School Year: **2022-23**

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	Brenda Santana
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/22-6/30/23
Schoolsite Council (SSC) Approval Date	10/11/21
Local Board Approval Date	06/28/22

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

The mission of Cathedral City Elementary School is to provide and continually enhance a highly academic and safe environment through collaborative partnerships with staff, families, and the community which, despite all challenges, results in educational and technological excellence for all students, mastery of state standards, success on standardized tests, and preparation 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 650 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 or virtually 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. 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, Imagine Learning, STAR interim assessments, 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)

X 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 include 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:
- Teachers: An email was sent to teachers on 08/26/21 asking for nominations for one vacancy by 9/2/21. A google form ballot was emailed to teachers on 9/2/21 with one nominations: Rachel De Guzman. Voting closed on 9/7/21 and Rachel De Guzman was elected.
- Other - An email was sent to all Classified and teachers without a roster asking for nominations for one vacancy by 9/2/01. A google form ballot was emailed to classified staff and teachers without a roster on 9/2/21 with four nominations on the ballot: Wendy Nelson, Mary Perez, Teri Henderson and Kaitie King. with a closing date of 9/7/21. Mary Perez won the election with 56.3% of the votes.
- Parent - A parent nomination google form for three vacancies was emailed home via Blackboard and Class Dojo on 8/31/21 and due on 9/6/21. Three parents were nominated to be on the ballot. Graciela Escatel, Juliana Castillo and Angela Alfaro were all placed on the ballot that closed on 9/13/21. All three were selected to be on SSC.

SSC Meeting Dates and Topics - All Virtual Meetings:
9/15/21 - Annual training
10/11/21 - Elections of Chairperson, Vice-Chairperson, & Secretary, bylaw review, School Safety Plan Review, Uniform Complaint Procedure, Parent & Family Engagement Policy and Home School Compact, End of Year 20/21 data reviewed, attendance data reviewed, actions reviewed and reallocation of Title I funds to provide books and calming corners to all of the classrooms to support students social emotional learning.
01/25/22- Approval of minutes,Parent Education opportunities presented, budget/funding updates, ELAC report, Title I and LCAP projections were reviewed, review progress towards SPSA actions, Panorama survey information presented
05/03/22 - Approval of minutes, review SPSA 21/22 evaluation, review draft of 22-23 SPSA actions/expenditures, approval of 22/23 SPSA

ELAC Meeting Dates and Topics concerning the SPSA:
10/12/21 - School Plan for Student Achievement was reviewed
11/10/21 - Review of School Site Council roles
12/02/21 - Opportunities for involvement
3/10/22 - Testing updates

Site Leadership Meeting Dates and Topics concerning the SPSA:
The following meetings included relevant topics related to the SPSA actions or data:
9/22/21 - Beginning of the Year assessments/high needs areas, Professional Development for staff members
10/20/21 - Tier I (academics and behavior) discussed
11/17/21 - Assessments, SMART Goals, ELA Vertical Articulation Standards alignment, SEL mini training
12/15/21- Class Creator purchase, Assessment discussion
1/19/22 - Assessments check in, Panorama Survey, SEL- calming corners, ELPAC & Interim assessments
2/16/22- Intervention, SEL calm corners, Panorama Survey, ELPAC
3/16/22 - Intervention/Intersession, GATE and ELPAC updates, CAASPP
4/24/22- District LCAP Survey, Panorama Survey Data

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 training and team meeting time for the Recess Team to help address playground needs, student needs and strategies in response to discipline data.
2. Fund training for school counselor to bring back ideas and resources to address student social emotional needs, tier I and tier II programs, and school attendance.
3. Fund supplemental supplies & materials to support the school-wide attendance plan in order to improve average daily attendance and decrease chronic absenteeism.
4. Continue to fund professional development stipend funds to address follow-up staff training.
5. Continue to fund intervention support to occur during ELA guided reading.
6. Add after school language development support for newcomers and/or beginners.

Resource Inequities

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

In the past two years, inequities were identified for our Students with Disabilities and English Language Learners. CAASPP data for both groups from 2018-2019 indicate that both groups increased significantly in ELA and Math, but continued significant growth is needed to reach standard. English Learners increased by 19.9 points in ELA and 31 points in Math. Students with Disabilities increased 41.9 points in ELA and 41.1 points in math. In comparison, these groups showed greater increases than the overall school results which were a 14.8 increase in ELA and a 25.9 increase in math. Therefore, the actions addressing EL and SWD groups were to continue for the 2020-2021 school year; however, the COVID 19 Pandemic and school closure impacted the ability to implement the planned actions for continued improvement. Common grade level assessments that occurred virtually during 2020-2021 distance learning indicate similar needs for our EL and SWD groups. Fifty to sixty percent of all students are scoring at the "not met standard" level in each grade level with greater than 50% of those students being ELs and/or students with disabilities. Since school reopened for the 21-22 school year, local benchmarks (STAR) show that 29.4% of our 3rd-5th grade students are at or above benchmark in ELA, indicating a need for the other 70% of our students. In math, according to STAR test results, 41.1% of our students were at or above benchmark, indicating a need for 58.9% of our students.

- Guided Reading - Prioritize EL students scoring in the intensive range on a common foundational reading assessment during guided reading for targeted intervention. The master schedule will continue to provide a block of time to allow SWD to have focused intervention without interfering with core instruction.
- Newcomer Support - Newcomer after school language development support will be provided on Wednesdays after school. If there are not enough newcomers, the support can transition to beginners.
- Professional Development & Collaboration Time - Teachers and academic coach will have a specific focus on identifying strategies, including Kagan, in order to support SWD and EL student groups. This is monitored through short cycle assessments and performance tasks that disaggregate the data for these two student groups.

Chronic absentee rates began to climb prior to the school closure, climbed during distance learning and are steadily staying higher than we would like. This area needs to be addressed in the 2022-2023 school plan as our percentage of chronically absent student rate is at 42.1% and is up 16.9% from last year.
The following actions will be continued or added to the 2022-2023 school plan:
- Funds have been allocated for the attendance committee to utilize for enrichment opportunities and supplies to motivate and encourage student attendance improvement.
- Funds have been allocated to provide the recess team monthly training and support in order to best meet student needs and build relationships on the playground.
- The discipline committee will continue to meet monthly and establish a school-wide tier I system of expectations and tier II plan of targeted supports as well as positive reinforcements.

Needs Assessment – Review of Performance

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

Reflections: Success

Through Panorama Survey, families reported an increase in most areas, indicating above 95% in almost every area and above the district average. Climate and Support for Academic Learning increased by 2 points to 98% for Cathedral City Elementary.
Students indicated an 8% increase to 86% in Climate of Support for Academic Learning. Staff scored this area at 98% as well. Clearly, Climate and Support for Academic Learning is an area of strength for Cathedral City Elementary.

Data presents two more successes this year:
2021-22 locally calculated data provided by the Student Services department indicates a Suspension rate this year of 0.1%.
8.4% of our English Learners were reclassified this school year.

Supporting Actions:

The work with the school counselor and student success committee to develop expectations for behavior as well as lesson plans and videos to use in classrooms has helped keep our suspension rate low.

The success of technology use and integration by students and staff is supported by the action and funding put towards technology equipment and supplies. All staff were provided with working or updated laptops and document cameras. View Sonics were also purchased for all classrooms except for PE. The School Community Liaison assisted parents via Class Dojo this year as we still had in person restrictions. This technology, along with newly learned strategies and programs, will all be in place for the start of next school year with continued funding dedicated to any technology device replacement that arises.

The School Community Liaison also supported the increase in parent partnerships. She frequently utilized Class Dojo as a school and communicated with individuals via Class Dojo. She communicated, reminded, and assisted parents with zoom in order to connect and attend their children's IEPs and SSTs resulting in over 90% parent attendance rates - higher than in-person meetings. The site funded School Community Liaison position will continue to be funded for next year and strategies such as the use of Class Dojo and virtual meeting options will continue.

Professional development in ELA and Math focusing on claims, targets, teacher talk moves/math discourse, and cooperative learning have all included supports for our English Learners.   In addition, those in need of additional support in reading foundations had an opportunity to attend Reading Intervention classes. A site Title I Intervention teacher and Paraprofessional along with a District LCAP funded Reading Interventionist have been in place this year. They have managed to monitor and work with 119 students in small groups on a daily basis.They focus on reading comprehension and reading skills. Kagan Training day 5 took place in October, teachers were supplied with materials needed to implement these engagement strategies into their lessons. Both professional development and reading intervention are actions that are continuing next year with an emphasis on targeting the needs of EL students.

