local Board Approval Date	06/25/19

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

The mission of Cathedral City Elementary School is to provide and continually enhance a highly academic and safe environment through a collaborative partnership with staff, families and the community that, despite all challenges, results in students who experience excellence in education and technology, master state standards, succeed on standardized tests, and are prepared as responsible and independent members of society.

School Profile

Cathedral City Elementary School is located in Cathedral City, California within the Palm Springs Unified School District. Cathedral City Elementary School provides services for approximately 700 students in grades TK-5th grades. Cathedral City Elementary also provides the following special education programs on site: speech and language services, RSP services, and mild/moderate SDC classrooms. A special education collaboration model is utilized at CCE. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students.

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

The following school plan (SPSA) is generated based off of an analysis of student achievement data completed by staff and the School Site Council. The actions and expenditures are adjusted to address the needs of the students. The SPSA is reviewed and monitored in the fall and the spring.

Students are assessed utilizing probes selected from the core curriculum, DIBELS, Lexia, district benchmarks, and common grade level created assessments. This data is used to target tier I instruction including small teacher-led groups and to develop/monitor tier II intervention groups.

Cathedral City Elementary School worked cooperatively with the District Office to revise this school plan. The plan is developed according to specific guidelines established by the California Department of Education and Education Code.

Purpose and Description

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

Schoolwide Program

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

Cathedral City Elementary School School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The CCES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- Staff Teacher Nominations were taken on 8/6/18. Voting occurred through a Google Survey 8/8/18-8/10/19. Three new teachers were elected: Tracy Darrin, Todd Larson, and Michael Paurowski
- Parent Nomination forms were sent home on 8/13/18 and due on 8/17/18. The ballots were sent home on 8/27/18 and due on 8/30/18. Five new parents were elected: Crystal Avalos, Maria de Lourdes Becerra, Amy Leonard, Miriam Monroy, and Nayelly Rios. Amy Leonard moved so a second nomination letter was sent on 12/13/18 and due on 12/21/18. Only one parent was nominated, Melvin Watson, to fill the one vacancy.
- There was no vacancy for the "Other" position as there was one year remaining on Mary Perez's two-year term.

SSC Meeting Dates and Topics:

9/5/18 - Annual training, Elections of Chairperson & Secretary, Bylaw review, Uniform Complaint Procedure, Title I Compact, Reallocation of Title I funds for Chromebooks

10/2/18 - Approval of Bylaws, Data Review including SBAC and DIBELS, Allocation of Title I Fund Increase

2/27/19 - Review of 17/18 data (SBAC, Suspension, Attendance, Core Growth Data, and DIBELS), Review of implementation of 18/19 SPSA actions, Discuss 19/20 Title I and LCAP projections, Approval of 19/20 Title I and LCAP funded Positions

3/13/19 - Discuss previous actions/expenditures, recommendations, and approve 19/20 SPSA actions and expenditures

ELAC Meeting Dates and Topics concerning the SPSA:

12/4/18 - Parent Education Class was discussed and advertised "7 Habits of Highly Successful Parents", ELPAC information was provided

2/12/19 - Principal spoke to additional EL Supports including Newcomer Class and Long-term Substitute Support during ELD time for primary grades and SDC class, ELPAC components and Expectations for ELL students reviewed

Site Leadership Meeting Dates and Topics concerning the SPSA:

* Every Monthly Leadership Meeting had an agenda item focused on PLCs including short cycle assessments. The following monthly meetings included additional relevant topics:

8/6/18 - agenda item on Coaching Support available & PD Plan

8/23/18 - agenda item on CAASP Data Review

12/19/18 - agenda item on PD Implementation Feedback regarding High Impact Math, Kagan, and Gradual Release/Common Core with Kris Tom

1/23/19 - agenda items on DIBELS data, Additional Collaboration Time, Priorities for next year's SPSA

3/20/19 - agenda items on 19/20 SPSA expenditures and District Provided Support, DIBELS Progress Monitoring, and Math PD Debrief

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

1. Fund another .5 day of mental health counseling
2. Fund additional teacher collaboration and planning time by the site

3. Eliminating one paraprofessional from the Reading Intervention Program
4. Moving one supervision aide from General Fund to LCAP

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students With Disabilities and English Learner student groups. Our SWD are performing 100 points below our All Students group in ELA and 69 points below our All Students group in math. Although not as significant, our EL group also has a larger performance gap in comparison to our other student groups. In ELA, our EL student group is 7 points below our All Students group and 6 points below in math. Actions need to have a focus or specifically address these two groups. In goal 1 of our 19-20 plan, we addressed this inequity through the following actions:

- Our Guided Reading Support will prioritize EL students scoring in the intensive range on DIBELS. This team will also support our smaller grade level teams during ELD instruction in order to provide more intensive support for our emerging groups. The master schedule for guided reading will also allow SWD to have their focused intervention time during this block to avoid interfering with core instruction.
- During professional development follow-up and collaboration time, the teachers and academic coach will have a specific focus on identifying effective strategies, including Kagan, in order to support SWD and EL student groups. This will be monitored through grade level short cycle assessments that disaggregate the data for these two student groups.

In addition, chronic absenteeism is an identified need to be addressed. Resources have been previously allocated to address attendance; however, the strategy/action will be modified to target specifically our chronically absent students including data review and a program to support school connections within this group of students.

Needs Assessment – Review of Performance

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

Greatest Progress

Suspension Rate Indicator - The suspension rate also placed in the green category due to a decrease to 1.3% to 0.7%.

ELA Indicator - Overall, all significant groups increased and were placed in the yellow band with the exception of SWD. Overall, the school increased 24.8 points closer to the "met" target. The EL group increased 22.2 points, the Hispanic group increased 24.8 points, and the SED group increased 24.2 points.

Math Indicator - Overall, all significant groups increased and were placed in the yellow band with the exception of SWD. Overall the school increased 8.9 points closer to the "met" target. The EL group increased 4.7 points, the Hispanic group increased 9.4 points, and the SED group increased 8.5 points.

Our CORE Growth Metrics indicate that our 4th and 5th grade students had a growth percentile of 58 in ELA growing 2 scale score points greater than similar students. In mathematics, our CORE Growth percentile was 75 which indicated an above average growth of 9 scale score points greater than similar students.

Supporting Actions: The primary grade focus and Tier II intervention support has helped close the achievement gap in reading foundations as indicated by our DIBELS scores over the past four years. The Tier II Intervention program continued with two paraprofessionals and the use of ReadLive and Wonders curriculum. The school site received 18 support days for mathematics routines and implementation of the new curriculum, Bridges. Teachers continued to participate in Common Core standards analysis and

alignment of instruction with training from Kris Tom in Claim 1 and Gradual Release Model. Follow up coaching and additional district paid collaboration were provided to teachers to assist with the planning and implementation of the professional development and data analysis. Finally, staff received two full days of Kagan engagement strategies to ensure that all students are actively engaged in learning.

The Playworks recess coach shifted from part time to full time at CCE, which helped reduce the suspension rate.

All of these supporting actions will continue for the 19-20 school year; however, some with slight modifications. The Tier II Intervention Support will continue during Guided Reading for 1st-5th grades; however, with one less paraprofessional as more students can be supported in the Tier I environment for the entire Guided Reading block. The district will continue to fund the consultants for 18 days of Bridges and mathematics support and 4 days of support with Kris Tom, but the focus will switch to Claim 2-Writing. The district will continue to fund an Academic Coach and the site will provide additional follow-up paid collaboration opportunities for teachers around the implementation of the professional development and data analysis. The district will also fund one day of Kagan professional development. The site will continue to jointly fund the Playworks Coach with the district in order to maintain a full-time coach.

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

ELA Indicator - Although all students overall in ELA improved, our DF3 remains 52.1 points below the met threshold. Although our English Learner group demonstrated comparable growth to the other groups, there is a larger achievement gap between our English Language Learners and our overall performance in comparison to other significant groups. In addition, students with disabilities decreased 10.2 points from the previous year in ELA. The students with disabilities DF3 is 152 points below the met threshold.

Math Indicator - Although all students overall in Math improved, our DF3 remains at 65.9 points below the met threshold. Students with disabilities decreased 12.4 points from the previous year in Math. The students with disabilities DF3 is 135 points below the met threshold.

Chronic Absenteeism increased from 12% to 14.8% indicating that this is an area of need for CCE.

Supporting Actions: The Guided Reading Intervention Program will continue to be funded for the 2019-2020 school year to address students who have significant achievement gaps in reading foundations. This support will prioritize English Language Learners when targeting students for additional support. This includes the intervention program ReadLive with 1 teacher and one paraprofessional. The school site will continue to receive 18 support days for mathematics routines and implementation of the new curriculum, Bridges. Teachers will also continue to participate in Common Core standards analysis and alignment of instruction with training from Kris Tom with an emphasis on claim 2 - writing. Staff will receive day 3 training in Kagan engagement strategies to ensure that all students, specifically our SWD and EL groups, are actively engaged in the learning. Finally, an academic coach will be provided by the district to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. To target chronic absenteeism, the administration will meet with district and site community liaisons to track data and develop a pilot mentorship program for our chronically absent students.

Greatest Needs

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

ELA Indicator - A performance gap of approximately -100 points exists between the SWD student group and the school performance including all other student groups. A performance gap of approximately -7.3 points exists between our EL group and the overall school performance.

Math Indicator - A performance gap of approximately -69 points exists between the SWD student group and the school performance including all other student groups. A performance gap of approximately -6.1 points exists between our EL group and the overall school performance.

