# 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	Cabot Yerxa Elementary School
Address	67067 Desert View Road Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-0118943
Principal	Andrea Guaydacan
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/23 - 6/30/24
Schoolsite Council (SSC) Approval Date	October 19, 2023
Local Board Approval Date	November 14, 2023

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**

Cabot Yerxa Elementary School is committed to providing a safe, effective, and orderly learning environment for all of its staff, parents and students. Our entire staff at Cabot Yerxa Elementary School firmly believes that all students can learn when given the opportunity and time to be successful. Cabot Yerxa Elementary School provides instruction and materials complying with district/state guidelines and requirements. Cabot Yerxa Elementary School's staff, students, parents, and community members are all working together to ensure that each child reaches his/her maximum potential and becomes a productive member of society. Cabot Yerxa Elementary School has an operational School Site Council and an English Language Advisory Committee to provide input about school direction and student needs. We believe that it takes a community, teachers, parents, and students, working together in order to develop successful, productive, future members of society.

## **School Profile**

Cabot Yerxa Elementary School is located in Desert Hot Springs, California. Our school opened in the fall of 2009. Our current boundaries bring a diverse population of students and families from our local neighborhood, as well as transfer students from the local community. We are around 683 students with 98% receiving free and/or reduced lunch and with 30% of our students being designated as English Language Learners. Cabot Yerxa will remain on a 2-1-2 weekly calendar for the 2023-2024 school year. This means that on every Wednesday, the students will be released early so that administration and teachers can attend professional development opportunities, student data meetings, grade level collaboration and faculty meetings. The time set aside every Wednesday will be from 12:35 p.m. until 2:35p.m.

Administration has an open door policy where parents, staff and students are welcome to share their ideas/concerns regarding the school. The school also has an operational School Site Council and an English Language Advisory Committee to provide input on school direction. We have also started an African American Parent Advisory Committee with Desert Springs Middle School. For more information about our school and to review our School Accountability Report Card please visit our school web page or school office for a hard copy. The staff of Cabot Yerxa also works collaboratively with a variety of teams across the district to address student needs. Cabot Yerxa takes pride in implementing a standards based curriculum that meets the rigor of state standards and utilizes assessment data to drive instruction. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. Student's performance is evaluated utilizing curriculum embedded assessments, district performance indicators, and CAASPP data.

## **Purpose and Description**

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- African American, Homeless, Students with Disabilities, White

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

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

## **Educational Partner Involvement**

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

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

#### SSC Election Dates and Results:

Staff Teacher Nominations were taken on September 4-5, 2022. Voting occurred through a Google Survey that was open from August 16 through August 20, 2021. Two new teachers were elected: Breanna Sewell and Celeste Sawtelle. Parent Nomination forms were posted on ClassDojo on September 10, 2022. Ballots were due on September 15, 2022. 1 parent was nominated for the 2 positions open. The voting ballots were posted on ClassDojo on September 16th, and Nancy Jolin and Sarah Diaz were elected.

SSC Meeting Dates and Topics:

September 21, 2022: SSC members trained

September 28, 2022: Review of SSC by laws, election of officers, first read and input for parent involvement policy, review of uniform complaint procedures,

October 13, 2022: reviewed 21-22 SPSA, review of budget allocation adjustments due to raises for certificated and classified staff-discussed and approved, reviewed school safety plan, discussion about ELAC and DELAC, movement of funds due to additional Title I monies being given

March 9, 2023: Reviewed STAR data for ELA and Math, ATSI presentation and discussion, ELAC report given April 27, 2022: LCAP input for 22-23 school plan

May 16, 2023: Review of SPSA document for 2023-24. Approval of school plan

Since the combined ELAC meetings did not increase participation by much, the decision was made to have our own ELAC meetings in person at Cabot.

ELAC Meeting Dates and Topics:

September 15, 2022: Cabot Yerxa Meeting only to discuss the following: Welcome, Rationale for ELAC, Roles and Responsibilities for Parent Groups, Reviewed ELAC By-Laws, ELAC and DELAC nominations for positions, Reviewed ELL portion of school budget and discussed needs, Dates for upcoming meetings Parent resources shared October 11, 2022: ELAC Member Training facilitated by Robin Hinchcliffe, PSUSD EL Coordinator

December 6, 2022: DELAC Report, Chronic Absenteeism report review, Intervention and Designated ELD report, Family holiday craft.

January 24, 2023:ELPAC discussion; how test is administered, family activity with stations in the 4 tested areas; how are ELs included in the school SPSA.

March 14, 2023: St Patrick's Day family activity, guest speaker, Sonia Montano, district EL TOSA, shared resourced, reclassification criteria, ELL information, and Kagan strategies.

May 9, 2023: Loteria game with families, DELAC report, celebration of reclassified students

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, interim assessments and reports, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA, understanding that the impacts of distance learning are still affecting all students' academic achievement and social and emotional well being:

Continue working on supporting teachers through our Academic Coach and Academic TOSA and other district provided supports.

Provide targeted interventions in all grades to close achievement gaps and learning loss that has occurred.

Intentional focus on students with disabilities in all academic areas.

Continue with allocating funds to personnel that support student mental health.

Improve student safety through constant monitoring and supervision by all staff members.

Improve student behavior by relaunching our PBIS initiative, and providing time for our PBIS team to meet and monitor Host in person family nights to bring the community together and increase parent involvement.

Continue promoting positive attendance incentives to improve overall attendance and find new strategies to improve our chronic absenteeism. Target families early on to provide supports.

## **Resource Inequities**

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

Through our needs assessment we recognize that many of our students are missing fundamental concepts in both reading and math. Therefore, we will continue to fund our Academic Coach to support teachers who need additional strategies and guidance to meet the needs of all students. She will work closely with teachers to ensure they have the skillset, materials, and strategies to provide interventions within their classrooms that also support current grade level content. The Academic Coach will also be used to oversee and provide interventions to identified groups of students based on STAR data.

Data from prior years points to a resource inequity within our Students with Disabilities student group. We will continue to use our Academic Coach to help support our Resource Specialist Program and Special Day Class teachers to ensure their interventions are meeting the needs of their students as well. We will provide time for SpEd teachers to collaborate regularly with general education teachers to support students with disabilities in gen ed classes. Only 5.7% of our Students With Disabilities scored at proficiency in ELA on the STAR assessment. The positive news is that there was a 3.5% growth between the fall and winter assessments. Therefore, our efforts are showing growth, but we have additional ground to cover.

In Goal 3, we will focus on student attendance given 55.1% of our students fall into the chronically absent category. Our Latinx group continues to struggle at 55.5%. Our African American/Black group currently is at 50.8% chronically absent. This group also scored 106.9 points below standard in ELA and 137.5 points below standard in math on the state test in 2022. As a site, we will work on creating a plan to support these families and also incentivize this group to be in school. Meetings with individual families, reward parties for improved or acceptable attendance, and adult mentors for students has improved attendance somewhat this year. We will continue to work on this by widening our adult mentor program at Cabot where every adult on campus has a student that they check in with.

### 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.

This year, we faced two challenges that affected more students than in prior years: 1. More students in the upper grades lacked fundamental reading skills such as phonological awareness and blending sounds, and lacked number sense; 2. More students were unable to regulate their emotions and displayed volatile and aggressive behaviors at school. Teachers did an incredible job of knowing where each student was and looking at their individual needs. Teachers were cognizant that distance learning and the pandemic created some trauma for most students, so they welcomed them back into a classroom with a positive spirit. Creating an environment that felt safe has been critical and having supports available from the paraprofessional behavior aide, although she started mid-year, and the mental health therapist have been crucial.

### Reflections: Success

ELA Indicator - 2022-23 STAR test results indicate growth in reading throughout the year. Results from the winter screening window indicate that 40% of students in TK through 3rd grade who took the Early Literacy assessment showed at or above typical growth. 23.1% of our African American/Black students were or above proficiency in Early Literacy on the winter assessment, which is up from 16.2% in the fall. Our Latinx students went from 16.7% of students proficient on the fall benchmark to 23.1% proficient on the winter benchmark.

2021-22 CAASPP results show that 23.5% of our students met or exceeded standards in English Language Arts.

Math Indicator - 2021-22 Star test results show that 53% of our students showed at or above typical growth. 55% of our EL students showed at or above typical growth. In each of the ethnicity subgroups, the percentage was around 50.

The 22-23 STAR results show that 65.5% of our students showed high or typical growth in reading, and 54.1% showed high or typical growth in math from Fall 2021-22 to Fall 2022-23.