Due to our suspension rate, it is evident that our current Playworks practices at recess are crucial. Being short staffed this year, we made sure that key components of Playworks were still taught, however, a more consistent focus needs to take place next year. The Playworks Program will continue for the 22-23 school year with additional site funded supervision aides. The Student Success committee will also continue their work from 2021-22 establishing a multi-tiered system of supports including tier I behavior expectations and supports, along with tier II interventions.

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

Reflections: Identified Need

Academics:
1. Performance gaps reflected in the Fall of 2019 Dashboard continue to be reflected in Star Reading Data. Current STAR data in Reading suggests that 22% of our students are projected to meet or exceed standards in Reading. According to STAR Data, 92% of students designated as SWD scored less than proficient indicating a need for supports in this area.
2. Performance gaps reflected n the Fall of 2019 Dashboard continue to be reflected in Math Data. Current STAR data in Mathematics suggests that 18% of our students are projected to meet or exceed standards in Mathematics. According to STAR Data, 92% of students designated as SWD scored less than proficient indicating a need for supports in this area.

Mid-year common grade level SMART goal assessments provided to students indicate a need for improved tier I ELA and Math instruction and academic intervention support.

ELA - SMART goals data
K: High Frequency words: 21 Intensive, 10 at Strategic level and 10 with a Core level understanding-- ESGI Assessment
1st: 49/87 (45 ELs) - scored Strategic and Core understanding in Reading. RI 1.3 Wonders Assessment
2nd: 61% of the second graders are proficient or advanced in second grade sight words.
3rd: In RL & RI 1- 54/98 students scored in Strategic or Core understaning using a School City Assessment.
4th: 40/101 Students scored Strategic and Core understanding on RI 4.1 Main Idea and Detail
5th: 79/101 students (27/44 EL's) scored Strategic and Core understanding in RI 2 SMART Goal post test.

Math - SMART Goals data
K: Addition to 10: 9 Intensive, 10 Strategic and 66 with a Core understanding of the concept. ESGI Assessment
1st: 61/89 (47 ELs) - Scored Strategic or Core in Bridges Curriculum Assessment NBT1, NBT 2, NBT 3
2nd: 59/96 students were proficient or advanced in adding and subtracting to 50
3rd: 51/95 (20/36 EL's)- Scored Strategic or Core in OA 7
4th: 49/101 students scored Strategic or Core in Multiplication NBT 5
5th: Multiplying multi digit whole numbers and decimals- 36/102 intensive, 21/102 Srategic and 45/102 Proficient.

Chronic Absenteeism: Daily attendance rates fell to 90% and chronic absenteeism doubled to 40.38%

Suspension Rate: This year our suspension rate is at 0.1%, an increase from last year. Students have had a difficutl time reintegrating to daily school life and have needed intervention supports. This is supported by the 73 office referrals, up 70 from last year. Therefore, supporting actions are listed below to help students with the transition back and to continue to reduce behavior incidents and the suspension rate from 2019-2020.

Social Emotional Needs: In the last Panorama Survey from Winter 2021-2- students results reported that a decrease in the area of Grit. Several areas had no change, indicating them as areas of need. These areas are Growth Mindset, Self-Efficacy, Self-Management and Social Awareness.

STAR ELA data:In ELA when compared to the spring of 2020-21, this year's 5th grade students who tested in the below (red) range decreased from 38% to 26% while this year's 4th grade students in the below (red) range had a 1% decrease from 49% to 48%.

STAR Math data: When compared to spring of 2020-21, this year's 5th grade students who tested in the below (red) range decreased from 32% to 28%. This year's 4th grade students who tested in the below (red) range decreased from 40% to 39%, indicating that over the summer the deficits only dicreased minimally.

Supporting Actions:

Professional Development for best first tier I instruction - The school site will continue to receive district funded High Impact Math training support days for mathematics routines and implementation of the curriculum, Bridges. Strategies and coaching from year 1 and 2 will need to continue and be monitored by site TOSA and Administraation. Staff will receive the next day of 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. Our special education staff will continue to receive targeted professional development with the general education teachers. Additional paid 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.

Academic & Language Intervention/Support - The Guided Reading Intervention Program will continue to be funded for the 2022-2023 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 Fountais and Pinnell which is used by our site funded 1 teacher and one paraprofessional. 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. Furthermore, an action was added to provide newcomers and/or beginners additional after school weekly support on Wednesdays in language development.

Suspension Rates: School-wide discipline and suspension rate will be addressed through the continued push of tier I school-wide common expectations and tier II interventions via our site Student Success Committee. This work will be lead by the school counselor. Funds have been allocated to provide the counselor with additional opportunities for training and training for the recess team.

Chronic Absenteeism: The attendance committee will revise their plan and include strategies and motivators to target the moderately chronic group of students which is currently at 27.8%. The school community liaison will take an active role in this committee/plan.

Additional actions necessary to support low income students, English Learners and foster youth include purchasing additional high interest and multicultural library books for teachers to have in their classroom libraries and in the main school library. In addition, additional instructional supplies for classroom teachers will be purchased such as magnetic letters, phonics games, art materials for centers, and other phonics supports for students in K-3. After school intervention will also be added for an 8 week period targeting 3rd-5th grade students.

To support students' emotional needs in the classroom, calming corner supplies and materials will be purchased to be replenished in classrooms. The counselor will put these together for classrooms along with lessons and materials to teach students to use these properly to help regulate and identify behaviors. This will help students focus and change their mindsets in order to be successful at school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	130	123	109
Grade 1	104	113	102
Grade 2	104	114	113
Grade3	109	108	112
Grade 4	110	120	106
Grade 5	110	119	114
Total Enrollment	667	697	656

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	411	381	289	61.6%	54.7%	44.1%
Fluent English Proficient (FEP)	58	107	103	8.7%	15.4%	15.7%
Reclassified Fluent English Proficient (RFEP)	29	61	32	6.5%	14.8%	8.4%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
656	**99.1**	**44.1**	**0.3**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	289	44.1
Foster Youth	2	0.3
Homeless	35	5.3
Socioeconomically Disadvantaged	650	99.1
Students with Disabilities	83	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.4
American Indian or Alaska Native		
Asian	5	0.8
Filipino	5	0.8
Hispanic	599	91.3
Two or More Races	8	1.2
Native Hawaiian or Pacific Islander		
White	23	3.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
37.3 points below standard	39.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.8 points	Increased Significantly ++19.9 points	1
318	222	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
21.1 points below standard	36.5 points below standard	129.9 points below standard
Increased Significantly ++37 points	Increased Significantly ++18 points	Increased Significantly ++41.9 points
37	312	52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
6		3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
37.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	31.7 points below standard
Increased Significantly ++18.8 points	5		Declined Significantly -55 points
289			15

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.5 points below standard	44.9 points above standard	34.1 points below standard
Increased ++10.4 points	Increased ++9 points	Maintained ++1.5 points
147	75	95

Conclusions based on this data:
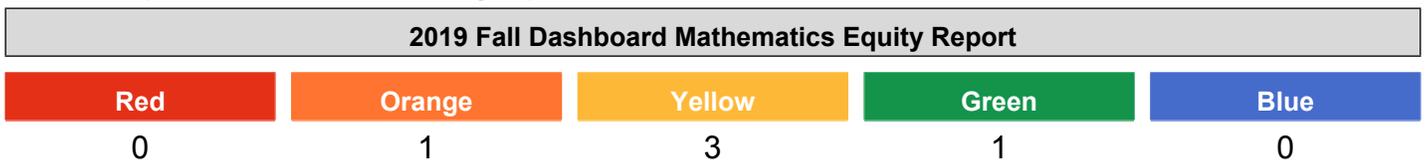
1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	0

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
40 points below standard	41 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++25.9 points	Increased Significantly ++31 points	1
318	222	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Yellow	Orange
23.6 points below standard	38.8 points below standard	110.3 points below standard
Increased Significantly ++47.2 points	Increased Significantly ++28.9 points	Increased Significantly ++41.1 points
37	312	52

2019 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 6		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 39.8 points below standard Increased Significantly ++28.3 points 289	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color 43.5 points below standard Declined Significantly -16.7 points 15

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.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.9 points below standard	21.5 points above standard	39.6 points below standard
Increased Significantly ++21.3 points	Increased Significantly ++30.8 points	Increased ++12.6 points
147	75	95