Special Education teachers will have dedicated time during guided reading to target individualized needs of our students with disabilities without interrupting core instruction. Priority will be given to EL students for guided reading intervention support. Also, our special education staff will continue to receive targeted professional development with the general education teachers. Additional paid

Performance Gaps

collaboration time and follow-up coaching will have a specific focus on strategies for EL and SWD groups. Grade levels will desegregate short cycle data by SWD and EL groups in order to identify specific strategies to meet their needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.1%	0.14%	1	1	1
African American	2.0%	1.7%	1.29%	15	12	9
Asian	0.5%	0.4%	0.29%	4	3	2
Filipino	0.4%	0.6%	0.14%	3	4	1
Hispanic/Latino	91.1%	92.6%	93.40%	678	662	651
Pacific Islander	%	%	%			
White	4.2%	3.2%	3.87%	31	23	27
Multiple/No Response	1.6%	%	%	12		
Total Enrollment				744	715	697

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		125	125
Grade 1		99	106
Grade 2		109	102
Grade3		111	114
Grade 4		122	119
Grade 5		149	131
Total Enrollment		715	697

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	502	473	443	67.5%	66.2%	63.6%
Fluent English Proficient (FEP)	27	40	48	3.6%	5.6%	6.9%
Reclassified Fluent English Proficient (RFEP)	36	36	43	6.9%	7.2%	9.1%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	127	112	116	124	110	116	124	110	116	97.6	98.2	100
Grade 4	145	130	111	142	130	110	142	130	110	97.9	100	99.1
Grade 5	132	147	131	130	146	130	129	146	130	98.5	99.3	99.2
All Grades	404	389	358	396	386	356	395	386	356	98	99.2	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2358.	2349.	2390.	6	7.27	20.69	12	11.82	15.52	26	15.45	21.55	56	65.45	42.24
Grade 4	2399.	2400.	2405.	7	6.92	13.64	11	15.38	11.82	28	13.85	18.18	54	63.85	56.36
Grade 5	2446.	2427.	2448.	5	4.11	10.00	22	17.81	16.15	29	21.92	23.08	43	56.16	50.77
All Grades	N/A	N/A	N/A	6	5.96	14.61	15	15.28	14.61	28	17.36	21.07	51	61.40	49.72

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	7.27	23.28	36	27.27	36.21	56	65.45	40.52	
Grade 4	8	7.69	14.55	40	40.77	40.00	52	51.54	45.45	
Grade 5	10	5.48	13.85	40	44.52	41.54	50	50.00	44.62	
All Grades	9	6.74	17.13	39	38.34	39.33	52	54.92	43.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	8.18	15.52	27	32.73	33.62	66	59.09	50.86
Grade 4	6	6.92	9.26	38	36.15	32.41	56	56.92	58.33
Grade 5	8	8.90	11.54	40	36.99	36.92	52	54.11	51.54
All Grades	7	8.03	12.15	35	35.49	34.46	58	56.48	53.39

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	4.55	18.10	60	55.45	51.72	32	40.00	30.17
Grade 4	5	3.85	9.09	68	51.54	60.91	27	44.62	30.00
Grade 5	6	6.85	8.46	63	55.48	55.38	31	37.67	36.15
All Grades	6	5.18	11.80	64	54.15	55.90	30	40.67	32.30

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	11.82	19.83	43	28.18	42.24	49	60.00	37.93
Grade 4	8	8.46	12.73	51	45.38	42.73	40	46.15	44.55
Grade 5	14	8.22	13.85	57	38.36	46.92	29	53.42	39.23
All Grades	10	9.33	15.45	50	37.82	44.10	39	52.85	40.45

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	127	112	116	124	110	115	124	110	115	97.6	98.2	99.1
Grade 4	145	130	111	143	130	110	143	130	110	98.6	100	99.1
Grade 5	133	147	131	129	147	131	128	147	131	97	100	100
All Grades	405	389	358	396	387	356	395	387	356	97.8	99.5	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2386.	2365.	2382.	4	6.36	7.83	18	12.73	18.26	34	21.82	24.35	44	59.09	49.57
Grade 4	2401.	2411.	2421.	5	3.08	6.36	9	13.08	13.64	27	29.23	32.73	59	54.62	47.27
Grade 5	2428.	2450.	2444.	4	3.40	6.11	5	11.56	10.69	25	30.61	29.01	66	54.42	54.20
All Grades	N/A	N/A	N/A	4	4.13	6.74	11	12.40	14.04	28	27.65	28.65	57	55.81	50.56

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	12	11.82	14.78	33	26.36	29.57	55	61.82	55.65	
Grade 4	8	6.15	12.73	17	25.38	24.55	74	68.46	62.73	
Grade 5	5	8.16	8.40	20	25.17	29.77	75	66.67	61.83	
All Grades	8	8.53	11.80	23	25.58	28.09	68	65.89	60.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	8.18	8.70	42	35.45	42.61	52	56.36	48.70
Grade 4	6	5.38	8.18	27	29.23	42.73	66	65.38	49.09
Grade 5	4	4.76	4.58	20	33.33	32.06	76	61.90	63.36
All Grades	6	5.94	7.02	30	32.56	38.76	65	61.50	54.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	9.09	11.30	56	31.82	46.09	34	59.09	42.61
Grade 4	9	6.15	12.73	27	35.38	30.91	64	58.46	56.36
Grade 5	4	4.76	9.16	34	36.05	41.22	62	59.18	49.62
All Grades	8	6.46	10.96	38	34.63	39.61	54	58.91	49.44

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1433.9	1446.6	1404.1	94
Grade 1	1469.9	1474.6	1464.7	69
Grade 2	1476.7	1470.3	1482.5	63
Grade 3	1481.5	1476.6	1486.0	59
Grade 4	1492.1	1492.2	1491.6	56
Grade 5	1513.4	1504.1	1522.2	66
All Grades				407

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	37	39.36	23	24.47	23	24.47	11	11.70	94
Grade 1	34	49.28	22	31.88	*	*	*	*	69
Grade 2	37	58.73	12	19.05	*	*	*	*	63
Grade 3	*	*	15	25.42	19	32.20	17	28.81	59
Grade 4	*	*	24	42.86	13	23.21	11	19.64	56
Grade 5	23	34.85	28	42.42	*	*	*	*	66
All Grades	147	36.12	124	30.47	78	19.16	58	14.25	407

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	44	46.81	26	27.66	14	14.89	*	*	94
Grade 1	40	57.97	18	26.09	*	*	*	*	69
Grade 2	36	57.14	14	22.22	*	*	*	*	63
Grade 3	*	*	24	40.68	16	27.12	*	*	59
Grade 4	19	33.93	22	39.29	*	*	*	*	56
Grade 5	29	43.94	24	36.36	*	*	*	*	66
All Grades	178	43.73	128	31.45	53	13.02	48	11.79	407

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	26	27.66	14	14.89	40	42.55	14	14.89	94
Grade 1	28	40.58	19	27.54	12	17.39	*	*	69
Grade 2	33	52.38	13	20.63	*	*	*	*	63
Grade 3	*	*	*	*	20	33.90	24	40.68	59
Grade 4	*	*	13	23.21	17	30.36	22	39.29	56
Grade 5	12	18.18	29	43.94	17	25.76	*	*	66
All Grades	108	26.54	98	24.08	113	27.76	88	21.62	407

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	59	62.77	31	32.98	*	*	94
Grade 1	43	62.32	23	33.33	*	*	69
Grade 2	40	63.49	15	23.81	*	*	63
Grade 3	11	18.64	38	64.41	*	*	59
Grade 4	15	26.79	32	57.14	*	*	56
Grade 5	28	42.42	37	56.06	*	*	66
All Grades	196	48.16	176	43.24	35	8.60	407

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	33	35.11	48	51.06	13	13.83	94
Grade 1	42	60.87	23	33.33	*	*	69
Grade 2	39	61.90	15	23.81	*	*	63
Grade 3	26	44.07	23	38.98	*	*	59
Grade 4	34	60.71	13	23.21	*	*	56
Grade 5	34	51.52	24	36.36	*	*	66
All Grades	208	51.11	146	35.87	53	13.02	407

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	18.09	62	65.96	15	15.96	94
Grade 1	31	44.93	30	43.48	*	*	69
Grade 2	38	60.32	12	19.05	13	20.63	63
Grade 3	*	*	24	40.68	30	50.85	59
Grade 4	*	*	26	46.43	24	42.86	56
Grade 5	12	18.18	39	59.09	15	22.73	66
All Grades	109	26.78	193	47.42	105	25.80	407

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	47	50.00	32	34.04	15	15.96	94
Grade 1	21	30.43	37	53.62	11	15.94	69
Grade 2	28	44.44	27	42.86	*	*	63
Grade 3	11	18.64	31	52.54	17	28.81	59
Grade 4	*	*	30	53.57	16	28.57	56
Grade 5	24	36.36	38	57.58	*	*	66
All Grades	141	34.64	195	47.91	71	17.44	407

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
697	96.3%	63.6%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	443	63.6%
Foster Youth	1	0.1%
Homeless	126	18.1%
Socioeconomically Disadvantaged	671	96.3%
Students with Disabilities	81	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.3%
American Indian	1	0.1%
Asian	2	0.3%
Filipino	1	0.1%
Hispanic	651	93.4%
Two or More Races	6	0.9%
White	27	3.9%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 52.1 points below standard Increased 24.8 points 337 students	<p>English Learners</p>  Yellow 59.4 points below standard Increased 22.2 points 234 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 58.1 points below standard 43 students	<p>Socioeconomically Disadvantaged</p>  Yellow 54.5 points below standard Increased 24.2 points 330 students	<p>Students with Disabilities</p>  Red 152.1 points below standard Declined -10.2 points 49 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.2 points below standard Increased 24.8 points 311 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color 23.3 points above standard Increased 44.3 points 15 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.9 points below standard Increased 17.3 points 173 students	35.8 points above standard Increased 27.4 points 61 students	35.6 points below standard Increased 30.3 points 103 students