#### Supporting Actions:

With the support of two district funded intervention teachers and the site Academic Coach, dedicated interventions were provided to 1st-5th grade students in reading. The intervention team used Leveled Literacy Intervention for all grades, and our academic coach also worked with students on letters and sounds. It was our hope to try and fill in gaps using the data provided by STAR and other assessments administered. The students in these intervention groups showed a lot of growth on the STAR assessment and on the guided reading assessments. In all grade levels, one hour of dedicated and intentional small group instruction was built into the day to help target individual needs.

In 2022-23 we continued to fund a 2.5 days a week mental health therapist and a paraprofessional behavior aide, although the paraprofessional behavior aide position was vacant for the first half of the year. Both of these individuals worked closely with the site and the district provided counselor to ensure that the mental health needs of the students were being addressed. These supports have helped strengthen our Tier 2 and Tier 3 SEL supports for students, and we have seen a decrease in the volatile behavior incidents with our students.

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?

ELA Indicator - Only 15.3% of our 3rd-5th grade students are expected to score at or above the state benchmark in ELA. EL students and Students with Disabilities report percentages of students projected to meet or exceed standard on CAASPP at rates 4% and 4.3%, lower than the "all students" result. Black and white students are 10.5%. With regards to students who took the early literacy assessment, 6.4% of our EL students were at or above the district benchmark, giving us much room to grow. 54.4% of students did not meet standard in ELA on the CAASPP in 2021-22.

The STAR test results in August 2023 indicate that over half of our 3rd - 5th grade students are at the beginning level in foundational reading skills, based on the Standards Mastery Report. This means that if students continue on the same path, they will continue to lack these skills, and will not be ready for middle school.

Math Indicator - Performance gaps continue to be reflected in the STAR math data. Only 6.6% of our 3rd-5th grade students are expected to score at or above the state benchmark in math. EL students and Students with Disabilities report percentages of students projected to meet or exceed standard on CAASPP at rates 3% and 4.3%, lower than the "all students" result. Black students are at 5.3% expected proficiency. The STAR test given in August 2023 show that over 70% of our students in all grade levels are at the beginning level in all math standards according to the Standards Mastery Report This indicates that if students continue on the same path, the majority will not be ready for the next grade level. For our black students, this statistic is even lower - over 85% are at beginning status. For students with disabilities, the current percentage of students in the beginning status according to the Standards Mastery Report is 91%.

CAASPP 2021-22 results show that Cabot did not meet last year's expected percentage of students scoring at or above the state benchmark in math with only 11.93%.

Chronic Absenteeism continues to be an area of need for our campus. In the 21-22 school year, 63% of our students were chronically absent. In the current school year, 55.1% of our students are chronically absent. Although this is improvement, we still have over half of our students chronically absent. When looking at subgroups, no significant differences exist. We continue to have some families who have consistently struggled and we need to target their individual needs. According to the 2022 California Dashboard, chronic absenteeism was in the 'Very High" category for all students.

Cabot Yerxa is identified as ATSI using data from the Fall 2022 Dashboard for the following students groups: African American, Homeless, Students with Disabilities, and White.

Supporting Actions:

**Reflections:** 

Identified

Need

Most of our teachers are participating in the LETRS training certification, and the principal and assistant principal will participate in the LETRS for Admin training. Four days per week, teachers will work with their students in small groups. In grades TK-3, teachers will teach phonemic awareness daily to all students using Heggerty, and in grades 4 & 5, they will use this with small groups.

For next year, we will continue to fund the Academic Coach and will continue to have one hour of small group time four days per week. Changes will be made to which students are pulled with the intervention team. The Academic Coach will be utilized for guided reading intervention in the 4th and 5th grade classes next year given a number of our students in the upper grades are struggling with reading based on the data.

A critical need within our school community is the establishment of more structured collaboration time for our teachers. Currently, our educators face the significant challenge of effectively analyzing student data and work to inform instructional strategies. Without dedicated and structured collaboration time, we are missing a vital opportunity to enhance A critical need within our school community is the establishment of more structured collaboration time for our teachers. Currently, our educators face the significant challenge of effectively analyzing student data and work to inform instructional strategies. Without dedicated and structured collaboration time for our teachers. Currently, our educators face the significant challenge of effectively analyzing student data and work to inform instructional strategies. Without dedicated and structured collaboration time, we are missing a vital opportunity to enhance our teaching practices and improve student outcomes. Currently, teachers are meeting during collaboration time, but there is not a protocol for data analysis and focusing on best first instruction of essential standards. As we move toward our goal of becoming a model professional learning community, Cabot Yerxa's Leadership Team (grade level leads, admin, TOSA, and academic coach) will work with an associate from Solution Tree to guide us in establishing a shared mission and vision, shared commitments, and goals, as well as a protocol and structure for collaboration time. Funds will also be allocated to allow for our leadership team to meet, and for grade level teams to have planning days, as well.

To target chronic absenteeism, the site will monitor attendance closely to be proactive with families that have struggled in the past. SART meetings will be held with families identified by the site to work on developing a individual plan of action. Assemblies to promote positive attendance will be held and monthly incentives will also be in place.

Student Enrollment by Subgroup							
	Per	Percent of Enrollment			Number of Students		
Student Group	20-21	21-22	22-23	20-21	21-22	22-23	
American Indian	0.2%	0.16%	0.3%	1	1	2	
African American	8.5%	9.36%	8.11%	57	60	54	
Asian	0.2%	%	0.15%	1		1	
Filipino	0.2%	0.16%	0.3%	1	1	2	
Hispanic/Latino	80.1%	80.34%	82.88%	539	515	552	
Pacific Islander	%	%	0%			0	
White	6.5%	6.55%	5.56%	44	42	37	
Multiple/No Response	4.5%	3.43%	2.7%	30	22	18	
		То	tal Enrollment	673	641	666	

### Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level					
Orreste		Number of Students			
Grade	20-21	22-23			
Kindergarten	107	102	133		
Grade 1	110	116	87		
Grade 2	113	100	125		
Grade3	113	114	104		
Grade 4	111	102	115		
Grade 5	119	107	102		
Total Enrollment	673	641	666		

### Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Of a loss of Opening	Number of Students			Percent of Students		
Student Group	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	251	218	204	35.8%	31.9%	30.30%
Fluent English Proficient (FEP)	27	59	77	3.9%	8.6%	11.40%
Reclassified Fluent English Proficient (RFEP)	24	40	19	8.9%	15.9%	9.3%

### **Student Population**

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population				
Total Enrollment	Socioeconomically English Disadvantaged Learners		Foster Youth	
641	97.7	30.1	1.7	
Total Number of Students enrolled in Cabot Yerxa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.	

2021-22 Enrollment for All Students/Student Group					
Student Group Total Percentage					
English Learners	193	30.1			
Foster Youth	11	1.7			
Homeless	43	6.7			
Socioeconomically Disadvantaged	626	97.7			
Students with Disabilities	42	6.6			

Enrollment by Race/Ethnicity			
Student Group	Total	Percentage	
African American	60	9.4	
American Indian	1	0.2	
Asian			
Filipino	1	0.2	
Hispanic	515	80.3	
Two or More Races	22	3.4	
Pacific Islander			
White	42	6.6	

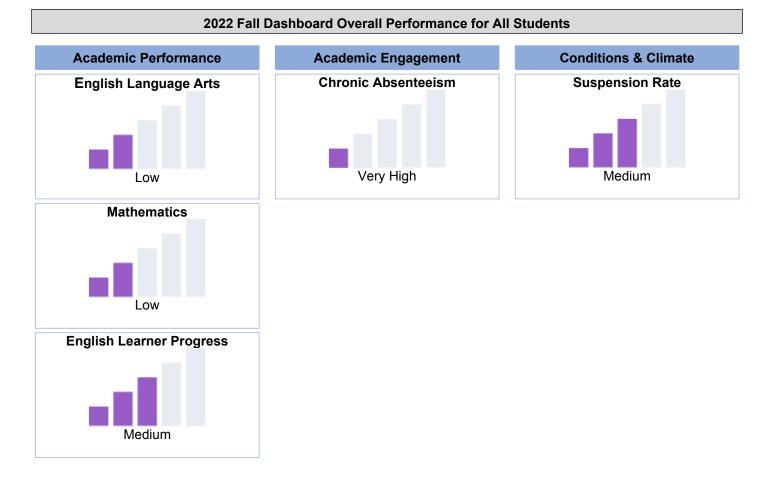
- 1. The majority of our students are Hispanic and socioeconomically disadvantaged
- 2. Almost all of our students are socioeconomically disadvantaged, so we need to support our students with more than just academics.
- **3.** Nearly 1/3 of our students are English Learners, so we need to put more focus on supporting them with integrated ELD

### **Overall Performance**

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the <u>Dashboard Communications Toolkit</u>.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





- **1.** We need to plan and provide first best instruction in ELA and Math with evidence-based, targeted supports in place.
- 2. We must continue to work with our families to get students to school and collaborate with them to create individual plans. We will do attendance rewards each month next year, which is more often than we did this year.