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.9 making progress towards English language proficiency
Number of EL Students: 267
Performance Level: Medium
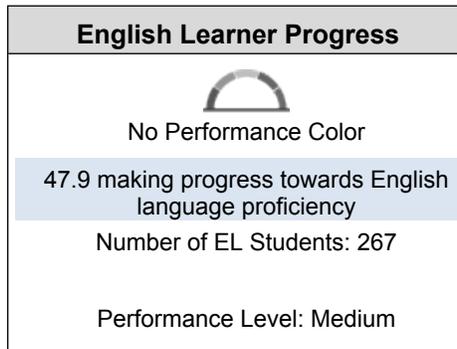
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8	32.2	4.1	43.8

Conclusions based on this data:
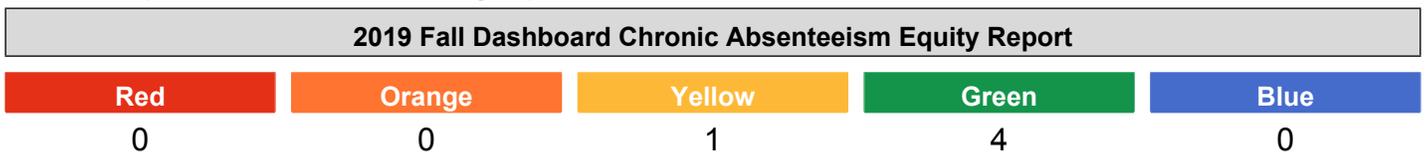
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	4	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
9.8	6.5	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -5	Declined Significantly -3.7	4
695	431	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Yellow
9.7	9.9	15.5
Declined -6.5	Declined Significantly -4.9	Declined -7.5
113	674	84

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
20	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
15	0	6	1

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
8.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	24
Declined Significantly -5.7			Increased +8.4
639	9	0	25

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
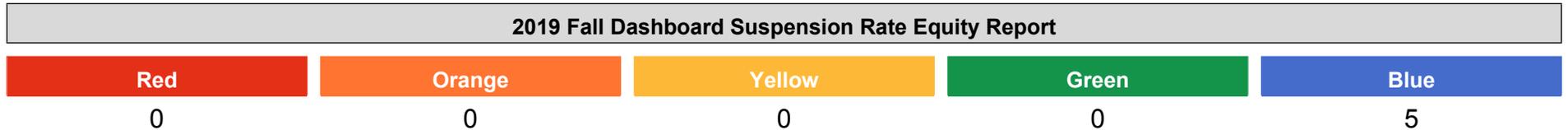
The performance levels are color-coded and range from lowest-to-highest performance in the following order:
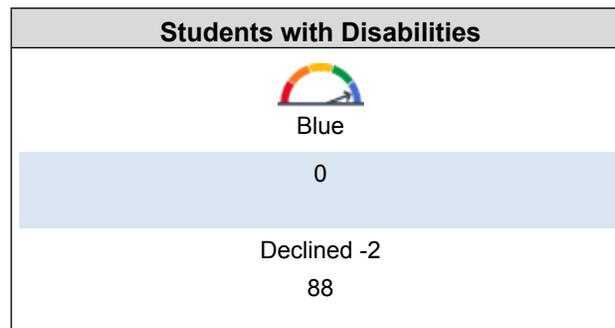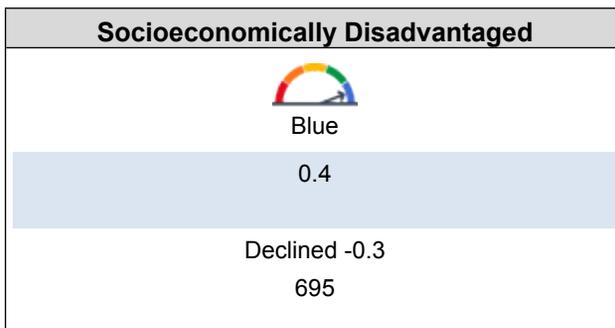
Lowest Performance

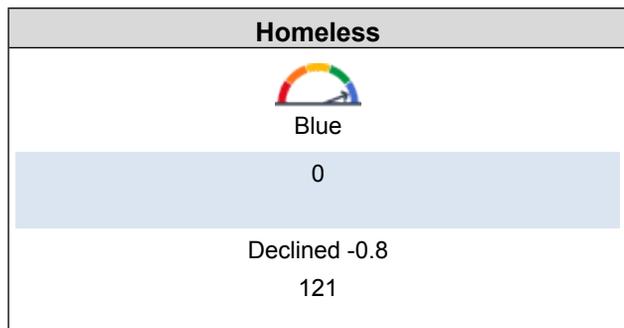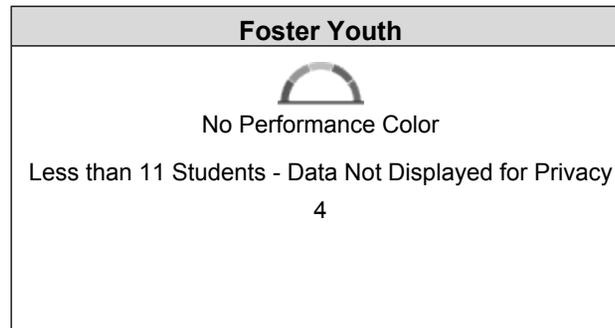Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.4	0.2	Less than 11 Students - Data Not Displayed for Privacy
		4
Declined -0.3	Declined -0.4	
719	437	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0	0.4	0
Declined -0.8	Declined -0.3	Declined -2
121	695	88
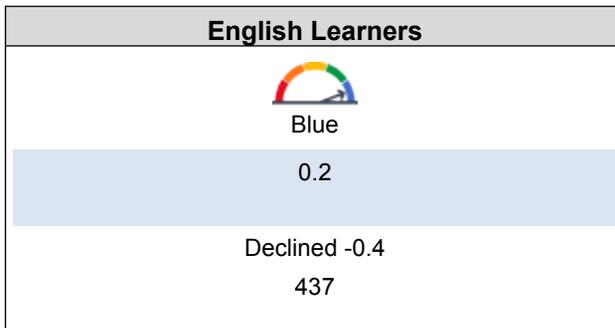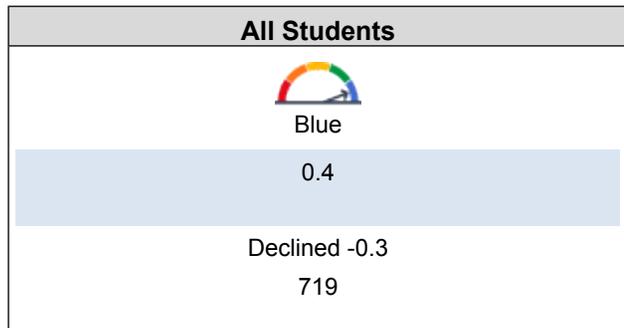
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
0		Less than 11 Students - Data Not	Less than 11 Students - Data Not
18		6	1

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		No Performance Color
0.3	Less than 11 Students - Data Not 9		3.8
Declined -0.4			Increased +3.8
659			26

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.4

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>22.3 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>EL</td><td>Yellow</td><td>24.5 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>22.4 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td>Yellow</td><td>21.5 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>SWD</td><td>Orange</td><td>114.9 points below standard</td><td>Increased Significantly +15 points</td></tr></table>	The California School Dashboard was not updated in Fall of 2021 due to the pandemic. According to STAR Winter Benchmark assessment, 22.1% of students are Proficient or above in Reading. In Reading, 29.6% of EL's scored proficient or above on the Winter 21-22 STAR assessment. 27.7% of students identified as Latinx on the STAR Reading Assessment scored proficient or above.
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)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>25 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>EL</td><td>Yellow</td><td>26 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>24.8 points below standard</td><td>Increased Significantly +15 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr></table>	The California School Dashboard was not updated in Fall of 2021 due to the pandemic. According to STAR Winter Benchmark assessment, 18% of students are Proficient or above in mathematics.