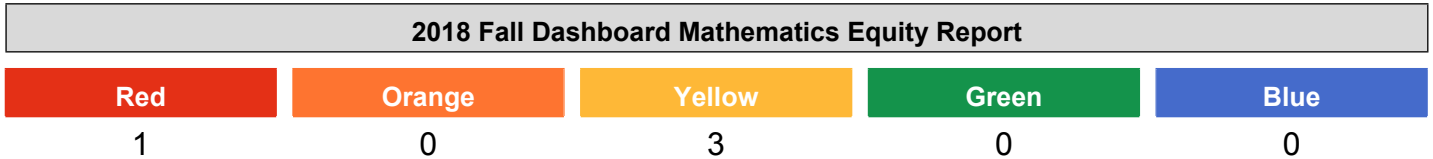
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 65.9 points below standard Increased 8.9 points 336 students	<p>English Learners</p>  Yellow 72 points below standard Increased 4.7 points 233 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 70.8 points below standard 43 students	<p>Socioeconomically Disadvantaged</p>  Yellow 67.6 points below standard Increased 8.5 points 329 students	<p>Students with Disabilities</p>  Red 135.2 points below standard Declined -12.4 points 49 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.1 points below standard Increased 9.4 points 310 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color 26.7 points below standard Increased 16.8 points 15 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.3 points below standard Maintained 0.9 points 172 students	9.3 points below standard Increased 9.3 points 61 students	52.2 points below standard Increased 18 points 103 students

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
407	36.1%	30.5%	19.2%	14.3%

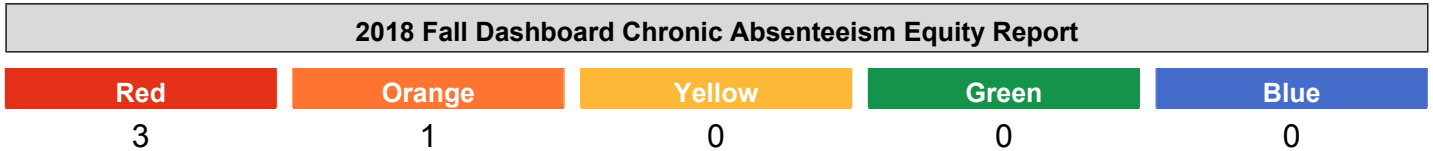
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 14.8% chronically absent Increased 2.8% 736 students	<p>English Learners</p>  Red 10.2% chronically absent Increased 4% 460 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 16.3% chronically absent 123 students	<p>Socioeconomically Disadvantaged</p>  Orange 14.8% chronically absent Increased 2.7% 715 students	<p>Students with Disabilities</p>  Red 23% chronically absent Increased 6.2% 100 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">9 students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1 students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2 students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1 students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">14.6% chronically absent</p> <p align="center">Increased 3.4%</p> <p align="center">684 students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">7 students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0 students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">15.6% chronically absent</p> <p align="center">Increased 0.8%</p> <p align="center">32 students</p>

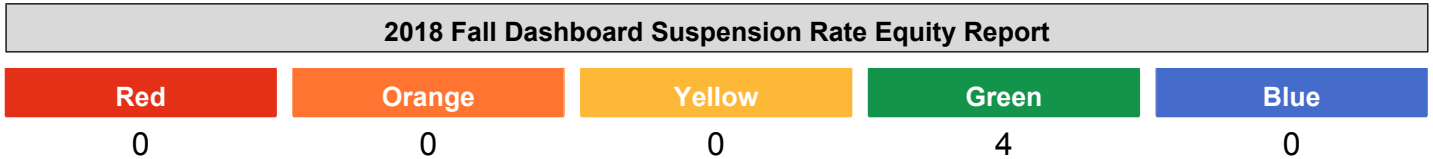
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Declined -0.6%</p> <p>748 students</p>	<p>English Learners</p>  <p>Green</p> <p>0.6% suspended at least once</p> <p>Declined -0.5%</p> <p>466 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0.8% suspended at least once</p> <p>127 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Declined -0.7%</p> <p>727 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>2% suspended at least once</p> <p>Declined -0.9%</p> <p>101 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7% suspended at least once Declined -0.5% 694 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 34 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.7% suspended at least once	1.3% suspended at least once	0.7% suspended at least once

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

CCE will increase academic achievement through best first tier I instruction and academic interventions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) - Yellow (-52.1) - Low - Increased Significantly - +24.8 points English Learners (EL) - Yellow (-59.4) - Low - Increased Significantly - +22.2 points Hispanic (Hisp) - Yellow (-56.2) - Low - Increased Significantly - +24.8 points African American (AA) - N/A Socioeconomically Disadvantaged (SED) - Yellow (-54.5) - Low - Increased Significantly - +24.2 points Students with Disabilities (SWD) - Red (-152.1) - Very Low - Decreased - -10.2 points</p>
<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) - Yellow (-65.9)- Low - Increased - +8.9 points English Learners (EL) - Yellow (-72) - Low - Increased - +4.7 points Hispanic (Hisp) - Yellow (-68.1) - Low - Increased - +9.4 points African American (AA) - N/A Socioeconomically Disadvantaged (SED) - Yellow (-67.6) - Low - Increased - +8.5 points Students with Disabilities (SWD) - Red (-135.2) - Very Low - Decreased - -12.4 points</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results: Well Developed Level 4 - 36.1% Moderately Developed Level 3 - 30.5% Somewhat Developed Level 2 - 19.2% Beginning Stage - 14.3%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 9.1%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - ELA - 34% met or exceeded standard All Students (ALL) - Math - 24% met or exceeded</p>
<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test</p>	<p>Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.</p>	<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL)		All Students (ALL) 54% Met or exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance- visit conducted on 08/20/18 100% compliant

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures	
<p>Professional Development Opportunities: Staff will have release days (subs) for training and collaborative planning around implementing rigorous common core instruction in ELA and mathematics. Professional development includes grade level work regarding ELA rigor and instructional delivery with the consultant Kris Tom and mathematical routines and the implementation of Bridges with the consultant High Impact Math. In addition, site funded professional development will include two days of Kagan engagement strategies that can be implemented across all subject areas. Grade level teams will also be provided with opportunities to observe one another and strategy implementation. Additional, paid Bridges support training sessions will be provided to teachers throughout the year.</p>	<p>All grade levels were provided 3 full days of High Impact Math training.</p>	<p>District will fund the consultant and subs for release time to attend the ELA and math professional development. The site will fund the consultant for Kagan. 5800: Professional/Consulting Services And Operating Expenditures Title I 9963</p>	<p>District will fund the consultant and subs for release time to attend the ELA and math professional development. The site will fund the consultant for Kagan. 5800: Professional/Consulting Services And Operating Expenditures Title I 10082</p>	
	<p>All grade levels were provided with two half day trainings with Kris Tom and 1 follow-up half day of planning day with the Literacy Coach. The training was focused on the gradual release model using Common Core ELA and embedding rigorous question stems.</p>	<p>All teachers received one full day of Kagan Cooperative Learning on October 8th and a second voluntary day was provided to teachers on January 26th.</p>	<p>The site will pay teachers the PD stipend for 1 of the days of Kagan and for 1 Bridges Preparation Day. 1000-1999: Certificated Personnel Salaries Title I 14000</p>	<p>The site will pay teachers the PD stipend for 1 of the days of Kagan and for 1 Bridges Preparation Day. 1000-1999: Certificated Personnel Salaries Title I 10080</p>
	<p>The K, 1st, and 2nd grade teams were provided release time and/or co-planning/coaching time to observe guided reading implementation or other requested strategy needs in their colleague's classrooms. Additional teachers in various grade levels were also provided release time to observe or co-planning/teaching time based upon request.</p>	<p>Teacher PD Stipend Fringes 3000-3999: Employee Benefits Title I 3000</p>	<p>Teacher PD Stipend Fringes 3000-3999: Employee Benefits Title I 2499</p>	<p>Teacher PD Stipend Fringes 3000-3999: Employee Benefits Title I 2499</p>
	<p>One 1 hour paid Bridges planning session was provided in September</p>	<p>Subs for teacher observation/collaboration 5700-5799: Transfers Of Direct Costs Title I 3000</p>	<p>Subs for teacher observation/collaboration 5700-5799: Transfers Of Direct Costs Title I 3000</p>	<p>Subs for teacher observation/collaboration 5700-5799: Transfers Of Direct Costs Title I 2000</p>
		<p>Teacher Extra Duty for Bridges Support - Salary</p>	<p>Teacher Extra Duty for Bridges Support - Salary</p>	<p>Teacher Extra Duty for Bridges Support - Salary</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	after school. In addition, K and 1st grade were provided 1-2 hours of additional monthly Bridges support planning Number Corners through December.	1000-1999: Certificated Personnel Salaries Title I 6000	1000-1999: Certificated Personnel Salaries Title I 1551
		Teacher Extra Duty for Bridges Support - Fringes 1000-1999: Certificated Personnel Salaries Title I 1500	Teacher Extra Duty for Bridges Support - Fringes 1000-1999: Certificated Personnel Salaries Title I 365
Pull out Intervention Support for students scoring intensive on DIBELS assessment during the instructional day: Implement ELA Tier II Intervention Program & intervention support for EL students	This support occurred during the Guided Reading Block 4 days a week for 40 minutes for 1st - 5th grade targeting students in the intensive level on DIBELS. This support team also provided 45 minutes of support 4 days a week during ELD for 2nd and 4th grades in order to lower class size based on EL levels.	.5 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 51,606	.5 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 53553
	The district funded two paraprofessionals to provide a minimum of two hours of daily support for all Kindergarten classrooms to assist with small group and 1:1 instruction.	.5 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 12277	.5 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 12201
		.5 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 51606	.5 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 53553
		.5 Intervention Teacher Fringes 3000-3999: Employee Benefits LCFF 12277	.5 Intervention Teacher Fringes 3000-3999: Employee Benefits LCFF 12201
		2 six hour paraprofessionals for tier II intervention - salaries 2000-2999: Classified Personnel Salaries LCFF 49,013	2 six hour paraprofessionals for tier II intervention - salaries 2000-2999: Classified Personnel Salaries LCFF 50368
		2 six hour paraprofessionals for tier II intervention - fringes 3000-3999: Employee Benefits LCFF 31147	2 six hour paraprofessionals for tier II intervention - fringes 3000-3999: Employee Benefits LCFF 30894.19