**3.** Our English Learners are not performing as well as we would like. While designated ELD has been a push in recent years, we need to examine our integrated ELD and supports in the classroom and make a plan for improvement there.

### Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the <u>Dashboard Communications Toolkit</u>.

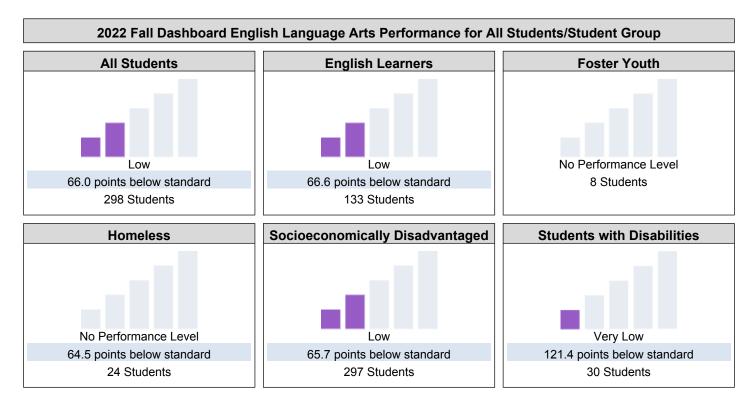
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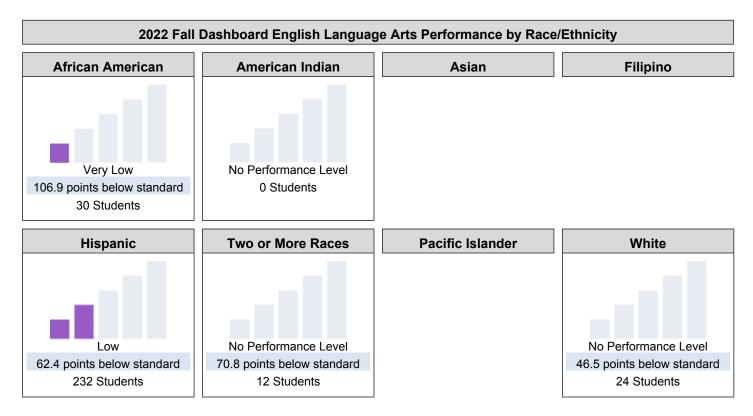


This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report					
Very Low	Low	Medium	High	Very High	
2	3	0	0	0	

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





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners				
Current English Learner	Reclassified English Learners	English Only		
94.1 points below standard	7.8 points above standard	68.2 points below standard		
97 Students	36 Students	157 Students		

- 1. It is very interesting that our reclassified ELs scored 7.8 points above standard. That indicates that the students are not only proficient, but literate, in English. This indicates that we need to put more focus on our ELs to move them toward reclassification, fluency and literacy in English.
- 2. All of our groups are around 66 points below standard, except students with disabilities. This indicates that we need to have more collaboration between gen ed and SpEd teachers to make sure the SWDs that are in gen ed classes are getting the proper supports. We also need to re-work the RSP schedule to allow more SAI minutes for students.
- **3.** The "all students" group is 66 points below standard in ELA on the CAASPP. This indicates that we need to spend more time planning best first instruction with a focus on "how" we will teach, not just "what" we will teach for all students. Our Tier 1 instruction needs a lot of work.

### Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the <u>Dashboard Communications Toolkit</u>.

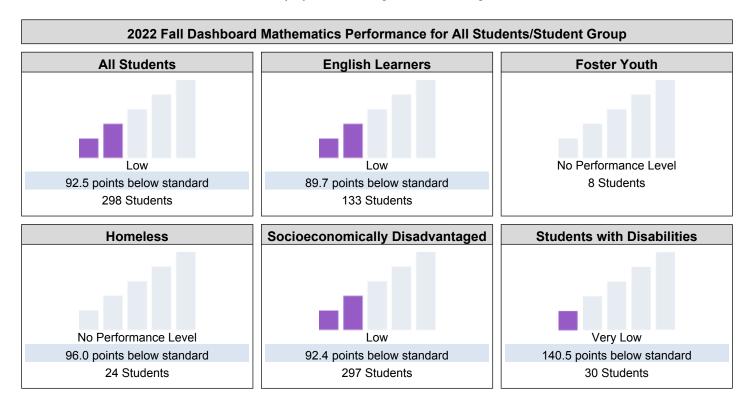
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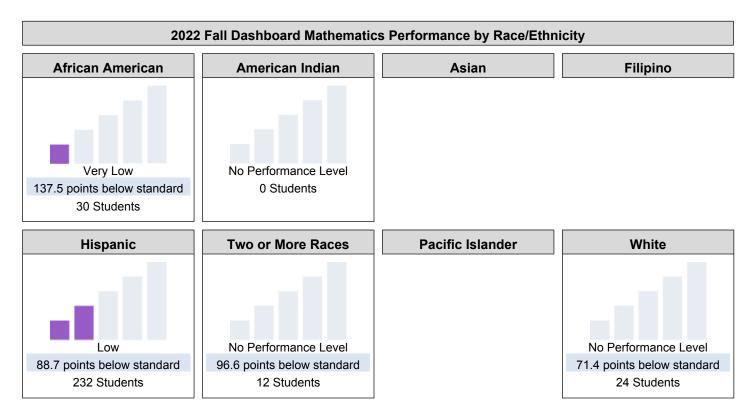


This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report					
Very Low	Low	Medium	High	Very High	
2	3	0	0	0	

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





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

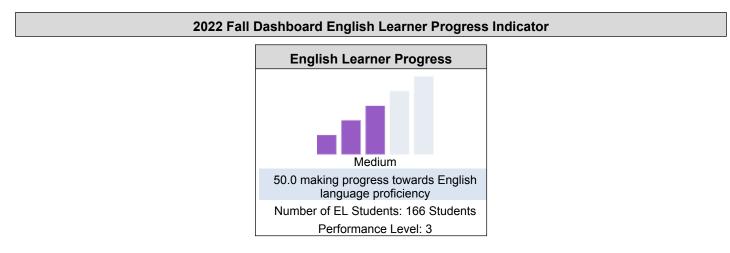
2022 Fall Dashboard Mathematics Data Comparisons for English Learners			
Current English Learner	Reclassified English Learners	English Only	
108.1 points below standard 97 Students	40.1 points below standard 36 Students	98.1 points below standard 157 Students	

- 1. Current English Learners are 108 points below standard. This indicates that we need to improve our integrated ELD during math instruction. We need to provide supports for academic language and understanding concepts.
- 2. Our overall math scores are the lowest they have ever been. After conducting a root cause analysis, we believe that there are several reasons: math fact fluency needs improvement, number sense development needs improvement, and all teacher need to be following our High Impact Math action plan. Tier 1 instruction in math needs improvement.
- **3.** Students with disabilities scored 140.5 points below standard. This indicates, again, the need for more collaboration between SpEd teachers and gen ed teachers, and restructuring schedules to allow for more SAI minutes for students in RSP.

### Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the <u>Dashboard Communications Toolkit</u>.

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



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.

2022 Fall Dashboard Student English Language Acquisition Results				
Decreased One ELPI LevelMaintained ELPI Level 1, 2L, 2H, 3L, or 3HMaintained ELPI Level 4Progressed At Least One ELPI Level				
17.5%	32.5%	0.6%	49.4%	

- 1. 50 % of our English Learners progressed at least one level. This is good, but there is more work to do. We need to strengthen our designated ELD
- 2. 32.5% maintained in levels 1,2, and 3. Again, we need to strengthen our designated ELD. Next year, we will look at who is teaching it, and make sure that they have the proper skill set to help the students build their English language skills.
- **3.** 17.5% of the students decreased one level. That is 29 students. This is concerning. We need to make sure that our students are progressing.

### Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

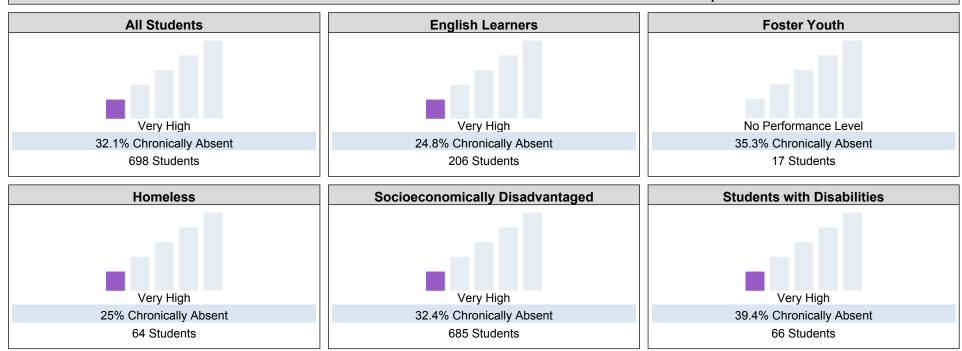
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



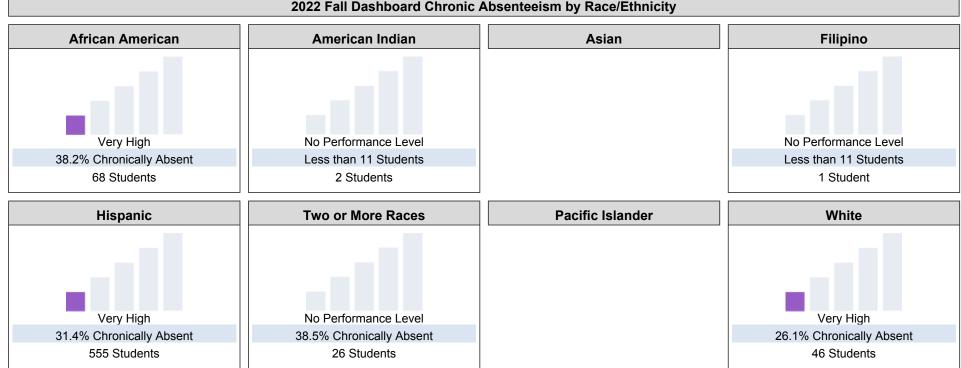
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report						
Very High High Medium Low Very Low						
7 0 0 0 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.



#### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



#### 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

- 1. Approximately 1/3 of our students are chronically absent. Students won't progress academically if they are not in school. We need to continue having the meetings with families, and we need to be systematic about the incentives and rewards.
- 2. Our students with disabilities have the highest chronic absentee rate. This could be due to health issues related to their disabilities. More investigation into this is necessary.
- 3. African American students are our 2nd highest chronically absent group. We need to focus on building equity for this group and create an environment where they want to be here and their families feel comfortable here, as well.

### Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the <u>Dashboard Communications Toolkit</u>.

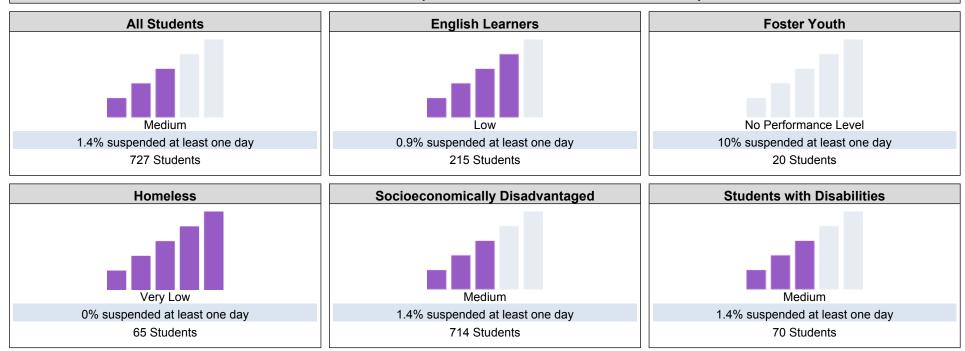
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



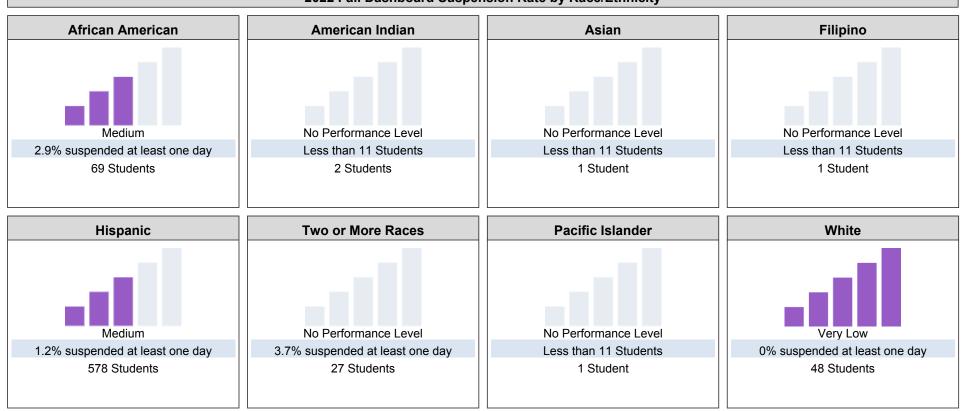
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report					
Very High High Medium Low Very Low					
0 0 4 1 2					

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.



#### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



#### 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

- 1. African American students have the highest suspension rate. This could be a correlation to the chronic absentee rate for this group.
- 2. Only 1.4% of all students were suspended. Although this is earned a medium rate on the dashboard, it is not a large percentage. Behavior this year has gotten worse. We are revisiting our PBIS initiative and working on the culture and climate of our school.
- **3.** 0% of white students were suspended. Although this is our smallest counted ethnicity group, it is much lower than our other ethnicity groups.

## **Annual Review and Update**

### SPSA Year Reviewed: 2022-23

#### **Goal 1 – Increased Academic Achievement**

Cabot Yerxa will increase academic achievement through best first 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)	St. Group	Color	DFS/Percentag e	Change	Change CA Dashboard All: 66 points below 25.6 decrease Low
	All	Yellow	40.4 points below standard	Increase +3 points	EL: 66.6 points below 19.8 decrease Low Hisp: 62.4 points below 15.6 decrease Low
English Learners (EL) Hispanic (Hisp)	EL	Yellow	46.8 points below standard	Increase +3 points	AA: 106.9 points below 58.7 decrease Very Low SED: 65.7 points below 22.6 decrease Low
African American (AA) Socioeconomically Disadvantaged	Hisp	Yellow	42 points below standard	Increase +3 points	SWD:121.4 points below 8.5 decrease Very Low
(SED) Students with Disabilities (SWD)	AA	Yellow	48.2 points below standard	Increase +3 points	
Students with Disabilities (SWD)	SED	Yellow	43.1 points below standard	Increase +3 points	
)	SWD	Orange	112.9 points below standard	Increase +3 points	
California School Dashboard - Academic Indicator for	St. Group	Color	DFS/Percentag e	Change	Change CA Dashboard All: 92.5 points below 37.1 decrease Low
Mathematics All Students (ALL) English Learners (EL)	All	Yellow	55.4 points below standard	Increase +3 points	EL: 89.7 points below 33.9 decrease Low Hisp: 88.7 points below 31.4 decrease Low
Hispanic (Hisp) African American (AA)	EL	Yellow	55.8 points below standard	Increase +3 points	AA: 137.5 points below 66.7 decrease Very Low SED: 92.4 points below 35.9 decrease Low
Socioeconomically Disadvantaged (SED)	Hisp	Yellow	57.3 points below standard	Increase +3 points	SWD: 140.5 points below 25.1 decrease Very Low
Students with Disabilities (SWD)	AA	Yellow	70.8 points below standard	Increase +3 points	
	SED	Yellow	56.5 points below standard	Increase +3 points	
	SWD	Orange	115.4 points below standard	Increase +3 points	
California Science Test - Percent of Students Who Meet or Exceed Standard	California Scie Meet or Excee Grade 5 - 6.96	d Standard	rcent of Studer	nts Who	CAST - percent of students who met or exceeded standard Grade 5 - 12.84 % 5.88% increase