Metric/Indicator	Expected Outcomes	Actual Outcomes

SED	Yellow	23.8 points below standard	Increased Significantly +15 points
SWD	Orange	95.3 points below standard	Increased Significantly +15 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%	The California School Dashboard was not updated in Fall of 2021 due to the pandemic. 2018-19 Cast Results indicated that 16.51% of 5th grade students were proficient in Science.
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 55% - performance level - high	The California School Dashboard was not updated in Fall of 2021 due to the pandemic. 2020-21 Summative ELPAC results indicate that 13.98% of English Language students were proficient.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 14.8%	The California School Dashboard was not updated in Fall of 2021 due to the pandemic. According to CDE DataQuest The English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate is 8.3%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 36% met/exceeded	The California School Dashboard was not updated in Fall of 2021 due to the pandemic. 2020-21 data indicates 10% of 3rd grade students met or exceeded standards in ELA. 24.07% of all students met or exceeded standards in ELA.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc.	Teachers met and collaborated throughout the year to plan and planned standards based lessons and activities. Various days were selected for teams to come in to school and work on assessments, data disaggregation and planning. Materials and supplies were purchased to provide teachers with supports for instruction and for guided reading groups/centers.	Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries LCFF 18000	Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries LCFF 18000
		Fringes - PD stipend for teacher training 3000-3999: Employee Benefits LCFF 3921	Fringes - PD stipend for teacher training 3000-3999: Employee Benefits LCFF 4568
		Salary - Teacher Extra Duty for additional paid collaboration time 1000-1999: Certificated Personnel Salaries LCFF 7000	Salary - Teacher Extra Duty for additional paid collaboration time 1000-1999: Certificated Personnel Salaries LCFF 7000
		Fringes - Teacher Extra Duty for additional paid collaboration time 3000-3999: Employee Benefits LCFF 1600	Fringes - Teacher Extra Duty for additional paid collaboration time 3000-3999: Employee Benefits LCFF 1776
		Purchase supplies needed to implement strategies learned at training. This can include Kagan supplies, materials for guided reading centers, chart paper, markers, white board supplies etc. 4000-4999: Books And Supplies Title I 3500	Purchase supplies needed to implement strategies learned at training. This can include Kagan supplies, materials for guided reading centers, chart paper, markers, white board supplies etc. 4000-4999: Books And Supplies Title I 3500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students scoring at the intensive level in reading 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.	Intervention Teacher and Intervention Paraprofessional were provided all year to service students in small group instruction.	1.0 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 111,829	1.0 1000-1999: Certificated Personnel Salaries Title I 111,829
		1.0 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 25451	1.0 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 25451
		1 six hour paraprofessional for guided reading and ELD support- salary 2000-2999: Classified Personnel Salaries LCFF 29,938	1 six hour paraprofessional for guided reading and ELD support- salary 2000-2999: Classified Personnel Salaries LCFF 29,938
		1 six hour paraprofessional for guided reading and ELD support- fringes 3000-3999: Employee Benefits LCFF 18,535	1 six hour paraprofessional for guided reading and ELD support- fringes 3000-3999: Employee Benefits LCFF 18,535
High interest classroom library and Library books will be purchased to enhance student experiences and include multicultural learning opportunities.	Multi-cultural books were purchased and given to classrooms. Library books were also purchased.	Purchase new updated books for the library and for classrooms 4000-4999: Books And Supplies Title I 4500	4000-4999: Books And Supplies Title I 1500
Supplemental instructional and technology supplies and equipment will be available for tier I instruction including: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, classroom printers, and insurance.	Supplies were purchased for classroom instruction. Learning Dynamics, headphones, whiteboards, teacher devices, document cameras, classroom printers and insurance.	Classroom printers, document cameras, student headphones, and other tier I supplies 4000-4999: Books And Supplies LCFF 12874	Classroom printers, document cameras, student headphones, and other tier I supplies 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Teacher Classroom Macbooks/Equipment 4000-4999: Books And Supplies LCFF 7000	Teacher Classroom Macbooks/Equipment 4000-4999: Books And Supplies LCFF 7000
		Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 800	Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 800
		Licensing for Microsoft Office for Teacher Classroom Macbooks 5000-5999: Services And Other Operating Expenditures LCFF 500	Licensing for Microsoft Office for Teacher Classroom Macbooks 5000-5999: Services And Other Operating Expenditures LCFF 500
		Supplemental Supplies for Tier I Core Instruction 4000-4999: Books And Supplies Title I 13726	Supplemental Supplies for Tier I Core Instruction 4000-4999: Books And Supplies Title I 13000
Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.	Due to COVID Restrictions, many of these were not implemented this year.	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. 0	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. 0
Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. SES	Students participated in SES tutoring provided by the district.	SES tutoring is funded by the district. None Specified	SES tutoring is funded by the district. None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.	Newcomer support was not available and was not held due to COVID restrictions. Targeted instruction during Intersession was provided during Spring Break	None Specified 0	None Specified 0
		After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Salary 2000-2999: Classified Personnel Salaries Title I 1500	After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Salary 2000-2999: Classified Personnel Salaries Title I 0
		After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Fringes 2000-2999: Classified Personnel Salaries Title I 600	After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Fringes 2000-2999: Classified Personnel Salaries Title I 0
		Before and after school targeted intervention in ELA and Math provided by classroom teachers. 1000-1999: Certificated Personnel Salaries Title I 5750	Targeted intervention in ELA and Math provided by classroom teachers during Intersession. 1000-1999: Certificated Personnel Salaries Title I 7,752
		Intervention teacher fringes 1000-1999: Certificated Personnel Salaries Title I 1252	Intervention teacher fringes 1000-1999: Certificated Personnel Salaries Title I 1967

Analysis

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

High Impact Math Professional Development was provided this year for our Kindergarten and Third Grade teams. All other teachers worked with our site TOSA to create a goal and plan lessons around their goal. They were supported in the classroom by the TOSA and administrator.

Kagan Cooperative Learning training day 4 took place this year in October. Throughout the year, grade level teams selected one or two specific strategies to implement in their classrooms for the month. As administrators did walk throughs, they were provided with specific feedback for their strategies.

Teachers worked collaboratively throughout the year on various days to create plans and discuss teaching strategies for best first instruction practices. In addition, for ELA, teachers worked on Vertical Articulation of two specific standards in reading. The grade level leads, in collaboration with Kris Tom, administrators, and site TOSA created lessons that they shared with their grade level. They brought evidence to create a gallery walk during two staff meetings. They shared strategies, reflected and took away new ideas from each other. In their lessons, they were to include ways to support students with disabilities as well as specific English Learner strategies.

A variety of supplies and materials were purchased for classrooms. These materials include Kagan specific resources, guided reading station supports, math curriculum supports, as well as many other instructional supplies.

A full time Intervention teacher and paraeducator were provided this year to meet the needs of our struggling readers. They implemented a new Fountas & Pinnell LLI program that is very intense and was followed with fidelity. They serviced 1st-5th grade students during their classroom guided reading times. They worked with teachers to provide data as well as progress monitoring. They provided updates to be shared with parents during parent teacher conferences. A schedule was provided so that all teachers are working on guided reading and Reading Intervention support is provided at that time as to not interrupt academic tier I instruction.

Books were purchased on relevant topics to support needs in the classroom as well as to include books on different cultures and ethnicities. These will be given out to classrooms as Principal joins classes to do read alouds and provides mini lessons with the books. The books will be gifted to the classroom libraries. Books on Social Emotional Learning and Kindness were also provided as part of the School Wide Calming Corner initiative.

Learning Dynamics was ordered for Kindergarten classes. All students have received those materials and were able to take them home to share with their families. Materials and supplies to supplement the current curriculum Wonders and Bridges were purchased. These materials included basic supplies such as chart paper, white boards, markers, crayons, paper, pencils, etc. Student headphones, teacher replacement computers, classroom printers were purchased as replacements for broken or old technology.

Due to COVID, our afterschool activities and field trips were all cancelled. The only program that consistently took place after school was Think Together. Recently, we have begun to have art classes after school for 4th and 5th grade students.

Before and after school tutoring was provided this year through SES. Several first, second and third grade teachers provided before and after school small group tutoring. Intersession was provided at Spring Break for 5 days. 80 students were invited to prepare for our upcoming CAASPP assessment. This invitation was targeted based on students current assessment data.

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

Due to the lack of substitutes, funds were transferred to provide more opportunities for teacher collaboration. Due to the lack of interest in before and after school tutoring, funds were used to provide a Spring Break Intersession targeting students who were in need of supports in Reading and Mathematics.

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

We will continue providing a Reading Intervention teacher and reading intervention paraprofessional. There will be a change in how the reading intervention teacher is funded: 75% Title I and 25% LCAP. Intervention will continue to be provided- after school, intersession and Saturday school will be options.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2 – Parent Engagement

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey	Parent Participation in Stakeholder Input Processes - 110 parent responses.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - not reported	Climate and support for academic learning increased to 98%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported	Climate and support for academic learning increased to 98%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 90%	Events were limited due to COVID restrictions. Parent conferences were attended by 89% of our parents. A large portion of our conferences were held via Zoom.