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Two 5.75 hour paraprofessional for Kindergarten support - paid by PSUSD 0	Two 5.75 hour paraprofessional for Kindergarten support - paid by PSUSD 0
Technology programs (site licenses) will be purchased to support tier I and tier II instruction.	Accelerated Reader and Read Naturally Live were purchased by the site. Accelerated Reader was used in upper grade classrooms and ReadLive was used for the Guided Reading Intervention Support. Lexia and Dreambox were district funded.	Site Licenses for Accelerated Reader, Lexia Core 5, DIBELS, Read Naturally Live, Dreambox 5800: Professional/Consulting Services And Operating Expenditures Title I 5000	Site Licenses for Accelerated Reader, Lexia Core 5, DIBELS, Read Naturally Live, Dreambox 5800: Professional/Consulting Services And Operating Expenditures Title I 2514
Supplemental instructional and technology supplies and equipment will be available for tier I and tier II instruction including student and teacher devices, printers, and insurance.	Three teacher laptops were purchased to replace or serve as a backup for those getting repaired or discarded. A rotating iPad cart was purchased and utilized in 2nd grade and with the 4th and 5th grade Digicom Club.	Teacher laptops, printers, headphones, rotating iPad cart for classrooms, and corresponding supplies 4000-4999: Books And Supplies Title I 39404 Supplemental Instructional Supplies for Guided Reading 4000-4999: Books And Supplies LCFF 7633	Teacher laptops, printers, headphones, rotating iPad cart for classrooms, and corresponding supplies 4000-4999: Books And Supplies Title I 24522 Supplemental Instructional Supplies for Guided Reading 4000-4999: Books And Supplies LCFF 0
Students will participate in enrichment opportunities during the school day and after school offered by the community and school district including but not limited to field trips, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Tennis & Golf lessons, Ukulele, ASES Program, Digicom Club, and Steinway assemblies.	All grade levels participated in field trips either funded by the CCE PTG or community donations. 5th grade participated in the McCallum Project, 2nd grade participated in a series of 4 art classes, 3rd grade participated in a series of art classes and a field trip sponsored by the Palm Springs Art Museum, and Steinway presented musical assemblies. Before and	No additional cost to the school site. The school parent group (PTG) assists with field trip funding. 0	No additional cost to the school site. The school parent group (PTG) assists with field trip funding. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	after school classes that have been offered free of charge to students include: Ballet Folklorico, tennis & golf lessons, ukulele classes, Digicom Club, and the ASES Program.		
Before or After School tutoring will be provided for at-risk students based on SBAC, DIBELS, and common assessments. SES will be provided through the district for 3rd-5th graders. CCE funds will be used to target primary grades.	Third through fifth grade at-risk students were provided SES tutoring before school 4 days a week based on DIBELS & SBAC scores. CCE funded a 3 x a week ELA before school intervention class for 5 weeks based on DIBELS data.	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I 6000	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I 4000
		Teacher Extra Duty - Fringes 1000-1999: Certificated Personnel Salaries Title I 1500	Teacher Extra Duty - Fringes 1000-1999: Certificated Personnel Salaries Title I 1000

Analysis

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

All teachers received professional development within their PLC's around design and delivery of both Common Core ELA and Mathematics standards and instruction. The academic coach provided additional support to all grade levels around the planning and delivery as follow up to the professional development. The academic coach also provided release time and supports for guided reading implementation to help target differentiated instruction. Kagan professional development allowed teachers to develop further collaborative conversation strategies and utilize those with students. Kagan targeted an area of need with our English Learner population. During release time teachers were able to observe other teachers in the area of guided reading.

Each grade level implemented 60 minutes of daily guided reading. Guided reading intervention support was provided to target students scoring intensive on the DIBELS assessment. The programs Read Naturally Live and Accelerated Reader were implemented within this Guided Reading block of time. This support was also offered during ELD in second and fourth grades to lower class size and provide more targeted instruction for our students who are English Learners.

Several after-school enrichment and tutoring options were provided to students who scored below benchmark on DIBELS and not met on the SBAC. The district funded SES tutoring for 3rd-5th grade in ELA and Math. CCE funded first-grade tutoring based on DIBELS results.

2017-18 Core Growth Model data shows that our school is progressing at a rate higher than projected. The strategies implemented contributed to CCE's improved ELA performance on the CA dashboard moving to the yellow category with a 7% increase on CAASPP from 2016-17 to 2017-18 and a 20 point decrease in DF3. All groups in ELA increased significantly on CAASPP with the exception of students with disabilities who decreased. In the area of mathematics, all groups were in the yellow and increased except for the students with disabilities group which decreased. Achievement gaps continue to exist with our English Learner and students with disabilities groups. Additional actions will be focused on our English Learners and students with disabilities on our 2019-2020 plan.

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

Supplemental instructional and technology supplies and equipment expenditures were less than anticipated due to the district purchasing Chromebooks for kindergarten and first grade. Approximately \$30,000 was used to purchase an iPad cart to promote digital technology and after-school enrichment, three additional classroom laptops for teacher projection including software, and student headphones. An additional \$3,000 covered the insurance for the devices. The remaining funds (approximately \$7,000) were also transferred to provide before school tutoring for first-grade students. Funds remained for teacher extra duty for Bridges as the district covered some of this expense with paid additional collaboration as part of the DSLT process. Also, Accelerated Reader was funded out of LCAP instead of Title I to avoid supplanting of funds.

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.

Due to CCE's growth in ELA and DIBELS end of the year progress over the last four years, one paraprofessional providing ELA intervention support will be eliminated. This elimination is due to improvement in data and lack of funds. Due to the achievement gap of our English Learners and students with disabilities compared to our ALL students group, we will maintain the professional development that was in place for all teachers and provide additional collaboration time to analyze data and strategies of these two groups through short cycle assessments. The academic coach will continue to be funded by the district with an increase of support for these two specific groups.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance to 96% and an increase in the student academic proficiency rates as stated in Goal #1.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) - CCE obtained an overall daily attendance rate of 95.19% which was a .44% decrease from 2016-2017.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (14.8%)- high--increased by +2.8% English Learner (EL) Red (10.2%) - Very High - sign. increase by 4.0% Hispanic (Hisp) Red (14.6%) - High - sign. increase by 3.4% African American (AA) Socioeconomically Disadvantaged (SED) Orange (14.8%) - High - increased by 2.7% Students with Disabilities (SWD) Red (23%) - Very High - Increased by 6.2%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) Favorable 98% Hispanic (Hisp) Favorable 98%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will provide a Parent Community Liaison to help plan and promote parent involvement, assist families with necessary	The school site funds a School Community Liaison. She works with ELAC, PTG, and SSC. She also makes phone calls, home visits, and	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
resources, and communicate with parents regarding students' attendance and ELL levels.	meets with parents regarding attendance and resources. The School Community Liaison also acts as a liaison with parent and community volunteer groups.	36671 Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 26414	38648 Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 26846
CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. These events include Kindergarten Orientation and Family Literacy Night.	A kindergarten orientation & Back to School Night occurred on August 7th. Since this was a teacher work day and contractual requirement, the teachers were not paid. A Summer Academic Night occurred on May 29th. Approximately 10-15 teachers were paid extra duty and supplies were purchased to provide families with the materials/resources for the activities presented. The district provided a series of classes entitled "The 7 Habits of Highly Successful Parents." The site funded the childcare.	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1500 Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 341 Parent supplies for training 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1500	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1500 Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 341 Parent supplies for training 4000-4999: Books And Supplies Title I Part A: Parent Involvement 273
Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	Extra duty was funded for parent conferences, Back to School Night, and Summer Academic Night to cover translation. Childcare was provided for "The 7 Habits of Highly Successful Parents." Substitute teachers were provided for monthly Student Success Team Meetings where teachers, an administrator, and the parent created a plan to help improve the child's performance.	Childcare & translation will be provided - Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000 Childcare & translation will be provided - Classified Extra Duty Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 308 Subs will be provided for teachers when	Childcare & translation will be provided - Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 300 Childcare & translation will be provided - Classified Extra Duty Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 100 Subs will be provided for teachers when

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		necessary in order to attend meetings. 5700-5799: Transfers Of Direct Costs Title I 4000	necessary in order to attend meetings. 5700-5799: Transfers Of Direct Costs Title I 4000
Cathedral City Elementary will utilize community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day.	Cathedral City Elementary utilized community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day.	No additional cost to the school. Parent community liaison and librarian will assist with coordination. 0	No additional cost to the school. Parent community liaison and librarian will assist with coordination. 0
Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips and instructional supplies.	Cathedral City Elementary worked collaboratively with the Parent Teacher Group (PTG) in planning and hosting the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips and instructional supplies.	No additional cost to the site's categorical budget. 0	No additional cost to the site's categorical budget. 0

Analysis

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

Although we maintained the 95% overall attendance rate, we did not meet our goal of 96% attendance rate. Our chronic absentee rates remain high for all groups. Students with disabilities group had the highest increase with a 6.2% increase. Our Community Liaison facilitated Parent Groups such as PTG, ELAC, School Site Council, and helped raise funds for student enrichment opportunities such as field trips and additional supplies. She communicated with parents of English Learners regarding district insight programs and state language assessment results. Although the site community liaison made attendance calls and home visits, the amount of attendance outreach diminished from the prior year due to the district community liaison being on leave.

Kindergarten back to school night occurred on August 7th, 2018 with over 50 parents in attendance. The other parent education opportunities included a series of classes entitled "The Seven Habits of Highly Successful Parents" and a Summer Academic Night on May 29th, 2019.

For Back to School night, Parent Conferences, and SST's, attendance was higher than 80%. Translation was provided at all of these events.

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

More than the required amount of Title I parent participation funds were budgeted for 18/19; however, parent supplies was not needed for Kindergarten Orientation as we replaced it with Back to School Night. The parent supply funds did not require as much as projected since the kindergarten orientation was a Back to School night. These funds were then

utilized to fund additional certificated support at the Academic Fun Night for students and parents. These staff members ran academic booths teaching students and parents activities/games to implement at home over the summer and provided them with the resources.