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade 5		
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) 6% of students were proficient on the Summative ELPAC. 6% were well developed. 30% were moderately developed. 45% were somewhat developed. 19% were minimally developed.	California School Dashboard - English Learner Progress Indicator (ELPI) 7.65% of students were proficient on the Summative ELPAC. 1.65% increase 7.65% were well developed. 36.73% were moderately developed. 4.65% increase 40.31% were somewhat developed. 1.65% decrease 3.69% decrease
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 9% of students are designated RFEP.	English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate 3rd Grade: 6.1% of students are designated RFEP. 4th Grade: 10.8% of students are designated RFEP. 5th Grade: 15.9% of students are designated RFEP.
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	<ul> <li>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</li> <li>16% will score at or above the state benchmark in ELA. The subgroups are as follows: EL 3% Hispanic 14% African American 28% SWD 3%</li> </ul>	<ul> <li>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</li> <li>11.76% scored at or above the state benchmark in ELA.</li> </ul>
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook Compliance 100%

### Strategies/Activities for Goal 1

Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The academic coach provided intervention to students, and led our intervention team of four. The intervention was in reading using Leveled Literacy Intervention or	7% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 10020	7% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 27848
are chosen based on the STAR reading or STAR early literacy data and running record assessments given by teachers. She consulted	93% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 152254	93% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 147470
provide best reading instruction. She worked with the admin team to analyze data and monitor improvement. The salary increase in the actual expenditure was due to the 10% raise that all employees received.		
Since there were many restrictions on field trips last year due to the pandemic, teachers did not schedule field trips. We did hold a career day and Read Across America Day, and purchased books and materials for these.	Enrichment opportunities that include local, cultural integration, college and career readiness None Specified LCFF 6000	Career Day None Specified LCFF 201
	Actions/Services The academic coach provided intervention to students, and led our intervention team of four. The intervention was in reading using Leveled Literacy Intervention or basic phonics instruction. Students are chosen based on the STAR reading or STAR early literacy data and running record assessments given by teachers. She consulted with gen ed and SpEd teachers to provide best reading instruction. She worked with the admin team to analyze data and monitor improvement. The salary increase in the actual expenditure was due to the 10% raise that all employees received. Since there were many restrictions on field trips last year due to the pandemic, teachers did not schedule field trips. We did hold a career day and Read Across America Day, and purchased	Actions/ServicesExpendituresThe academic coach provided intervention to students, and led our intervention team of four. The intervention was in reading using Leveled Literacy Intervention or basic phonics instruction. Students are chosen based on the STAR reading or STAR early literacy data and running record assessments given by teachers. She consulted with gen ed and SpEd teachers to provide best reading instruction. She worked with the admin team to analyze data and monitor improvement. The salary increase in the actual expenditure was due to the 10% raise that all employees received.93% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 152254Since there were many restrictions on field trips last year due to the pandemic, teachers did not schedule field trips. We did hold a career day and Read Across America Day, and purchasedEnrichment opportunities that include local, cultural integration, college and career readiness None Specified LCFF 6000

various materials to promote.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cabot Yerxa Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies. Supplemental programs such as Learning Dynamics and Scholastic/Storyworks magazines will be purchased. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.	Cabot Yerxa purchased materials and supplies to supplement the infrastructure of the school and classrooms such as markers, paper, chart paper, books, etc. Scholastic/Storyworks and Mystery Science supplemental materials were purchased, also. We used money from general fund for most of the materials and supplies. Teachers had wish lists of items, and School Site Council approved moving more money to this strategy after we received the extra Title I allocation, but we were not able to order all of the items from the wish list by the ordering deadline.	Supplies to support classroom instruction, Learning Dynamics, Scholastic magazines 4000-4999: Books And Supplies LCFF 19481	Supplies to support classroom instruction, Mystery Science, Scholastic magazines 4000-4999: Books And Supplies LCFF 10000
Cabot Yerxa Elementary School will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement. The software purchases could include but not limited to: United Streaming, Brain Pop, Capstone, Scholastic Literacy Pro, PBIS Rewards, myON, etc.	Cabot Yerxa did not purchase software licenses this year as all the software used was provided by the district. Cabot Yerxa decided not to use PBIS Rewards, and used Class Dojo, instead, to give reward points to students, which is free.	Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 6000	Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
Teachers will be provided extra pay for working additional hours beyond their contract. This could include but is not limited to Saturday trainings, providing enrichment after school, working	Teachers did not have a lot of training outside of the work day. The CYES Leadership Team and PBIS Team were paid extra duty for meeting to improve instruction and improve our PBIS initiative. Some grade levels chose to meet	Stipends for time beyond contract 1000-1999: Certificated Personnel Salaries LCFF 15000	Stipends for time beyond contract 1000-1999: Certificated Personnel Salaries LCFF 15000

Planned Actions/Services collaboratively with their colleagues.	Actual Actions/Services on a Saturday to plan for the 23/24 school year.	Proposed Expenditures	Estimated Actual Expenditures
Cabot Yerxa will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Cabot Yerxa will also purchase any other supplies needed to supplement the technology infrastructure at Cabot Yerxa Elementary School to support student instruction.	Cabot Yerxa purchased LCD projector bulbs, ink/toner, document cameras, printers. Chromebooks were provided by the district.	Infrastructure support 4000-4999: Books And Supplies LCFF 4000	infrastructure support 4000-4999: Books And Supplies LCFF 4000
Kindergarten through 5th grade students will be provided the opportunity to attend intervention provided beyond the regular school day to assist in closing the achievement gaps. EL students will be given priority due to our ELPAC scores. Sessions will range from 30 to 60 minutes per week based on student need. Groups will be fluid and data will be tracked to ensure correct skills are being covered.	All pay for teachers doing intervention was paid for by the Extended Learning Grant through the district.	Teacher pay for intervention 1000-1999: Certificated Personnel Salaries None Specified 0	Teacher pay for intervention 1000-1999: Certificated Personnel Salaries None Specified 0
Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Academic Coaches, the intervention teacher, or outside consultants. Teachers needing to be released for SSTs or other on site meetings during the day will be covered.	Substitute teachers were used to cover teachers during SST days, IEP days, and planning days in order to meet the needs of all of our students.	Funds to pay for substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 1000	Funds to pay for substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will attend professional conferences that support implementation of standards, increased rigor, and addressing the high needs of all students. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences.	Due to scheduling conflicts with staff and the availability of a feasible location to attend, we were not able to attend the Solution Tree PLC conference. We will attend in July, instead. Some teachers attended the Kagan conference	Conference fees, travel expenses, hotel costs 5000-5999: Services And Other Operating Expenditures LCFF 11500	Conference fees, travel expenses, hotel costs 5000-5999: Services And Other Operating Expenditures LCFF 4000
Cabot Yerxa will fund additional time for two kindergarten aides. This additional time will allow each of the aides to work with students who are working below grade level and particularly target our newcomer and EL students.	Cabot Yerxa will funded additional time for two kindergarten aides. This additional time will allowed each of the aides to work with students who were working below grade level and particularly targeted our newcomer and EL students.	Additional wages and benefits 2000-2999: Classified Personnel Salaries LCFF 21450	Additional wages and benefits 2000-2999: Classified Personnel Salaries LCFF 21450

### Analysis

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

Strategy 1: The academic coach oversaw the intervention program at Cabot this year. She and her team worked with students who were below grade level in reading based on assessment data. There were 150 students who received the Leveled Literacy Intervention, and of those students, an average of 82% increased their reading level as shown by STAR Early Literacy or STAR Reading data. The students who received intervention in letters, sounds, and foundational reading skills improved overall in the number of sight words they were able to recognize.

Strategy 2: Career Day was a huge success! We had over 25 community members here to talk to kids about college and career. Many were local business owners. There were also people who worked for the city, the water district, animal rescues, and in sports. Each student was able to hear 3 different speakers. Our 5th grade students were leaders for our 1st grade students as they escorted them around the campus to hear the speakers and helped them ask questions. Our 2nd and 3rd grade students took field trips. 2nd grade went to a local museum and 3rd grade went to the Palm Springs Tramway.

Strategy 3: Storyworks and Mystery Science was purchased for each grade level to supplement the district adopted curriculum. Students used Storyworks articles as the basis of many of their writing assignments. Instructional materials, ink and toner were purchased school wide.

Strategies 5 and 8: Our Leadership Team conducted root cause analyses of our data and planned for next year. The PBIS Team revamped our system and created a plan for next year to address behavior intervention using different systems for primary and intermediate grades, and a reflection room. We conducted SST days each month starting in November, and we were able to create partnerships with families through these meetings, as well as provide necessary supports for students. Grade level teams had vertical articulations to determine focus standards and to fill in gaps in learning.