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. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.	Parent Community Liaison plays a large role at our school site since approximately 60% of our families are Spanish-speaking only. She communicates with families regarding attendance, meetings, conferences, etc. Through the pandemic, we have taught our families to communicate via Class Dojo. This is the main communication tool that is used school-wide. She is a part of the Attendance committee and works on creating events to encourage students to attend school daily. She helps students who are in need by working with the community to gather donations for families and students. The school community liaison supports parent involvement for SST and IEP meetings. This year, the parent participation rate in-person and on Zoom has exceeded 90%.	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 41371 Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 30575	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 41371 Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 30575
CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home.	Family Fun Night will be held on May 26th. Parents will be invited to come and create kits for games and be provided with materials and supplies needed for them to use these kits and help students maintain skills over the summer.	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000 Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 218	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000 Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 218

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Parent supplies for training 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1806	Parent supplies for training 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2001
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.	Regular parent meetings were held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They were held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans. 5700-5799: Transfers Of Direct Costs LCFF 2500	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans 5700-5799: Transfers Of Direct Costs LCFF 2500
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.	Due to restrictions we were not able to hold events that included volunteers on campus.	No additional cost to the school. Parent community liaison and librarian will assist with coordination.\n\n0	No additional cost to the school. Parent community liaison and librarian will assist with coordination.\n\n0
Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.	Parent Teacher Group met on Zoom all year. They held the first Zumba night in March and are planning an International Festival on May 6, 2022 after school and outdoors.	No additional cost to the site's categorical budget.\n\n0	No additional cost to the site's categorical budget.\n\n0

Analysis

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

Parent Community Liaison plays a large role at our school site since approximately 60% of our families are Spanish-speaking only. She communicates with families regarding attendance, meetings, conferences, etc. Through the pandemic, we have taught our families to communicate via Class Dojo. This is the main communication tool that is used school-wide. Our Community Liaison is a part of the Attendance committee and works on creating events to encourage students to attend school daily. She helps students who are in need by working with the community to gather donations for families and students. The school community liaison supports parent involvement for SST and IEP meetings. This year, the parent participation rate in-person and on Zoom has exceeded 90%.

A new monthly newsletter format was introduced this year. Information was shared via the newsletter as well.

SARB meetings started to be held towards the end of the school year due to COVID 19 health excusals for attendance.

Due to the Pandemic, in person trainings were not provided this year. Zoom meetings were provided for SSC, ELAC, PTG. In May, we will be hosting our first parent event in person where parents will learn skills, games, and strategies to work with their students throughout the summer. Teachers will share strategies and provide take-home
activities that include: Take-home games, books, crayons, paper, and other materials. All of these will be provided for parents and families to work with during the summer break.

SSC will hold 4 meetings this year. ELAC has held 6 meetings this year on Zoom. PTG has held 7 meetings this year on Zoom. SST's were limited due to sub coverage but we still managed to have 5 full SST days via Zoom. Title I meeting was held on Zoom early on in the school year. Parent-teacher conferences were well attended in the fall and in the winter.

This year, due to the pandemic, Volunteers were not allowed on campus. CCE did participate in the International Walk to School Day in October. Books were donated by the Read With Me organization. Books were given out to students monthly.

This year we could not host a Fall Festival, however, we held our first in person outdoor family Zumba day and it was a success. We had approximately 60 students with their families show up. This was a free event. Instead of a Cinco De Mayo festival, we are having an International festival. This is being planned for May 6th.

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

Goal 2 was the goal that was impacted the most by the restrictions this year. We did not host many in person events due to restrictions. Most had to occur on zoom which poses some challenges. We would like to begin incorporating more in person events now that restrictions are starting to be lifted. There was not any need for change in budgeted expenditures.

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

We will continue with the current goals. No new goals were added. Parent Community Liaison has been key in communicating with famiies and helping families adjust to the transition from virtual to in person. She communicates with families via Class Dojo daily and has been instrumental in attaining 90% parent participation for poarent teacher conferences, SST meetings, and IEP meetings.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -95.32%	California School Dashboard was not updated in Fall of 2021 due to the pandemic. Attendance as of March 2022 indicates 90.14% present.

Metric/Indicator	Expected Outcomes				Actual Outcomes
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard was not updated in Fall of 2021 due to the pandemic. 2020-21 data indicates that 26.8% of students are chronically absent. Current May, 2022 data indicates that 41.7% of our students are chronically absent.
	All	Blue	5.0%	Declined Significantly -4.8	
	EL	Green	5.0%	Declined -1.5	
	Hisp	Blue	5.0%	Declined Significanlty -3.9	
	AA	No Performance Color			
	SED	Blue	5.0%	Declined Signifiantly -4.9	
	SWD	Green	10%	Declined Significantly -5.5	

Metric/Indicator	Expected Outcomes				Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard was not updated in Fall of 2021 due to the pandemic. As of May 3, 2022 our current suspension rate is at 0.3%.
	All	Blue	.4	Maintained 0	
	EL	Blue	.2	Maintained 0	
	Hisp	Blue	.3	Maintained 0	

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**

AA	No Performance Color		
SED	Blue	.4	Maintained 0
SWD	Blue	0	Maintained 0

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0	California School Dashboard was not updated in Fall of 2021 due to the pandemic. As of May 3, 2022, expulsion data is 0%.
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - Not reported	Winter 21-22 results indicate 78% favorable results.
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - Not reported	Winter 21-22 results indicate 60% favorable results.
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results- 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2021-2022 school year. In addition, the discipline committee will continue to develop a school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety.	Tier I schoolwide behavior expectations were established through our Student Success Committee. A new CCE PRIDE expectations matrix was rolled out in January. Tier I supports from the counselor in the form of morning meetings were also established and shared with all teachers. Tier II systems are currently being reevaluated. Counselor attended ASCA National Conference as Professional Development that was paid fro through student services department She attended events provided through RCOE that were free and virtual.	Conferences and training for counselor to attend - conference fees 5000-5999: Services And Other Operating Expenditures Title I 500	Conferences and training for counselor to attend - conference fees 5000-5999: Services And Other Operating Expenditures Title I 0
CCE will increase daily attendance and will decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting with parents of chronically absent	CCE continued to monitor attendance this year via phone calls. Monthly activities were restricted most of the year due to COVID restrictions. School Community liaison planned monthly search and find activities before school for students to find prizes.	Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 3000	Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 2500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students and monitoring the weekly A2A letters.			
Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict.	Cathedral City Elementary has a new Playworks Recess Coach to implement the Playworks recess program. This program includes class game time and structured activities during recess. Training was provided for Supervision Aides at the beginning of the year to help with restorative conflict resolution on the playground.	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 2000-2999: Classified Personnel Salaries LCFF 25592	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 2000-2999: Classified Personnel Salaries LCFF 25592
		Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 3420	Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 3420
		Additional 1.25 hour salary for Recess Coach 2000-2999: Classified Personnel Salaries LCFF 5374	Additional 1.25 hour salary for Recess Coach 2000-2999: Classified Personnel Salaries LCFF 5374
		Additional 1.25 hour fringes for Recess Coach 3000-3999: Employee Benefits LCFF 4682	Additional 1.25 hour fringes for Recess Coach 3000-3999: Employee Benefits LCFF 4682
		Extra Duty Salaries for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies.	Extra Duty Salaries for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries LCFF 2000	2000-2999: Classified Personnel Salaries LCFF 2000
		Extra Duty Fringes for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies. 3000-3999: Employee Benefits LCFF 268	Extra Duty Fringes for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies. 3000-3999: Employee Benefits LCFF 268
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. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor will continue to provide resources for restorative practices. Self regulation strategies will be provided for all classrooms with a calming corner resource.	Calm Corners were implemented in every classroom. Rugs, pillows, posters, books, tangible items and resources were provided for students to regulate their emotions in their own classroom. Supplies for Kindness challenge were provided for teachers. Restorative practices training and materials were provided to teachers, these included books/references.	Materials such as posters with strategies, items for calming down and other materials/resource/books about emotions will be provided for all classroom teachers to help students regulate and be successful in the classroom. 4000-4999: Books And Supplies Title I 12253	Materials such as posters with strategies, items for calming down and other materials/resource/books about emotions will be provided for all classroom teachers to help students regulate and be successful in the classroom. 4000-4999: Books And Supplies Title I 12000
		Materials such as posters with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. 4000-4999: Books And Supplies LCFF 3000	Materials such as posters with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. 4000-4999: Books And Supplies LCFF 3000
To help increase the amount of supervision and to increase safety of all students radio	Additional radios and charging station ordered to provide other staff members with a form of	6 radios and a charging station will be purchased to provide more adults the access to communicate	6 radios and a charging station will be purchased to provide more adults the access to communicate