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.

Parent participation rates will be specifically identified as a goal in order to measure improvement. Specific actions must be written to target chronic absenteeism since all groups increased. These will be found throughout goal 2.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

CCE students will be provided a positive, safe, and healthy learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Green (0.7%)- Low- Decreased -0.6 English Learner (EL) Green (.6%) - Low - Decreased -0.5 Hispanic (Hisp) Green (.7%) - Low - Decreased -0.5 African American (AA) - N/A Socioeconomically Disadvantaged (SED) Green (.7%) - Low - Decreased -.07 Students with Disabilities (SWD) Green (2%) - Medium - Decreased -.9</p>
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hlsp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%</p>
<p>Panorama Survey - School Connectedness All students EL AA Hisp SED</p>	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data:81% All students: 75% favorable (decrease of 6% from 2017/18) EL: 77% Hisp: 75%</p>
<p>Panorama Survey - School Safety All students: EL</p>	<p>Baseline data will be collected and reported for school safety and growth targets will be set.</p>	<p>Panorama Survey - School Safety Baseline Data:60%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
AA Hisp SED		All students:70% favorable (increase of 10% from 2017/18) EL: 69% Hisp: 71%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results 100% compliance

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cathedral City Elementary will implement the Harper for Kids: Pyramid of Success character program.	Cathedral City Elementary implemented the Harper for Kids: Pyramid of Success character program.	School will focus on one or two Pyramid Blocks per month. Students will receive awards at the monthly award assemblies according to the focus blocks. Pyramid incentive tickets will be used to reinforce positive student behavior. 0	School will focus on one or two Pyramid Blocks per month. Students will receive awards at the monthly award assemblies according to the focus blocks. Pyramid incentive tickets will be used to reinforce positive student behavior. 0
Students at CCE will participate in programs focusing on safety, and physical and mental health.	All grades received training in the HERO program and Second Step Bullying. 4th Grade classrooms received the Substance Abuse curriculum and 5th grade classrooms received the suicide prevention curriculum. One full day of mental health counseling was funded. The district funded \$15,000 while the site funded the remaining expense for the day.	Programs include a Red Ribbon Anti-Drug Week, the HERO curriculum, and PSUSD counseling 1 day per week (referral basis). 5800: Professional/Consulting Services And Operating Expenditures Title I 7500	Programs include a Red Ribbon Anti-Drug Week, the HERO curriculum, and PSUSD counseling 1 day per week (referral basis). 5800: Professional/Consulting Services And Operating Expenditures Title I 12306
Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict.	Two 2.75 hour supervision aides were funded for before school and lunch/recess. The aides assist with the implementation of the closed campus policy and the recess Playworks program. An additional	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour supervision aides - salaries	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour supervision aides - salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	1.25 hours was provided to the recess coach to ensure that he was available for all recesses and class game time in order to effectively implement the Playworks Program.	2000-2999: Classified Personnel Salaries LCFF 14158	2000-2999: Classified Personnel Salaries LCFF 14549
		Additional supervision aide time is needed before school to implement the program. Two 2.75 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 2134	Additional supervision aide time is needed before school to implement the program. Two 2.75 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 1921
		Additional 1.25 hour salary for Recess Coach 2000-2999: Classified Personnel Salaries LCFF 4631	Additional 1.25 hour salary for Recess Coach 2000-2999: Classified Personnel Salaries LCFF 4976
		Additional 1.25 hour fringes for Recess Coach 3000-3999: Employee Benefits LCFF 3468	Additional 1.25 hour fringes for Recess Coach 3000-3999: Employee Benefits LCFF 4221
Cathedral City Elementary will promote a bully-free environment through Common Sense Media Lessons and the Sprigeo program which allows students to anonymously report bullying.	All students received one Common Sense Media lesson focused on cyber safety. Sprigeo is available to students and parents through the district website.	No additional cost to the school 0	No additional cost to the school 0

Analysis

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

The effectiveness of the mental health curriculum is unknown at this time as this is the first year of implementation. School counseling/mental health carried a full case load for the last two trimesters of the year not allowing new referrals. The recess coach and supervision aide staff were utilized to implement the Playworks program during all recesses including lunch. Our recess incident referral rate to date (4/1/19) has increased from 82 to 88 incidents comparing 2017/18 to 2018/19; however, more diligence in data collection and recording "other means of correction" has also occurred in 2018/2019 which may be a factor in the increase of incidents documented. On the contrary, our suspension rate has gone down from .68% in 2017/2018 to .29% as of April 1st 2018/2019.

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

All actions were funded and used as intended. However, one day of mental health counseling cost approximately \$4,000 more than what the district quoted. The funds not utilized from the Title I monies allocated for technology/chrome book purchase were used since the district end up funding the chrome books. Otherwise, there were only slight discrepancies in some salaries and benefits due to negotiations and benefit plans, but no major differences.

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.

One supervision aide will be transferred from site general fund to LCAP fund due to budget constraints and in order to avoid decreasing supervision staff. An additional 1/2 day of mental health counseling will be funded due to the high number of referrals and increase in the number of disciplinary incidents.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

CCE will increase academic achievement through best first tier I instruction and academic interventions.

LCAP Goal

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

Identified Need

1. Overall in ELA we remain 52.1 points below standard and in Math we remain 65.9 points below standard indicating a need to improve core instruction and support students through targeted interventions.
2. In ELA, SWD are 152.1 points below standard indicating our largest performance gap in comparison to the All Students group. Our second largest performance gap exists with our EL group which is 59.4 points below standard. The same applies in math where our SWD group is -135.2 points below standard and our EL group is 72 points below standard. This indicates a need for additional targeted support for these two groups.
3. CORE Growth data indicates that we are advancing in ELA at an average growth rate in comparison to similar students and at an above average growth rate in comparison to similar students in math. This indicates that our previous actions have been effective; however, above average growth needs to continue in order to minimize our distance from met overall with all students. Overall, in ELA and Math we remain in the "low" status levels.
3. End of the Year DIBELS results indicate 1st-5th grade levels are approximately at the 50th percentile range in proficiency. This indicates a need for continued ELA support in foundational reading skills.
5. This is the first year for the ELPI indicator. Results reported are baseline.
6. Current reclassification rate is 9.1% compared to Riverside County's 13.6% rate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) - Yellow (-52.1) - Low - Increased Significantly - +24.8 points English Learners (EL) - Yellow (-59.4) - Low - Increased Significantly - +22.2 points	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-37.1) Low, Increased Significantly, +15 English Learners (EL) Yellow (-44.4)- Low, Increased Significantly, +15 Hispanic (Hisp) Yellow (-41.2)- Low, Increased Significantly, +15 African American (AA)

Metric/Indicator	Baseline	Expected Outcome
	<p>Hispanic (Hisp) - Yellow (-56.2) - Low - Increased Significantly - +24.8 points</p> <p>African American (AA) - N/A</p> <p>Socioeconomically Disadvantaged (SED) - Yellow (-54.5) - Low - Increased Significantly - +24.2 points</p> <p>Students with Disabilities (SWD) - Red (-152.1) - Very Low - Decreased - -10.2 points</p>	<p>Socioeconomically Disadvantaged (SED)Yellow(-39.5)- Low, Increased Significantly, +15</p> <p>Students with Disabilities (SWD) Orange(-137.1)- Very Low, Increased Significantly, +15</p>
<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p> <p>Students with Disabilities (SWD)</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)</p> <p>All Students (ALL) - Yellow (-65.9)- Low - Increased - +8.9 points</p> <p>English Learners (EL) - Yellow (-72) - Low - Increased - +4.7 points</p> <p>Hispanic (Hisp) - Yellow (-68.1) - Low - Increased - +9.4 points</p> <p>African American (AA) - N/A</p> <p>Socioeconomically Disadvantaged (SED) - Yellow (-67.6) - Low - Increased - +8.5 points</p> <p>Students with Disabilities (SWD) - Red (-135.2) - Very Low - Decreased - -12.4 points</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change)</p> <p>All Students (ALL) Yellow (-50.9)- Low, Increased Significantly, +15</p> <p>English Learners (EL)Yellow (-57)- Low, Increased Significantly, +15</p> <p>Hispanic (Hisp)Yellow (-53.1)- Low, Increased Significantly, +15</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)Yellow- (-52.6) Low, Increased Significantly, +15</p> <p>Students with Disabilities (SWD) Orange- (-120.2) Very Low- Increased Significantly, +15</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>California School Dashboard - English Learner Progress Indicator</p> <p>ELPAC Baseline Results:</p> <p>Well Developed Level 4 - 36.1%</p> <p>Moderately Developed Level 3 - 30.5%</p> <p>Somewhat Developed Level 2 - 19.2%</p> <p>Beginning Stage - 14.3%</p>	<p>California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results:</p> <p>Well Developed Level 4 - 36.1%</p> <p>Moderately Developed Level 3 - 30.5%</p> <p>Somewhat Developed Level 2 - 19.2%</p> <p>Beginning Stage - 14.3%</p> <p>*Goals set following 2nd year of ELPAC results</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9.1%</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 11.1%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)</p> <p>English Learners (EL)</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL) - ELA - 35% met or exceeded standard</p> <p>All Students (ALL) - Math - 24% met or exceeded</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL) ELA - 39% met or exceeded standard</p> <p>All Students (ALL) Math - 28% met or exceeded standard</p>
<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results</p>	<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results</p>	<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results</p>

Metric/Indicator	Baseline	Expected Outcome
Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 54% Met or exceeded	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 58%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance- visit conducted on 08/20/18 100% compliant	Williams Textbook/Materials Compliance - 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Professional Development Opportunities: The district will provide 18 days of High Impact Math Training, 4 days of ELA Common Core Claim 2/Writing Training, and 1 day of Kagan Cooperative Learning for all teachers. Each grade level will be provided with follow-up release time and paid additional collaboration to design and plan lesson sequences and strategies with a specific focus on effective strategies for our SWD and EL student groups. The academic coach will help facilitate this release time. Additional paid collaboration time will also focus on short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