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

All staff received a 10% raise that was retroactive to July of 2022. Conference expenditures were less than anticipated due to scheduling conflicts and the conference we planned to attend being sold out for the dates we wanted in June. We will attend the same conference in July using money from the 23/24 budget.

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

Due to our African American and Students with Disabilities sub groups scoring over 100 points below standard, we will continue provide stipends for teachers and substitute pay for SST days, but we will be focusing on a more structured PLC collaboration with protocols for planning instruction that specifically addresses interventions for SWD and data on AA students will be monitored throughout the year. Teachers will have planning days throughout the year, we will conduct instructional rounds where teachers observe each other, and we will implement a Tier 2 team and a new SST protocol that will require more SST days, but with more effective interventions that are specific to the student. This will be found in Goal 1 of the Planned Strategies/Actions section of the SPSA.

## **Annual Review and Update**

### SPSA Year Reviewed: 2022-23

### Goal 2 – Parent Engagement

Cabot Yerxa will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance and an increase in the student academic proficiency rates.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - New Metric - Baseline to be Set	107 participated in the 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) 100% responded favorably English Learner (EL) 100% responded favorably Hispanic (Hisp) 100% responded favorably African American (AA) 100% responded favorably	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 99% responded favorably English Learner (EL) 98% responded favorably Hispanic (Hisp) 99% responded favorably African American (AA)/Confidentiality protected 96% responded favorably
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) - 100% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - 100% responded favorably	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA)/Confidentiality Protected - 95% responded favorably
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 - New Metric - Baseline to be Set	200

### **Annual Measurable Outcomes**

#### **Strategies/Activities for Goal 2**

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cabot Yerxa will provide funding for training, outreach and informational meetings and activities at parent/family events held at Cabot Yerxa. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, family programs, parenting, fitness, social emotional well being. All of our activities will target ways to increase family and community connectedness.	Cabot Yerxa held a Wellness Night, Literacy Night, an A-G Scavenger Hunt where families learned about the A-G requirements to go to college.	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1619	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1161
To build community connections, members of various student groups will serve as CY ambassadors by attending local events.	Cabot Yerxa ordered shirts for students in sports and student council	Shirts or other materials to promote our students in the community at large. 4000-4999: Books And Supplies LCFF 500	Shirts or other materials to promote our students in the community at large. 4000-4999: Books And Supplies LCFF 0

#### Analysis

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

We had great turn outs at our family nights. For the A-G night, we partnered with DHS HS and had a counselor come to explain the A-G requirements and discuss financial aid and scholarships available. The Wellness Night had 10 agencies from the community that provide mental health and wellness services. The literacy night taught parents various reading strategies to parents/guardians while having fun activities.

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 as many family nights as we had hoped due to scheduling conflicts and inclement weather.

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.

Next year, we will have 2 family nights/trimester to help parents/guardians learn how to support their students at home. The topics will be: Wellness, Math, Science, Reading, History, and Student Success.

## **Annual Review and Update**

### SPSA Year Reviewed: 2022-23

### Goal 3 – Safe and Healthy Learning Environment

Cabot Yerxa's students will be provided a positive, safe, and healthy learning environment, which will be seen in our increased attendance rate. Our goal is to return to our attendance rate of 95% prior to school closures and Covid restrictions.

#### Metric/Indicator **Expected Outcomes Actual Outcomes** Student Attendance Rates As of May 3, 2023 87.6% Student Attendance Rates All Students (ALL) All Students (ALL) - 95% Chronic Absenteeism Rates CA Dashboard Change DFS/Percentag St. Group Color Change All: 32.1% All Students (ALL)) increased by 11.9% Very High е English Learner (EL) EL: 24.8% increased by 11.9% Very High Declined -All Orange 20.2 increased by 13.2% Hispanic (Hisp) 0.5 Hisp: 31.4% Very High African American (AA) AA: 38.2% increased by 10.9% Very High Declined -EL Yellow 12.9 0.5 Socioeconomically Disadvantaged SED: 32.4% Very High increased by 12.3% Declined -SWD 39.4% increased by 16.1% Verv Hiah (SED) Hisp Yellow 18.2 0.5 Students with Disabilities (SWD) Declined -AA Orange 27.1 0.5 Declined -SED 20.1 Orange 0.5 Declined -SWD 23.3 Orange 0.5 Suspension Rates: Change CA Dashboard DFS/Percentag St. Group Color Change All Students (ALL) All: 1.4% over by 0.6% Medium е English Learner (EL) EL: 0.9% over by 0.8% Low Declined -All 8.0 Green Hispanic (Hisp) 0.3 Hisp: 1.2% over by 0.5% Medium African American (AA) AA: 2.9% under by 0.4% Medium Declined -EL Blue 01 0.3 Socioeconomically Disadvantaged SED 1.4% over by 0.7% Medium Declined -(SED) SWD: 1.4% under by 2% Medium Hisp Blue 0.5 0.3 Students with Disabilities (SWD) Declined -AA Yellow 3.3 0.3 Declined -SED Green 0.7 0.3

### **Annual Measurable Outcomes**

**Metric/Indicator** 

**Expected Outcomes** 

**Actual Outcomes** 

	SWD	Yellow	3.4	Declined - 0.3	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None				Expulsion Rates All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Sur All students: 7 EL: 75% respo Hisp: 70% res AA: 72% respo SPED: 97% res	2% responded onded favorab ponded favora onded favorab	ly ably Ily	S	Panorama Survey - School Connectedness All students: 71% responded favorably EL: 74.75% responded favorably Hisp: 71% responded favorably AA: 64% responded favorably SPED: 77% responded favorably
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Sur All students: 6 EL: 61% respo Hisp: 60% res AA: 56% respo SPED: 53% re	0% responded onded favorab ponded favora onded favorab	d favorably ly ably ly		Panorama Survey - School Safety All students: 60% responded favorably EL: 56.5% responded favorably Hisp: 60% responded favorably AA: 55% responded favorably SPED: 47% responded favorably
Williams Facilities Inspection Results	Williams Facili	ties Inspection	n Results - 100	9%	Williams Facilities Inspection Results - 100%

# Strategies/Activities for Goal 3

Planned	Actual	Proposed	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Cabot Yerxa will continue to work on the social emotional well-being	Cabot Yerxa continued to have 20 minutes of dedicated time for social emotional learning using	Materials and supplies for classrooms, Mindfulness Room,	Materials and supplies for classrooms, Mindfulness Room,

#### Planned Actions/Services

of all students. In order to achieve this, the following will be in place: A dedicated 20 minutes each day to social emotional learning. During this time, Second Step lessons will be taught and other content will be covered to allow our students to be more present emotionally, thus increasing their academic abilities. A Mindfulness Room will continue to be used to allow students a safe place to regroup and also provide structured reflection time for those unable to participate in recess or other classroom events. As a PBIS school, we will provide a continuum of positive behavior support for all students in areas including the classroom and nonclassroom settings (such as hallways, and restrooms). Attention will be focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Supplies and materials will be purchased to help support the social emotional and behavioral needs of all students.

#### Actual Actions/Services

Second Step lessons. The 2 mindfulness rooms on campus were used as safe spaces for students. Each class has a Peace Corner with items and materials that help students regulate their emotions.

As a PBIS school, we continued to support students using Tier 1, 2 and 3 supports in behavior for our students. Students earn points for following expectations, and we have a school student store where students can use the points to purchase desired items. Items were purchased for the students store to support positive behavior and wellness at Cabot Yerxa.