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communications will be purchased for 6 additional adults.	communication when on duty and on the playground or dismissal.	while on duty before, during and after school. 5900: Communications LCFF 2500	while on duty before, during and after school. 5900: Communications LCFF 2600

Analysis

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

CCE has implemented Tier I programs this year to help support all of our students. We began the year with Pyramid of Success, however, with the help of a Student Success Team, we have implemented our CCE PRIDE behavior expectations. Lessons, videos, and clear expectations along with a new PRIDE ticket for rewards have been implemented.
Red Ribbon Week, Second Step Bullying, Suicide Prevention and Substance Abuse Prevention has been taught. The school counselor delivers lessons and has created morning meeting slides for all grades for every single school day. Tier II intervention systems were also agreed upon by staff to help promote student safety. Staff and teachers received training on choices and consequences along with Certificated staff receiving training from district personnel on PBIS and Restorative Practices. Tier II (Behavior Specialist, Counselor, Principal, Assistant Principal, Psychologist, teachers) team meets every month and has kept consistent data on students classified as Tier II who need additional support.

CCE has maintained over 90% attendance rate throughout the school year. Phone calls are made electronically but personal phone calls are made by the attendance clerk daily to help monitor absences. Random days are selected to give out rewards for students who are present. Monthly activities such as lunchtime activities with the Principal have been popular and students who are selected are selected based on behavior and attendance. During these activities and throughout the year, students receive incentives for attendance that include certificates, pencils, erasers, and other school supplies.

The Playworks program is back up and running. Our new coach has had a half-day of training and is signed up to attend further training. He promotes health and wellness and teaches students how to properly play games during class game time.

All teachers follow a daily schedule and have SEL time included in their daily schedule. Teachers use Second Step Bullying curriculum as well as Morning Meetings which were created by the school counselor and tie kindness, bullying, and other lessons so that students have the opportunity to discuss subjects in a safe environment. Counselor gets referrals from teachers and staff and uses the information to help students resolve conflict or to mediate situations.
Calming corners in each classroom were implemented effectively and with training for staff. Teachers gave students clear expectations and resources while at the calm corners. Materials were purchased and provided so that every single classroom has a calm corner in our school. Students know the expectations and some students use the calm corner daily.

Radios were ordered but have not arrived yet.

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

We did not have any major differences in the intended implementation and the actual expenditures this year. Counselor attended workshops that were provided at no cost to our site 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.

We will continue with the current goals. No new goals were added. Since our attendance rate decreased from 95.32% to 90.14%, we will continue to focus on attendance, implementing SARB and SART at the school level and meeting with attendance committee monthly to come up with creative ideas to encourage students to attend school regularly. The need for Social Emotional Learning continues as students are adjusting to being back on campus. School Counselor will need to attend training and conferences to stay current on topics and training to support students needs.

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

Identified Need

1. In 2020-2021, grade level common assessments indicate that greater than 50% of students in every grade level (both ELA and Math) are not meeting standard. This maintains the 2019-2020 identified need to improve core instruction and support students through targeted interventions. The state data from the spring of 2019 indicated in ELA we remained 37.3 points below standard and in Math we remained 40 points below standard. Current 2022 STAR data indicates that 18% of students are proficient in Math while 22% of students are proficient in Reading.

2. The 2020-2021 grade level common assessments indicated that over 50% of ELs and almost all students with disabilities fell into the standard not met category. This also maintains the 2019-2020 identified need for additional targeted support for our SWD and EL group. Spring 2019 CAASPP data indicated in ELA, SWD are 129.9 points below standard indicating our largest performance gap in comparison to the All Students group. The same applies in math where our SWD group is 110.3 points below standard.

3. In the 2018-2019 school year, the end of the year DIBELS results indicate 1st-5th grade levels were approximately at the 50th percentile range in proficiency. Due to the school closure and results from common grade level assessments, there is a need for continued ELA support in foundational reading skills. Current 2022 STAR data indicates that only 22% of our students are proficient in reading.

4. Five year trend data shows that our EL student group population is decreasing as there has been a significant increase in the number of students reclassified over the past 5 years. Strategies and performance growth is still needed for those students who are at a Level 1 or 2 or have been classified as LTELs. Current reclassification data indicates that 8.3% of our students were reclassified this year.

5. 2019-20 reclassification rate was 14.8%. Current 2021-22 reclassification rate is 8.3%. There is a need to increase this rate.

Current STAR data for fall of 2021: In ELA when compared to the spring of 2020-21, this year's 5th grade students who tested in the below (red) range decreased from 36% to 24% while this year's 4th grade students in the below (red) range decreased from 49% to 48%, indicating that over the summer, the deficits had a very minor decrease.

STAR Math data comparison fall 2021: When compared to spring of 2020-21, this year's 5th grade students who tested in the below (red) range decreased from 32% to 28%. This year's 4th grade students who tested in the below (red) range decreased from 40% to 39%, indicating that over the summer, the deficits had a very minor decrease.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Yellow	37.3 points below standard	Increased ++14.8 points
EL	Yellow	39.5 points below standard	Increased Significantly ++19.9 points
Hisp	Yellow	37.4 points below standard	Increased Significantly ++18.8 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Yellow	36.5 points below standard	Increased Significantly ++18 points
SWD	Orange	129.9 points below standard	Increased Significantly ++41.9 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	22.3 points below standard	Increased Significantly +15 points
EL	Yellow	24.5 points below standard	Increased Significantly +15 points
Hisp	Yellow	22.4 points below standard	Increased Significantly +15 points
AA	No Performance Color		
SED	Yellow	21.5 points below standard	Increased Significantly +15 points
SWD	Orange	114.9 points below standard	Increased Significantly +15 points

California School Dashboard - Academic Indicator for Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Yellow	40 points below standard	Increased Significantly ++25.9 points
EL	Yellow	41 points below standard	Increased Significantly ++31 points
Hisp	Yellow	39.8 points below standard	Increased Significantly ++28.3 points
AA	No Performance Color		Less than 11 Students - Data Not

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	25 points below standard	Increased Significantly +15 points
EL	Yellow	26 points below standard	Increased Significantly +15 points
Hisp	Yellow	24.8 points below standard	Increased Significantly +15 points
AA	No Performance Color		
SED	Yellow	23.8 points below standard	Increased Significantly +15 points

Metric/Indicator	Baseline	Expected Outcome
	<table><tr><td></td><td></td><td></td><td>Displayed for Privacy</td></tr><tr><td>SED</td><td>Yellow</td><td>38.8 points below standard</td><td>Increased Significantly ++28.9 points</td></tr><tr><td>SWD</td><td>Orange</td><td>110.3 points below standard</td><td>Increased Significantly ++41.1 points</td></tr></table>	<table><tr><td>SWD</td><td>Orange</td><td>95.3 points below standard</td><td>Increased Significantly +15 points</td></tr></table>
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 16.52%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 47.9% were determined to be making progress with a performance level - medium	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 55% - performance level - high
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6.5%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 14.8%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - ELA - 33.53% met/exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 36% met/exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/201- 6/30/22

Person(s) Responsible

TOSAS, Administration, Consultant, Academic Coach, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary - PD stipend for teacher trainings
Amount	1523
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - PD stipend for teacher training
Amount	7000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary - Teacher Extra Duty for additional paid collaboration time
Amount	1600
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - Teacher Extra Duty for additional paid collaboration time

Strategy/Activity 2

Students scoring at the intensive level in reading 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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Students with Disabilities
X	Specific Student Groups: Students scoring intensive in ELA

Timeline

7/1/21-6/30/22

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	87646
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.75 Intervention Teacher Salary

Amount	23062
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	.75 Intervention Teacher Fringes

Amount	29215.
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.25 Intervention Teacher Salary

Amount	7687.
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	.25 Intervention Teacher Fringes

Amount	32127.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 six hour paraprofessional for guided reading and ELD support- salary

Amount	20432.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	1 six hour paraprofessional for guided reading and ELD support- fringes

Strategy/Activity 3

Licenses and subscriptions for support programs such as Accelerated Reader, Scholastic news, etc.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/21-6/30/22

Person(s) Responsible

Librarian, Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1600
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader program for 3rd - 5th grade

Amount	2000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses or subscriptions services (AR, Scholastic, etc.)