TOSAS, Administration, Consultant, Academic Coach, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary - PD stipend for teachers - 1 additional day of collaboration for Bridges planning per grade level
Amount	1700
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - PD stipend for teachers - 1 additional day of collaboration for Bridges planning per grade level
Amount	6000
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary - Teacher Extra Duty for additional paid collaboration time
Amount	1500
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - Teacher Extra Duty for additional paid collaboration time
Amount	4000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute Teachers for PD Follow-up Release time to plan and design lesson sequences with the Academic Coach

Strategy/Activity 2

Students scoring at the intensive level on DIBELS will be provided guided reading support with priority given to ELs scoring intensive. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. The schedule will also provide support for ELD instruction.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
Students scoring intensive on DIBELS

Timeline

7/1/19-6/30/20

Person(s) Responsible

Intervention Teacher, Classroom Teachers, Academic Coach, SPED Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	54,618
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.5 Intervention Teacher Salary
Amount	13,442
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	.5 Intervention Teacher Fringes

Amount	54,618
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.5 Intervention Teacher Salary
Amount	13,442
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	.5 Intervention Teacher Fringes
Amount	28,019
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 six hour paraprofessional for guided reading and ELD support- salary
Amount	17,399
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	1 six hour paraprofessional for guided reading and ELD support- fringes
Amount	2500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licenses for Read Naturally - program used during guided reading
Amount	2500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licenses for Accelerated Reader - program available to use during guided reading and for students to work on at home.

Strategy/Activity 3

Supplemental instructional and technology supplies and equipment will be available for tier I instruction including student headphones, teacher devices, document cameras, classroom printers, and insurance.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,527
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers, document cameras, student headphones
Amount	25,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Teacher Classroom Macbooks
Amount	2,700
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher Classroom Macbook Insurance
Amount	800
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing for Microsoft Office for Teacher Classroom Macbooks
Amount	9,453
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Supplies for Tier I Core Instruction

Strategy/Activity 4

Students will participate in enrichment opportunities during the school day and after school offered by the community and school district including but not limited to field trips, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Tennis & Golf lessons, Ukulele, ASES Program, Digicom Club, and Steinway assemblies.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No additional cost to the school site. The school parent group (PTG) assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities.

Strategy/Activity 5

Before or After School tutoring will be provided for at-risk students based on SBAC, DIBELS, and/or common assessment results. SES will be provided through the district for 3rd-5th graders.

Students to be Served by this Strategy/Activity

Specific Student Groups:

- Students scoring in the intensive band on DIBELS or a 1 or 2 on state testing results or common assessments in 3rd, 4th, and 5th grades.

Timeline

10/15/18 - 6/30/19

Person(s) Responsible

Administration, Staff, Supplemental Services Department

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

Description

SES tutoring is funded by the district.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance to 96%, a decrease in chronic absentee rates, and an increase in the student academic proficiency rates as stated in Goal #1. CCE will target an 85% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

LCAP Goal

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

Identified Need

1. Our chronically absent rate for 2017-2018 was 14.8%. There is a need to reduce this rate.
2. Our average daily attendance rate was 95.19%. There is a need to improve this and reach the goal of 96%.
3. CCE's Family School Connectedness results indicate a 98% favorable response by parents. There is a need to sustain this percentage.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - CCE obtained an overall daily attendance rate of 95.19% which was a .44% decrease from 2016-2017.	Student Attendance Rates (Color - Status - Level - Change) All Students (ALL) - CCE will obtain an overall daily attendance rate of 96%.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (14.8%)-high--increased by +2.8% English Learner (EL) Red (10.2%) - Very High - sign. increase by 4.0% Hispanic (Hisp) Red (14.6%) - High - sign. increase by 3.4% African American (AA) - N/A Socioeconomically Disadvantaged (SED) Orange (14.8%) - High - increased by 2.7% Students with Disabilities (SWD) Red (23%) - Very High - Increased by 6.2%	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Yellow (14.3%)-High- Declined -0.5% English Learner (EL) (10%) Yellow-Medium-Maintained -.2% Hispanic (Hisp) (14.1%) Yellow-High- Declined 0.5% African American (AA) - N/A Socioeconomically Disadvantaged (SED) Yellow (14.3)- High- Declined +0.5% Students with Disabilities (SWD) Orange (22.5%) Very High- Declined +0.5%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) Favorable 98% Hispanic (Hisp) Favorable 98%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable 98% Hispanic (Hisp) Favorable 98%

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison works collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate and develop a pilot mentor program for our chronically absent students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Community Liaison, Administration

Proposed Expenditures for this Strategy/Activity

Amount	38,278
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Community Liaison - Salary
Amount	28,806
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Parent Community Liaison - Fringes

Strategy/Activity 2

CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Administration, Teachers, TOSA, Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty - Salary
Amount	400
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Teacher Extra Duty - Fringes
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Parent supplies for training

Strategy/Activity 3

Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Administration, Community Liaison, Teachers, parents

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare & translation will be provided - Classified Extra Duty Salary
Amount	250
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits

Description	Childcare & translation will be provided - Classified Extra Duty Fringes
Amount	4000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans.

Strategy/Activity 4

Cathedral City Elementary will utilize community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Librarian, Teachers, Community Liaison, Administration, Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No additional cost to the school. Parent community liaison and librarian will assist with coordination.

Strategy/Activity 5

Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.

Students to be Served by this Strategy/Activity

Low Income
 Specific Student Groups:
 Chronically Absent

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

PTG Group, CCE Staff, Administration, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No additional cost to the site's categorical budget.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

CCE students will be provided a positive, safe, and healthy learning environment.

LCAP Goal

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

Identified Need

1. Our suspension rate falls in the green/low status so the need is to maintain or improve this low rate.
2. Reduce recess incidents as they increased during the 2018-2019 school year.
3. Our Panorama results indicate 6% decrease in school connectedness. When analyzing the specific questions it was noted that the area of greatest need is feeling close to people at school followed by feeling part of the school.
4. In 2018-2019, students' favorable responses to feeling safe at school increased by 10% to 70% overall. There is a need to continue to improve this area specifically focusing on peer relationships based on the individual question responses.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Green (0.7%)- Low- Decreased -0.6 English Learner (EL) Green (0.6%) - Low - Decreased -0.5 Hispanic (Hisp) Green (.7%) - Low - Decreased -0.5 African American (AA) - N/A Socioeconomically Disadvantaged (SED) Green (.7%) - Low - Decreased -.07 Students with Disabilities (SWD) Green (2%) - Medium - Decreased - .9	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Blue (0.4%) Very Low - Declined (0.3%) English Learner (EL) Blue (0.1%) Very Low - Declined (0.1%) Hispanic (Hisp) Blue (0.4%) Very Low - Declined (0.3%) African American (AA) - N/A Socioeconomically Disadvantaged (SED) Blue (0.4%) Very Low - Declined (0.3%) Students with Disabilities (SWD) Green (1.7%) - Medium - Declined (0.3%)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness All students EL Hisp	Panorama Survey - School Connectedness Baseline Data:81% All students: 75% favorable (decrease of 6% from 2017/18) EL: 77% Hisp: 75%	Panorama Survey - School Connectedness All students: 78% favorable EL: 80% Hisp: 78%
Panorama Survey - School Safety All students: EL Hisp	Panorama Survey - School Safety Baseline Data: 60% All students: 70% favorable (an increase of 10% from 2017/18) EL: 69% Hisp: 71%	Panorama Survey - School Safety All students: 73% EL: 72% Hisp: 74%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% compliance	Williams Facilities Inspection Results - 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Cathedral City Elementary will implement Tier I Programs to support safety and the social emotional needs of all students. Programs include: the Harper for Kids - Pyramid of Success, Red Ribbon Week, the HERO curriculum, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th),

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Entire Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Pyramid of Success: School will focus on one or two Pyramid Blocks per month. Students will receive awards at the monthly award assemblies according to the focus blocks. Pyramid incentive tickets will be used to reinforce positive student behavior. This program is free of charge and incentives are funded through the school's Parent Teacher Group and donations. HERO - free program focusing on student safety in the event of a dangerous situation at school. Second Step Bullying - bully prevention program funded by the district. Suicide and Substance Abuse curricula are also district-funded.

Strategy/Activity 2

CCE in conjunction with the district will fund PSUSD mental health counseling 1.5 days per week (referral basis).

Students to be Served by this Strategy/Activity

Specific Student Groups:

- Students in need of additional tier II support in order to meet behavioral and social emotional needs. Counseling may occur in small groups or individual.

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Mental Health counselor, Staff

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Counselor's Salary for 1.5 days per week
Amount	2700
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Counselor's fringes for 1.5 days per week

Strategy/Activity 3

Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict.

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	23,491
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries
Amount	3527

Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes
Amount	4997
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 1.25 hour salary for Recess Coach
Amount	4468
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Additional 1.25 hour fringes for Recess Coach

Strategy/Activity 4

Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Administration, Librarian, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	District provided programs

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$149,836
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$378,835.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	146,973	486.00
Title I Part A: Parent Involvement	2,864	-486.00
LCFF	228,998	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$146,487.00
Title I Part A: Parent Involvement	\$3,350.00

Subtotal of additional federal funds included for this school: \$149,837.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$228,998.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$228,998.00

Total of federal, state, and/or local funds for this school: \$378,835.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	228,998.00
None Specified	0.00
Title I	146,487.00
Title I Part A: Parent Involvement	3,350.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	123,736.00
2000-2999: Classified Personnel Salaries	103,485.00
3000-3999: Employee Benefits	87,634.00
4000-4999: Books And Supplies	47,480.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	54,618.00
2000-2999: Classified Personnel Salaries	LCFF	94,785.00
3000-3999: Employee Benefits	LCFF	67,642.00
4000-4999: Books And Supplies	LCFF	9,453.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	67,618.00
2000-2999: Classified Personnel Salaries	Title I	8,000.00
3000-3999: Employee Benefits	Title I	19,342.00
4000-4999: Books And Supplies	Title I	37,527.00
5000-5999: Services And Other Operating Expenditures	Title I	3,500.00
5700-5799: Transfers Of Direct Costs	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	700.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	650.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jessica Whiteman	X				
Todd Larson		X			
Tracy Darrin		X			
Michael Paurowski		X			
Mary Perez			X		
Crystal Avalos				X	
Maria de Lourdes Becerra				X	
Miriam Monroy				X	
Nayelly Rios				X	
Melvin Watson				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 4/10/19.