Proposed	Estimated Actual
Expenditures	Expenditures
counselor, therapist, psychologist,	counselor, therapist, psychologist,
PBIS materials,	PBIS materials,
4000-4999: Books And Supplies	4000-4999: Books And Supplies
LCFF	LCFF
4000	4000

Planned	Actual	Proposed	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Cabot Yerxa will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.	We held 3 assemblies to recognize students for growth in academics, behavior, and attendance. 3 Attendance reward parties were held for students who improved attendance or continued to have acceptable attendance. Items purchased were only for the attendance reward parties. We did not need to purchase rewards for the trimester academic awards, as we used donations from local businesses for that.	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 3000	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 1000
A Paraprofessional Behavior (Solution's Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check- out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. The Solution's Room Supervisor will also provide supervision to students needing a break from their classroom and also provide alternate recess to those unable to be on the playground.	The paraprofessional behavior position was unfilled for over half of the school year due to lack of applicants. She started on February 13, 2023, which is actual expenditure is much lower. She has helped support students with behavior plans, check in/check out interventions, and provides breaks for students who need them.	Individual to support Solution's Room and students struggling to maintain 2000-2999: Classified Personnel Salaries LCFF 59848	Individual to support Solution's Room and students struggling to maintain 2000-2999: Classified Personnel Salaries LCFF 21794
Cabot Yerxa will hire a licensed	The mental health therapist was at	Target social emotional needs	Target social emotional needs
therapist to work with students and	Cabot 2.5 days per week, and	2000-2999: Classified Personnel	2000-2999: Classified Personnel
their families 2 1/2 days per week.	worked with students and families.	Salaries	Salaries
The therapist will provide individual	When appropriate, she helped	LCFF	LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
sessions to target the social and emotional needs of the student. Supports will be put into place to assist the student in the classroom and at home, thus allowing for more successes in behaviors and academics.	families find outside supports, as well. Due to the raise, her salary was higher.	68501	74502
Cabot Yerxa wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.	The additional time for supervision aides provided more monitoring of students to increase safety. Increase in salary due to raise.	Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 17099	Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 18680
Cabot Yerxa will hold School Attendance Review meetings six times a year with families that have chronic tardies and attendance. We will promote positive attendance at the start of the year and hold initial meetings/visit households to promote an improvement in attendance for those struggling. We will work to bring our chronic rate down to less than 20% as we know the negative impact this has on the academic progress of students.	Meetings were held with individual families to create a plan to help them get their children to school and reduce the chronic absentee rate.	SART Meetings None Specified None Specified 0	SART Meetings None Specified None Specified

# Analysis

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

The social and emotional well being of the students at Cabot Yerxa is a focus of the school. Our students experience different types of trauma at home and as a result of the pandemic. Our mental health therapist has helped many students, and partners with the therapists at the middle school to bridge that transition so students continue to receive the support they need. Our PBIS implementation needs a refresh, but the student store is a success. Safety is the priority at Cabot Yerxa, and extra adults to monitor behavior is paramount to that. The behavior paraprofessional has been a great asset to our support team by building

relationships with our students who need extra support, and providing a safe space for them to go when they cannot be on the playground or cannot regulate in class.

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

The behavior paraprofessional position was vacant for over half of the school year due to lack of qualified applicants. There was an increase in all salaries, so that is reflected in the mental health therapist's and supervision aide's salaries.

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 our PBIS initiative, but we will be providing a reflection room during recesses for students who need a place to reflect on behavior and review expectations. This will be found in Goal 3 of the 23/24 SPSA.

# Goals, Strategies, & Proposed Expenditures

# Goal 1

Increase Academic Achievement

## **Goal Statement**

Cabot Yerxa will increase academic achievement through best first 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. Overall in ELA, we are 66.0 points below distance met. According to the STAR winter benchmark data, 15.3% of our 3rd-5th graders are estimated to score at or above the state benchmark in ELA. This indicates a need to improve first instruction, collaboration, and support students through targeted intervention.

2. Overall in Math, we are 92.5 points below distance met. According to the Star math data, 6.6% of our 3rd-5th students are estimated to score at or above the state benchmark. This indicates a need to improve first instruction, collaboration, and support student need through targeted interventions in math.

3. All subgroups are struggling, but SWD are drastically lower in both math and ELA and on both STAR assessments, it is not expected that any of them will be meeting proficiency. More collaboration between SpEd and Gen Ed teachers is necessary, and reorganizing the RSP schedule to allow for more SAI minutes is necessarv

4. Our Hispanic subgroup declined 5.3 points in both ELA and math. This is our largest subgroup and additional attention will need to be focused on better ways to meet their needs.

5. Based on ELPAC scores, only 3% of our students were proficient. We need to ensure our Designated time is targeting the needs of our EL students.

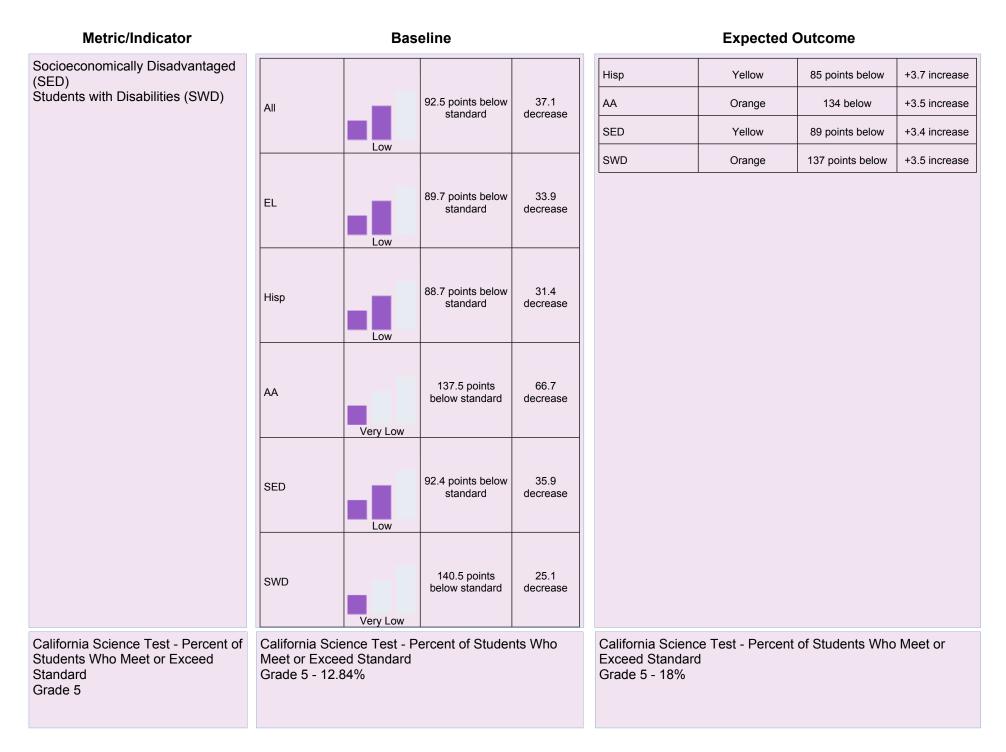
6. Based on CAASPP scores, African American students were over 100 points below standard in both reading and math. As grade level teams are trained in structured PLC planning, focus must be given to monitoring African American student progress.

7. Our reclassification rate was only 6%. Better integrated and designated ELD instruction is necessary.

# Measuring and Reporting Results

Metric/Indicator	Baseline					Expected (	Outcome	
California School Dashboard - Academic Indicator for English	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
Language Arts All Students (ALL)					All	Yellow	60 points below	+6.0 points Increase
English Learners (EL) Hispanic (Hisp)					EL	Yellow	60 points below	+6.6 increase

Metric/Indicator		Bas	eline			Expected	Outcome	
African American (AA) Socioeconomically Disadvantaged					Hisp	Yellow	59 points below	+3.4 increase
(SED) Students with Disabilities (SWD)	All	_	66.0 points below standard	25.6 decrease	AA	Orange	100 points below	+6.9 increase
· · · · ·		Low			SED	Yellow	62 points below	+3.7 increase
		LOW			SWD	Orange	118 points below	+3.4 increase
	EL	Low	66.6 points below standard	19.8 decrease				
	Hisp	Low	62.4 points below standard	15.6 decrease				
	АА	Very Low	106.9 points below standard	58.7 decrease				
	SED	Low	65.7 points below standard	22.6 decrease				
	SWD	Very Low	121.4 points below standard	8.5 decrease				
California School Dashboard - Academic Indicator for	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
Mathematics All Students (ALL) English Learners (EL)					All	Yellow	88.5 points below	+4 Increase
Hispanic (Hisp) African American (AA)					EL	Yellow	86 points below	+3.7 increase



Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) Based on the 2022-23 ELPAC 7.65% of students were proficient on the Summative ELPAC. 7.65% were well developed. 36.73% were moderately developed. 40.31% were somewhat developed. 15.31% were minimally developed.	California School Dashboard - English Learner Progress Indicator (ELPI) Based on the 23-24 ELPAC 12% of students will be proficient on the Summative ELPAC
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate 3rd Grade: 6.1% of students are designated RFEP. 4th Grade: 10.8% of students are designated RFEP. 5th Grade: 15.9% of students are designated RFEP.	English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate 16% of students will be designated RFEP.
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	<ul> <li>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</li> <li>16% will score at or above the state benchmark in ELA. The subgroups are as follows: EL 3% Hispanic 14% African American 28% SWD 3%</li> </ul>	<ul> <li>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.</li> <li>(Percent of Students who Met or Exceeded Standard) based on the 23-24 SBAC</li> <li>18% will score at or above the state benchmark in ELA. The subgroups are as follows:</li> <li>EL 5%</li> <li>Hispanic 16%</li> <li>African American 31 %</li> <li>SWD 5%</li> </ul>
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

# **Planned Strategies/Activities**

# Strategy/Activity 1

Cabot Yerxa will have an Academic Coach to support classroom instruction through model lessons and co-teaching. She will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction. The Coach will also provide intervention services to small groups of students who are struggling with a given concept based on assessment data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students. The Coach will work with students in both ELA and math to help close the achievement gaps. She will work with admin to pull data and analyze the movement of all subgroups.