Strategy/Activity 4

Supplemental instructional and technology supplies and equipment will be available for tier I instruction including: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, classroom printers, and insurance.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/21-6/30/22

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6582
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers, document cameras, student headphones, and other tier I supplies

Amount	7000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teacher Classroom Macbooks/Equipment

Amount	800
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher Classroom Macbook Insurance

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing for Microsoft Office for Teacher Classroom Macbooks

Amount	17436
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Supplies for Tier I Core Instruction. Supplies for ELA and Math instruction/tutoring.

Strategy/Activity 5

Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/21-6/30/22

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 6

Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. SES will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.

Students to be Served by this Strategy/Activity

X	English Learner
X	Specific Student Groups: Students scoring in the intensive band on district or grade level common assessments or a 1 or 2 on state testing.

Timeline

7/1/21 - 6/30/22

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.

Amount	1500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Salary

Amount	600
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Fringes

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. CCE will target a 90% 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 develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

1. Only 110 parents participated in the survey despite efforts to encourage parents through paper and digital notices. Increased efforts are needed next year in hopes of obtaining a minimum of 200 survey responses.
2. CCE's Family School Connectedness results indicate a 96% favorable response by parents. This percentage is the same from last year. There is a need to increase this percentage and increase the responses.
3. CCE's Family Climate of Support for Academic Learning results indicate a 98% favorable response by parents. This is a 2% increase from last year. There is a need to sustain the favorable response at 98%.
4. The daily attendance rate dropped from 92.86% to 90.14% and the chronic absentee rate nearly doubled from 21.77% to 41% indicating a great need for intervention. Efforts, inclusive of a detailed attendance committee plan and ongoing follow-up, must be made to engage students and parents with in-person learning.
5. Although gatherings and in-person events were not allowed this school year, an increase in participation was noted for SST meetings, IEP meetings, and the math parent training. Virtual opportunities to attend indicate they should remain an option.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 56 responses to Panorama Survey	Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 96% Hispanic (Hisp) Favorable - 98% African American (AA) - not reported	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - not reported

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp) - 99% African American (AA) - not reported	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 90%

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 will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	Specific Student Groups: Chronically Absent Students

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

Community Liaison, Administration

Proposed Expenditures for this Strategy/Activity

Amount	44395
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Community Liaison - Salary

Amount	33619
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

X	All

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

Administration, Teachers, TOSA, Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teacher Extra Duty - Salary
Amount	254
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Teacher Extra Duty - Fringes
Amount	1400
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

X   All

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

Administration, Community Liaison, Teachers, parents

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
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

X   All

Timeline

7/1/21 - 6/30/22

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 events such as 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

X   Low Income

X   Specific Student Groups:
        Chronically Absent

Timeline

7/1/21 - 6/30/22

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

Identified Need

1. This year our suspension rate was 0.3%. This is up 0.3% from last year. Prior to 2020-21, our suspension rate fell in the blue/very low status so the need is to maintain the blue or green status.
2. Reduce recess incidents from the 2019-2020 school year since recess operations and data were minimal from the 2020-2021 school year. This year there has been 75 discipline incidents.
3. In 2019-2020, the Student Climate Survey from the Panorama results indicated that safety was the least favorable scoring at 68%, declining 2% from the previous year. This year, it has declined to 60% indicating a need.
4. The area of knowledge and fairness of discipline, rules, and norms declined 1% from 2020-2021. This area continues to be a challenge as students adjust to in person learning.
5. The Student SEL Survey from Panorama results indicated that self-efficacy was the lowest scoring at 50%, a 0% change this year, and 3% decline over the last two years. Growth mindset was the highest at 67%. It is evident that students need to see the connection between the two areas. Self-management is another identified area of need scoring second lowest at 61% and 0% change from the previous year.
3. The daily attendance rate dropped from 92.86% to 90.14% and the chronic absentee rate nearly doubled from 21.77% to 41%. Efforts, inclusive of a detailed attendance committee plan and ongoing follow-up, must be made to engage students and parents with in-person learning.

The most current Panorama Survey results from Winter 21/22 indicate a decrease in several areas such as grit, self-management and self-efficacy. All areas had either no change or a decrease between 1 and 4 percent. The highest area of need is in self-efficacy.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92.86%	Student Attendance Rates All Students (ALL) -95.32%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Green	9.8	Declined Significantly -5
EL	Green	6.5	Declined Significantly -3.7
Hisp	Green	8.9	Declined Significantly -5.7
AA	No Performance Color	20	
SED	Green	9.9	Declined Significantly -4.9
SWD	Yellow	15.5	Declined -7.5

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Blue	5.0%	Declined Significantly -4.8
EL	Green	5.0%	Declined -1.5
Hisp	Blue	5.0%	Declined Significantly -3.9
AA	No Performance Color		
SED	Blue	5.0%	Declined Significantly -4.9
SWD	Green	10%	Declined Significantly -5.5

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Blue	0.4	Declined -0.3
EL	Blue	0.2	Declined -0.4
Hisp	Blue	0.3	Declined -0.4
AA	No Performance Color	0	
SED	Blue	0.4	Declined -0.3
SWD	Blue	0	Declined -2

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Blue	.4	Maintained 0
EL	Blue	.2	Maintained 0
Hisp	Blue	.3	Maintained 0
AA	No Performance Color		
SED	Blue	.4	Maintained 0
SWD	Blue	0	Maintained 0

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0	Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0

Metric/Indicator	**Baseline**	**Expected Outcome**
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 78% favorable EL: 78% Hisp:78% African American (AA) - Not reported	Panorama Survey - School Connectedness All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - Not reported
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 68% EL: 68% Hisp: 68% African American (AA) - Not reported	Panorama Survey – School Safety All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - Not reported
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

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: PBIS strategies, 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). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2022-2023 school year. In addition, the Student Success committee will continue to develop a school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

Entire Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs-conference fees

Strategy/Activity 2

CCE will increase daily attendance and will decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting with parents of chronically absent students and monitoring the weekly A2A letters.

Students to be Served by this Strategy/Activity

X	Specific Student Groups: Chronically Absent Students

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance plan supplies will be purchased to motivate attendance improvement

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

X   All

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	26922
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	1272
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	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty Salaries for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies.

Amount	276

Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Extra Duty Fringes for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies.

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. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor will continue to provide resources for restorative practices. Self regulation strategies will be provided for all classrooms with a calming corner resource.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

Administration, Librarian, Staff, classroom teachers, counselor

Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials such as posters with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

X   All

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
High Impact Math Professional Development	July 1, 2021 - June 30, 2022	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding	39,609	Title I
School House Project English Language Arts Professional Development	July 1, 2021 - June 30, 2022	Consultant and substitutes to support rigorous English language arts instruction and the gradual release of responsibility model.	11,875	Title I
Kagan Professional Development	July 1, 2021 - June 30, 2022	Consultant and substitutes to support cooperative learning structures implementation	4,268	Title I
Supplemental Interventions – extended day tutoring and extended year academies	July 1, 2021 - June 30, 2022	Provide targeted interventions and supports to students through tutoring beyond the school day and during extended year opportunities	38,867	Title I
Technology Teacher on Assignment (TOSA)	July 1, 2021 - June 30, 2022	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Family engagement events and classes	July 1, 2021 - June 30, 2022	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2021 - June 30, 2022	Training and accompanying books and materials	2,962	Title IV
Peace4Kids Training	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	1,250	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$139,399
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$375,848.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	136,744	0.00
Title I Part A: Parent Involvement	2,654	0.00
LCFF	236,450	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	$136,744.00
Title I Part A: Parent Involvement	$2,654.00

Subtotal of additional federal funds included for this school: $139,398.00

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	$236,450.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $236,450.00

Total of federal, state, and/or local funds for this school: $375,848.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	236,450.00
None Specified	0.00
Title I	136,744.00
Title I Part A: Parent Involvement	2,654.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	130,861.00
2000-2999: Classified Personnel Salaries	106,944.00
3000-3999: Employee Benefits	90,325.00
4000-4999: Books And Supplies	37,818.00
5000-5999: Services And Other Operating Expenditures	7,400.00
5700-5799: Transfers Of Direct Costs	2,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	42,215.00
2000-2999: Classified Personnel Salaries	LCFF	105,444.00
3000-3999: Employee Benefits	LCFF	66,409.00
4000-4999: Books And Supplies	LCFF	16,582.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,300.00
5700-5799: Transfers Of Direct Costs	LCFF	2,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	87,646.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
3000-3999: Employee Benefits	Title I	23,662.00
4000-4999: Books And Supplies	Title I	19,836.00
5000-5999: Services And Other Operating Expenditures	Title I	4,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	254.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,400.00

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
Brenda Santana	X				
Tiffany Silva (Cobb)		X			
Tracy Darrin		X			
Rachel DeGuzman		X			
Mary Perez			X		
Aratzi Pineda				X	
Angela Alfraro				X	
Juliana Castillo				X	
Raeanne Bowen-Velez				X	
Graciela Escatel				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 10/11/21.