Attested:

Principal, Jessica Whiteman on

SSC Chairperson, Michael Paurowski on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



CATHEDRAL CITY ELEMENTARY SCHOOL

69300 Converse Road, Cathedral City, CA 92234-7040

Telephone: (760) 770-8583 Fax: (760) 770-4703

Mrs. Jessica Whiteman, Principal

Mrs. Brenda Santana, Assistant Principal

School Site Council Minutes

Minutas del Sitio de Concilio de la Escuela

Wednesday, October 2nd, 2018

Miércoles, 2 de octubre de 2018

8:00 a.m. CCES Parent Resource Center, Room 46

8:00 a.m. CCES Centro de Recursos para Padres, Cuarto 46

1. Call to order at 8:10 am by Michael Paurowski and seconded by Todd Larson
Llamar a orden a las 8:10 am por Michael Paurowski y secundada por Todd Larson
2. Welcome – New Members
Bienvenida – Nuevos Miembros

3. Roll Call: by Jessica Whiteman
Tomar Asistencia por Jessica Whiteman

Jessica Whiteman Principal/ Directora Present/ Presente	Todd Larson Teacher/ Maestro Present/ Presente	Tracy Darin Teacher/ Maestra Present/ Presente	Michael Paurowski Teacher/ Maestro Present/ Presente
Mary Perez Other/ Otra persona Present/ Presente	Amy Leonard Parent/ Padre de familia Present/ Presente	Maria de Lourdes Becerra Parent/ Padre de familia Present/ Presente	Crystal Avalos Parent/ Padre de familia Present/ Presente e
Nayelly Rios Community Member/ Miembro de la Comunidad Not Present/ No Presente	Miriam Monroy Parent/ Padre de familia Not Present/ No Presente	Guest/ Invitada: B Santana Assistant Principle/ Subdirectora Present/ Presente	

4. Approval of minutes:
 - a. Motioned by Jessica Whiteman and seconded by Michael Paurowski
 - i. All in favor
 Aprobación de minutas:
 - a. Moción hecha por Jessica Whiteman y secundada por Michael Paurowski
 - i. Todos al favor
5. Approval of Bylaws
 - a. Motioned by Jessica Whiteman and seconded by Todd Larson
 - i. All in favor

Aprobación de los Estatutos

- a. Moción hecha por Jessica Whiteman y secundada por Todd Larson
 - i. Todos al favor

6. Review Data

- a. Jessica Whiteman review – 2017-2018 SBAC Results for CCE

Revisar los Datos

- a. Jessica Whiteman revisado – 2017-2018 Resultados de “SBAC” para CCE

7. Title I Increase of funds

- a. Jessica Whiteman reviewed the additional Title I funds.
- b. The list for remaining and additional Title I expenditures were prioritized to include the additional funds. They include 3 teacher laptops, extra classroom printers for rooms that have broken printers, headphones, school iPad cart, extra duty for teachers for Bridges support, and primary grades before/after school tutoring. If any remaining funds exist, the group would like to put those towards additional mental health counseling time.

Aumento de los fondos del Título I

- a. Jessica Whiteman revisó los fondos adicionales del Título I.
- b. La lista para los gastos restantes y adicionales del Título I se priorizó para incluir los fondos adicionales. Incluyen 3 computadoras portátiles para maestros, impresoras adicionales en las sala de clase para remplazar impresoras rotas, audífonos, carro escolar de iPad, deber adicional para los maestros para el apoyo de “Bridges” y clases primarias antes/ después de clases tutoría. Si existe algún fondo restante, el grupo desea dedicar los fondos para tiempo adicional a la consejería de salud mental

8. Title I Expenditures for SPSA

- a. Motioned to approve by Jessica Whiteman and seconded by Tracy Darrin
 - i. All in favor

Gastos del Title I para SPSA

- a. Moción hecha para la aprobación por Jessica Whiteman y secundada por Tracy Darrin
 - i. Todos al favor

9. Uniform Complaint Procedure - Reviewed by Jessica Whiteman

Procedimiento de Queja Uniforme – Revisado por Jessica Whiteman

10. Future Meetings Dates: 02/13/19, and 04/10/19

Fechas Futuras de Reuniones: 02/13/19, y 04/10/19

11. Public Comments – Limit 3 minutes

- a. Crystal Avalos commented the need for math club
- b. Jessica Whiteman answered the comment
 - i. Students grade levels have different schedule

Comentarios Públicos - Limite de 3 minutos

- a. Crystal Avalos comentó la necesidad del club de matemáticas
- b. Jessica Whiteman respondió al comentario
 - i. Los niveles de grado de los estudiantes tienen horarios diferentes

12. Emergency Meetings may be called with a 72 hour notice

*Palm Springs Unified School District
Palm Springs, CA 92262*

Reuniones de emergencia pueden ser llamadas con un aviso 72 horas

13. Adjournment

- a. Motion to adjourn by Todd Larson and seconded Michael Paurowski
 - i. All in favor

Aplazamiento

- a. Moción para terminar la junta hecha por Todd Larson y secundada Michael Paurowski
 - i. Todos al favor



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Mrs. Jessica Whiteman, Principal

Mrs. Brenda Santana, Assistant Principal

School Site Council Agenda

Agenda del Sitio de Concilio de la Escuela

Wednesday, February 27, 2019

Miércoles, 27 de febrero de 2019

8:00 a.m. Classroom 03/ Salón de clases 03

1. Call to order:
Llamar a orden:
2. Welcome – New Members
Bienvenida – Nuevos Miembros
3. Roll Call:
Tomar Asistencia:
4. Approval of minutes:
Aprobación de minutas:
5. Review 17/18 data and current data
Revisión de datos 17/18 y datos actuales
6. Review implementation of 18/19 SPSA actions
Revisar implementación de acciones 18/19 “SPSA”
7. Discuss 19/20 Title I and LCAP Projections
Discutir las proyecciones del Título I y “LCAP” 19/20
8. Approve 19/20 Title I and LCAP Positions
 - a. Approve
Aprobar 19/20 Título I y las posiciones del “LCAP”
 - a. Aprobar
9. Prioritize remaining actions expenditures for 19/20 SPSA
Dar prioridad a los gastos de las acciones restantes de 19/20 SPSA
10. Future Meetings Dates: 04/10/2019
Fechas Futuras Reuniones: 04/10/2019
11. Public Comments – Limit 3 minutes
Comentarios Públicos - Limite de 3 minutos

*Palm Springs Unified School District
Palm Springs, CA 92262*

12. Emergency Meetings may be called with a 72 hour notice
Reuniones de emergencia pueden ser llamadas con un aviso 72 horas
13. Adjournment:
Aplazamiento:



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Mrs. Jessica Whiteman, Principal

Mrs. Brenda Santana, Assistant Principal

School Site Council Minutes

Minutas del Sitio de Concilio de la Escuela

Wednesday, September 5th, 2018

miércoles, 5 de septiembre de 2018

8:00 a.m. CCES Parent Resource Center, Room 46

8:00 a.m. CCES Centro de Recursos para Padres, Cuarto 46

1. Call to order at 8:10 am by Jessica Whiteman and seconded by Todd Larson
Llamar a orden a las 8:10 am por Jessica Whiteman y secundada por Todd Larson
2. Welcome – New Members
Bienvenida – Nuevos Miembros

3. Roll Call:
Tomar Asistencia:

Jessica Whiteman Principal/ Directora Present/ Presente	Todd Larson Teacher/ Maestro Present/ Presente	Tracy Darin Teacher/ Maestra Present/ Presente	Michael Paurowski Teacher/ Maestro Present/ Presente
Mary Perez Other/ Otra persona Present/ Presente	Amy Leonard Parent/ Padre de familia Present/ Presente	Maria de Lourdes Becerra Parent/ Padre de familia Present/ Presente	Crystal Avalos Parent/ Padre de familia Present/ Presente e
Nayelly Rios Community Member/ Miembro de la Comunidad Present/ Presente	Miriam Monroy Parent/ Padre de familia Not Present/ No Presente	Guest/ Invitada: B Santana Assistant Principle/ Subdirectora Present/ Presente	

4. Annual SSC Training – by Herb Claggett
 - a. Powerpoint - website
 - i. CDE webpage: <https://www.cde.ca.gov/fg/aa/co/ssc.asp>
 Enteramiento Anual de SSC – por Herb Claggett
 - a. “Powerpoint” - sito web
 - i. CDE webpage: <https://www.cde.ca.gov/fg/aa/co/ssc.asp>

5. Elections of Chairperson & Secretary

*Palm Springs Unified School District
Palm Springs, CA 92262*

- Secretary – Amy Leonard
 - Chairperson – Michael Paurowski
 - All in favor
- Elección del Secretaria y Silla Directiva
- Secretaria – Amy Leonard
 - Silla Directiva – Michael Paurowski
 - Todos al favor
6. Review of Bylaws
- a. Reviewed by Jessica Whiteman
 - i. Changes will be posted on next agenda
- Revision de los Estatutos
- a. Revisado por Jessica Whiteman
 - i. Cambios a la agenda serán publicado
7. Uniform Complaint Procedure
- a. Reviewed by Jessica Whiteman
- Procedimiento de Queja Unifórmale
- a. Revisado por Jessica Whiteman
8. Title I Compact - Review/ Feedback
- a. Jessica Whiteman reviewed
 - b. Feedback was given
- Compacta del Título I - Revisión/ Realimentación
- a. Jessica Whiteman repaso
 - b. Se doy retroalimentación
9. Reallocation of Title I
- a. Chromebook funds
 - i. Jessica Whiteman reviewed
- Reaignacion del Titulo I
- a. Fondos para los “Chromebooks”
 - i. Repasado por Jessica Whiteman
10. Future Meetings Dates: 10/03/18, 02/13/19, and 04/10/19
 Fechas Futuras de Reuniones: 10/03/18, 02/13/19, y 04/10/19
11. Public Comments – Limit 3 minutes
 Comentarios Públicos - Limite de 3 minutos
12. Emergency Meetings may be called with a 72 hour notice
 Reuniones de emergencia pueden ser llamadas con un aviso 72 horas
13. Adjournment: 8:40 am by Jessica Whiteman and seconded by Todd Larson
 Aplazamiento: 8:40 am por Jessica Whiteman y secundada por Todd Larson



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Mrs. Jessica Whiteman, Principal

Mrs. Brenda Santana, Assistant Principal

School Site Council Agenda

Agenda del Sitio de Concilio de la Escuela

Wednesday, April 10, 2019

Miércoles, 10 de abril 2019

8:00 a.m. Classroom 03/ Salón de clases 03

1. Call to order:
Llamar a orden:
2. Welcome
Bienvenida
3. Roll Call:
Tomar Asistencia:
4. Approval of minutes:
Aprobación de minutas:
5. 2019/2020 Budget Expenditures and SPSA Actions
2019/2020 Gastos de Presupuestarios y Acciones de "SPSA"
6. 2019/2020 SPSA Approval
2019/2020 Aprobaciones de "SPSA"
7. Future Meetings Dates: September 2019
Fechas Futuras de las Reuniones: septiembre 2019
8. Public Comments – Limit 3 minutes
Comentarios Públicos - Limite de 3 minutos
9. Emergency Meetings may be called with a 72 hour notice
Reuniones de emergencia pueden ser llamadas con un aviso 72 horas
10. Adjournment:
Aplazamiento:



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Mrs. Jessica Whiteman, Principal

Mrs. Brenda Santana, Assistant Principal

School Site Council Minutes
 Minutas del Sitio de Concilio de la Escuela
 Wednesday, March 13, 2019
 Miércoles, 13 de marzo de 2019
 8:00 a.m. Classroom 08/ Salón de clases 08

1. Call to order at 8:13 am by Michael Paurowski and seconded by Todd Larson
 Llamar a orden a las 8:13 am por Michael Paurowski y secundada por Todd Larson
2. Welcome – New Members
 - a. None
 Bienvenida – Nuevos Miembros
 - a. Ningunos

3. Roll Call:
 Tomar Asistencia:

Jessica Whiteman Principal/ Directora Present/ Presente	Todd Larson Teacher/ Maestro Present/ Presente	Tracy Darin Teacher/ Maestra Present/ Presente	Michael Paurowski Teacher/ Maestro Present/ Presente
Mary Perez Other/ Otra persona Present/ Presente	Melvin Watson Parent/ Padre de familia Present/ Presente	Maria de Lourdes Becerra Parent/ Padre de familia Not Present/ No Presente	Crystal Avalos Parent/ Padre de familia Not Present/ No Presente
Nayelly Rios Community Member/ Miembro de la Comunidad Not Present/ No Presente	Miriam Monroy Parent/ Padre de familia Not Present/ No Presente	Guest/ Invitada: Brenda Santana Assistant Principle/ Subdirectora Present/ Presente	Guest/ Invitada: Sarah Johnson Teacher/ Maestro Present/ Presente
Guest/ Invitada: Kaitlyn King Teacher/ Maestro Present/ Presente			

4. Approval of minutes:
 - a. Motioned by Jessica Whiteman and seconded by Todd Larson
 - i. All in favor
 Aprobación de minutas:

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 Palm Springs, CA 92262*

- b. Moción hecha por Jessica Whiteman y secundada por Todd Larson
 - i. Todos al favor
- 5. Discuss 19/20 SPSA Actions/ Expenditures
 - a. Title 1 Parent Participation Funds reviewed and no changes suggested
 - i. Motioned to approve Todd Larson and seconded by Tracy Darrin
 - 1. All in favor
 - b. Title 1 Funds reviewed
 - i. Suggested fund allocations: intervention teacher, additional mental health counseling support (1.5 days), professional development follow-up, summer math planning and extra collaboration time, student progress meetings with subs, tech supplies (computer upgrades for 3 grade levels, printer & elmo maintenance/surplus)
 - 1. Motion to approve Michael Paurowski and seconded by Tracy Darrin
 - a. All in favor
 - c. LCAP Funds reviewed
 - i. Suggested move 1 (3.25 hr) supervision aide from general funds
 - 1. Motion to approve Todd Larson and seconded by Michael Paurowski
 - a. All in favor
- 6. Discutir “SPSA” Acciones/ Gastos
 - a. Fondos de Título I de participación de padres revisados y no se sugieren cambios
 - i. Moción para aprobar a Todd Larson y secundado por Tracy Darrin
 - 1. Todos a favor
 - b. Fondos del Título 1 revisados
 - i. Sugerencias de asignaciones de fondos: maestro/a de intervención, apoyo de consejería de salud mental adicional (1.5 días), seguimiento de desarrollo profesional, planificación de matemáticas de verano y tiempo adicional de colaboración, reuniones de progreso de los estudiantes con subsectores, suministros para maestros (actualizaciones de computadora para 3 niveles de grado, impresora y mantenimiento de elmo/ excedente)
 - 1. Moción para aprobar a Michael Paurowski y secundada por Tracy Darrin
 - a. Todos a favor
 - c. Fondos de “LCAP” revisados
 - i. Asistente sugerido para la mudanza 1 (3.25 hr) de los fondos generales
 - 1. Moción para aprobar a Todd Larson y secundada por Michael Paurowski
 - a. Todos a favor
- 7. Approve 19/20 SPSA Actions/ Expenditures
 - a. Approve
Aprobar 19/20 “SPSA” Acciones/ Gastos
 - a. Aprobar
- 8. Future Meetings Dates: April 10, 2019
Fechas Futuras Reuniones: 10 de abril 2019
- 9. Public Comments – Limit 3 minutes
Comentarios Públicos - Limite de 3 minutos

10. Emergency Meetings may be called with a 72 hour notice
Reuniones de emergencia pueden ser llamadas con un aviso 72 horas

11. Adjournment:

- a. Motion to adjourn by Mary Perez and seconded by Todd Larson
 - i. All in Favor

Aplazamiento:

- a. Moción para terminar la junta por Mary Perez y secundada Todd Larson
 - i. Todos al favor



CATHEDRAL CITY ELEMENTARY SCHOOL

69300 Converse Road, Cathedral City, CA 92234-7040

Telephone: (760) 770-8583 Fax: (760) 770-4703

Mrs. Jessica Whiteman, Principal

Mrs. Brenda Santana, Assistant Principal

School Site Council Minutes

Minutas del Sitio de Concilio de la Escuela

Wednesday, April 10, 2019

Miércoles, 10 de abril 2019

8:00 a.m. Classroom 03/ Salón de clases 03

1. Call to order at 8:15 am by Michael Paurowski and seconded by Todd Larson
Llamar a orden a las 8:15 am por Michael Paurowski y secundada por Todd Larson
2. Welcome – New Members
a. None
Bienvenida – Nuevos Miembros
a. Ningunos

3. Roll Call:

Tomar Asistencia:

Jessica Whiteman Principal/ Directora Present/ Presente	Todd Larson Teacher/ Maestro Present/ Presente	Tracy Darin Teacher/ Maestra Present/ Presente	Michael Paurowski Teacher/ Maestro Present/ Presente
Mary Perez Other/ Otra persona Present/ Presente	Melvin Watson Parent/ Padre de familia Present/ Presente	Maria de Lourdes Becerra Parent/ Padre de familia Present/ Presente	Crystal Avalos Parent/ Padre de familia Not Present/ No Presente
Nayelly Rios Community Member/ Miembro de la Comunidad Not Present/ No Presente	Miriam Monroy Parent/ Padre de familia Not Present/ No Presente	Guest/ Invitada: Brenda Santana Assistant Principle/ Subdirectora Present/ Presente	Guest/ Invitada: Sarah Johnson Teacher/ Maestro Present/ Presente

4. Approval of minutes:
 - a. Motioned by Jessica Whiteman and seconded by Todd Larson
 - i. All in favor
 Aprobación de minutas:
 - a. Moción hecha por Jessica Whiteman y secundada por Todd Larson
 - i. Todos al favor
5. 2019/2020 Budget Expenditures and SPSA Actions
 - a. Jessica Whiteman Reviewed Goals, Strategies, & Proposed Expenditures

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2019/2020 Gastos de Presupuestarios y Acciones de “SPSA”

- a. Jessica Whiteman revisó metas, estrategias y gastos propuestos

6. 2019/2020 SPSA Approval

- a. Motioned to approve Todd Larson and seconded by Michael Paurowski
 - i. All in favor

2019/2020 Aprobaciones de “SPSA”

- a. Moción para aprobar a Todd Larson y secundada por Michael Paurowski
 - i. Todos a favor

7. Future Meetings Dates: September 2019

Fechas Futuras de las Reuniones: septiembre 2019

8. Public Comments – Limit 3 minutes

Comentarios Públicos - Limite de 3 minutos

9. Emergency Meetings may be called with a 72 hour notice

Reuniones de emergencia pueden ser llamadas con un aviso 72 horas

10. Adjournment:

- a. Motion to adjourn by Jessica Whiteman and seconded by Tracy Darrin at 8:38 am
 - i. All in Favor

Aplazamiento:

- a. Moción para terminar la junta por Jessica Whiteman y secundada Tracy Darrin a las 8:38 am
 - i. Todos al favor