Attested:

Principal, Brenda Santana on
SSC Chairperson, Tracy Darrin on

Title I and LCFF Funded Program Evaluation

Goal #1:
CCE will increase academic achievement through best first tier I instruction and academic interventions.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc.	All professional development in this action was able to occur virtually. Each grade level had a math lead participate in a co-planning and co-teaching session. The model lesson was recorded for a site video library. The lessons were viewed by grades, discussed, and grade levels committed to implementing two routines. A district and follow-up cooperative learning PD took the place of the Kagan training to learn about virtual options.	The plan for the content of the professional development shifted due to distance learning. The focus became how to implement or adjust strategies and routines that were previously working in the virtual setting versus building on those strategies and routines. Some of the original mental math routines had to be altered due to the virtual setting. In ELA, the original action included vertical team work on ELA claim #1, but this wasn't possible due to the lack of subs for release time.	Modifications were made to this action by SSC during the year to adjust professional development opportunities due to the COVID-19 school closure and inability to release grade levels with subs. All collaboration and training occurred before/after school and virtually. According to Trimester 2 Interim Assessments selected by grade levels in both ELA and Math - approximately 50% or slightly higher of students in every grade level are scoring at the "standard not met level." Previous professional development for the ELA claims/targets, Hight Impact Math, and Kagan should be revisited/reviewed as we transition back to in-person instruction after a year of virtual learning.
Students scoring at the intensive level in reading 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 intervention teacher figured out a way to virtually implement Read Live over zoom. She was not able to challenge and assist students in the same way 1:1, but she was still able to promote and give students an additional opportunity to practice	1st and many 2nd grade students are not able to access the Read Live program due to difficulty level. 1st grade students were not serviced during distance learning due to this and scheduling difficulties, but this will need to be addressed for next year.	All grade levels continue to demonstrate a need for ELA intervention based on grade level common assessments where approximately 50-60% of students are not meeting standard. DIBELS is no longer being used; therefore a

	reading at their grade level. Below are the number of students who regularly attended by grade: 2nd = 10 3rd = 7 4th = 8 5th = 5	Distance Learning impacted the number of students accessing intervention. Intervention attendance is increased by the targeted group when serviced during the in-person school day.	new common grade level assessment screener will need to be utilized and criteria established to identify students for the intervention program. Read Live can continue for some 2nd and 3rd-5th, but another structured program and progress monitoring tool will need to be utilized for 1st and some 2nd grade students.
Licenses and subscriptions for support programs such as Accelerated Reader, Scholastic news, etc.			
Supplemental instructional and technology supplies and equipment will be available for tier I instruction including: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, classroom printers, and insurance.	100% of teachers now have a 2019 or newer MacBook - approximately 20 new laptops were purchased this year for teacher tier 1 instructional use. This was essential as their device was the sole means of instructional delivery during distance learning for 100% of classroom teachers. Ten new document cameras were purchased to replace older ones that would not connect and screen share via zoom for distance learning. This allowed teachers to model work and show examples.	These items are essential for tier I instruction during the closure, but challenging to measure for effectiveness.	The district purchased all teacher View Sonics except RSP and Prep teachers, so the site purchased these for RSP and Music to provide equitable access to all staff and students for instruction, especially since they remained virtual during hybrid. Additional training and supports are needed once they all arrive on how to use effectively for in-person and virtual instruction.
Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.	This did not occur due to the COVID-19 school closure. Fieldtrips and gatherings were not permitted. The Think Together Program did run a learning hub which provided students a place to complete synchronous and asynchronous work.	This did not occur due to the COVID-19 school closure. Enrichment ideas and videos were sent to teachers if they selected to use them during their shortened live instructional block.	Enrichment opportunities will continue when restrictions are lifted for volunteers, cohorts, and gatherings. These are at no cost to the school.
Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. SES will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.	This did not occur at the school site due to the COVID-19 school closure. The district provided virtual tutoring opportunities, but it is accessed by less than 10 students from the site.	This did not occur at the school site due to the COVID-19 school closure. The district provided virtual tutoring opportunities, but it is accessed by less than 10 students from the site.	In-person tutoring opportunities will continue when restrictions are lifted on cohorts.

Goal #2:

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% 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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
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 will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.	The school community liaison supported parent involvement for SST and IEP meetings with over 90% attendance/participation virtually. She also supported the deployment of Chromebook and hotspots to families. 100% of our students have a Chromebook.	Chronic absenteeism increased to 21-22% during the school closure despite teacher and community liaison communication attempts with the families. Home visits were restricted for much of the year.	The attendance committee needs to revise the plan and areas targeting chronic absenteeism as school resumes to in-person learning.
CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home.	Six separate virtual parent math trainings were held (by grade level) with approximately 138 (21%) parents attending (higher than previous years).	21% attended the training - parent attendance still needs improvement	As restrictions are lifted, it will be considered to keep a virtual option available for parents.
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.	Due to the pandemic, all meetings were held virtually via zoom and phone call. However, parent attendance improved for SSTs, IEPs, SSC, and ELAC due to the convenience of virtual meetings and increased communication.	PTG meetings did not occur this year.	As restrictions are lifted, it will be considered to keep a virtual option available for parents. This is at no cost to the school. A google sheet will be created to better track parent conference and Back to School Night attendance.
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.	This did not occur at the school site due to the COVID-19 school closure.	This did not occur at the school site due to the COVID-19 school closure.	This action will continue once restrictions allow. It is at no cost to the school.
Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.	This did not occur at the school site due to the COVID-19 school closure.	This did not occur at the school site due to the COVID-19 school closure.	This action will continue once restrictions allow. It is at no cost to the school.

Goal #3:
CCE students will be provided a positive, safe, and healthy learning environment.

Actions/ Activities (Strategies)	**What is working and why?** **(Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why?** **(Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
Cathedral City Elementary will implement Tier I Programs to support safety and the social emotional needs of all students. Programs include: PBIS strategies, 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). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2022-2023 school year. In addition, the Student Success committee will continue to develop a school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety.	Due to the school closure during the COVID-19 Pandemic, this action did not occur with the exception of a monthly SEL lesson delivered by the counselor in every classroom during distance learning. During hybrid instruction, every class addressed SEL through a morning check-in and morning meeting.	Synchronous instructional time was significantly reduced due to the COVID-19 school closure not allowing all programs to be addressed.	This action will continue as we resume to full-day instruction.
CCE will increase daily attendance and will decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting with parents of chronically absent students and monitoring the weekly A2A letters.	This action was not fully implemented due to the COVID-19 Pandemic and school closure. Attendance phone calls did occur and learning hubs were created that supported the attendance of 28 students during distance learning.	Chronic absenteeism increased to 21-22% during the school closure despite teacher and community liaison communication attempts with the families. Home visits were restricted for much of the year.	The attendance committee needs to revise the plan and areas targeting chronic absenteeism as school resumes to in-person learning.
Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict.	This action was not fully implemented due to the COVID-19 Pandemic and school closure. However, it was implemented at the start of hybrid instruction in mid-April. Smaller numbers on the playground	This action was not fully implemented due to the COVID-19 Pandemic and school closure.	The Recess Team and administration will meet at the end of the year to brainstorm how the hybrid playground successes can transfer to the regular school

	has improved student engagement to approximately 90% or greater. To date, zero discipline issues have occurred at recess.		environment when restrictions are lifted.
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. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor will continue to provide resources for restorative practices. Self regulation strategies will be provided for all classrooms with a calming corner resource.	This action was not fully implemented due to the COVID-19 school closure and reduced synchronous time during distance learning. Lessons on bullying prevention were provided virtually to every class by the school counselor. The Great Kindness Challenge was recognized through a virtual slide deck the last week in January.	Motivating students to participate was challenging virtually.	This action will continue as we transition back to in-person, full day instruction.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Identified Need

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

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

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

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

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

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

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

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

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

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

[This section meets the requirements for CSI.]

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

        1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

            a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

            b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii.   increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

  c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i.   strategies to improve students' skills outside the academic subject areas;

        ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2049