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

- X English Learner
- <u>X</u> Foster Youth
- <u>X</u> Low Income
- <u>X</u> Students with Disabilities
- X Specific Student Groups:
- △ African American, homeless, white

#### Timeline

07-01-2023 06-30-2024

#### Person(s) Responsible

Principal Assistant Principal Academic Coach CYES Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	9764
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	5.5% pay and benefits
Amount	167392
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

94.5% pay and benefits

# Strategy/Activity 2

Cabot Yerxa will provide enrichment opportunities for students to attend both and during the regular school day and beyond to support instruction. This may include opportunities for students to visit College campuses for 3rd, 4th and 5th grade students, and field trips that align with state standards Cabot Yerxa staff and teachers will organize a career day on campus using various materials to promote.

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

X	All			
Timelii	ne			
07-01-2 06-30-2				

#### Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	None Specified
Description	Enrichment opportunities that include local, cultural integration, college and career readiness

# Strategy/Activity 3

Cabot Yerxa Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies. Supplemental programs such as Learning Dynamics and Scholastic/Storyworks magazines will be purchased. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.

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

X Students with Disabilities

X

Specific Student Groups: African American, homeless, and white

#### Timeline

07-01-2022 06-30-2023

#### Person(s) Responsible

Principal Assistant Principal CYES Teachers CYES Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	16935
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support classroom instruction, Learning Dynamics, Scholastic magazines

# Strategy/Activity 4

Cabot Yerxa Elementary School will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement. The software purchases could include but not limited to: United Streaming, Brain Pop, Capstone, Scholastic Literacy Pro, myON, etc.

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

- <u>X</u> Low Income
- <u>X</u> Students with Disabilities
- , Specific Student Groups:
- African American, Homeless, white

#### Timeline

07-01-2023			
07-01-2023			
06-30-2024			
06-30-2024			
00 00 2021			

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licensing rights, software, online programs

# **Strategy/Activity 5**

Teachers will be provided extra pay for working additional hours beyond their contract. This could include but is not limited to Saturday trainings, working collaboratively with their grade level teams, vertical teams, and general education/SpEd collaboration to support students with disabilities.

#### 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:
- African American, homeless, white

#### Timeline

07-01-2023 06-30-2024

## Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for teacher planning beyond contract time to meet student needs
Amount	443
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for teacher planning beyond contract time to meet student needs

## Strategy/Activity 6

Cabot Yerxa will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Cabot Yerxa will also purchase any other supplies needed to supplement the technology infrastructure at Cabot Yerxa Elementary School to support student instruction.

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

<u>X</u> All			
Timeline			
07-01-2023			

Person(s) Responsible	
Principal Assistant Principal CYES Staff	

## Proposed Expenditures for this Strategy/Activity

Amount

06-30-2024

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Infrastructure support

## Strategy/Activity 7

Kindergarten through 5th grade students will be provided the opportunity to attend intervention provided beyond the regular school day to assist in closing the achievement gaps. EL students will be given priority due to our ELPAC scores. Sessions will range from 30 to 60 minutes per week based on student need. Groups will be fluid and data will be tracked to ensure correct skills are being covered.

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

<u>X</u> All			
Timeline			
07-01-2023 06-30-2024			

#### Person(s) Responsible

Principal	
Assistant Principal	
CYES Teachers	
Academic Coach	
Academic TOSA	
Intervention Teachers	

#### Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher pay for intervention

# Strategy/Activity 8

Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Academic Coaches, the intervention teacher, or outside consultants. Teachers needing to be released for SSTs or other on site meetings during the day will be covered.

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

- <u>X</u> English Learner
   <u>X</u> Foster Youth
   <u>X</u> Low Income
- <u>X</u> Students with Disabilities
- X Specific Student Groups:
  - African American, homeless, white

#### Timeline

07-01-2023 06-30-2024

#### Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Academic Coach
Intervention Teachers
Outside Consultants

#### Proposed Expenditures for this Strategy/Activity

Amount	6500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funds to pay for substitute teachers

# Strategy/Activity 9

Staff will attend professional conferences, such as Solution Tree PLC conference and Kagan, that support implementation of standards, increased rigor, and addressing the high needs of all students, particularly African American and Students with Disabilities. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences.

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

<u>X</u> All

#### Timeline

07-01-2023 06-30-2024

Person(s) Responsible
Principal
Assistant Principal
CYES Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	20606
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference fees, travel expenses, hotel costs

## Strategy/Activity 10

Cabot Yerxa will fund additional time for two kindergarten aides. This additional time will allow each of the aides to work with students who are working below grade level and particularly target our African American, EL, and newcomer students.

## Students to be Served by this Strategy/Activity

- X English Learner
- X Foster Youth
- <u>X</u> Low Income
- X Students with Disabilities
- X Specific Student Groups:
  - African American, Homeless, white

#### Timeline

07-01-2022 06-30-2023

#### Person(s) Responsible

Principal Assistant Principal CYES Kindergarten Teachers CYES Kindergarten Aides Academic Coach

#### Proposed Expenditures for this Strategy/Activity

Amount	24266
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional wages and benefits

## Strategy/Activity 11

Cabot Yerxa Leadership Team/Guiding Coalition will be provided professional development by an associate from Solution Tree to increase their leadership capacity around leading professional learning teams with structured protocols for analyzing student data, analyzing student work, and developing first best instruction of essential standards to increase student achievement. The associate will also provide support in helping Cabot Yerxa update its shared mission/vision, establish school wide shared commitments, and develop school wide goals for student achievement.

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

2	<u>&lt;</u>	All															
Time	elin	е															
11-1 6-30	5-20 -202	23 3															
0-30	-202	.0															

#### Person(s) Responsible

Principal Assistant Principal CYES Grade level and Special Education leads CYES Academic Coach Site TOSA CYES Teachers CYES Support Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	21000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant fee/professional development

# Goals, Strategies, & Proposed Expenditures

# Goal 2

Increase Parent and Community Partnerships

## **Goal Statement**

Cabot Yerxa will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance, improvement of student behavior and social and emotional well-being, and an increase in the student academic proficiency rates.

# 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. While our climate survey results were positive, we need to ensure our families feel connected. After the pandemic and all the restrictions associated, families need to reconnect with school so that they have a more positive relationship with school staff.

2. Hold events that promote topics such as: social emotional well-being, technology usage, social media, and academics, college readiness.

# **Measuring and Reporting Results**

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 107	Parent Participation in Stakeholder Input Processes - 200 will participate
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) 95% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 98% responded favorably African American (AA) No responses recorded for this subgroup	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 100% responded favorably English Learner (EL) 100% responded favorably Hispanic (Hisp) 100% responded favorably African American (AA) 100% responded favorably
Climate of Support for Academic Learning via Panorama Family	Climate of Support for Academic Learning via Panorama Family	Climate of Support for Academic Learning via Panorama Family Climate Survey

Metric/Indicator	Baseline	Expected Outcome
Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate Survey All Students (ALL) - 95% responded favorably Hispanic (Hisp) - 97% responded favorably African American (AA) - No responses recorded for this subgroup	All Students (ALL) - 100% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - 100% responded favorably
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 200	Number of Parent Attendees attending 1 or more site/parent center sponsored events -300

# **Planned Strategies/Activities**

# Strategy/Activity 1

Cabot Yerxa will provide funding for training, outreach and informational meetings and activities at parent/family events held at Cabot Yerxa. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, history, parenting, social emotional well being. All of our activities will target ways to increase family and community connectedness in order to support the whole child.

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

- X English Learner
- X Foster Youth
- <u>X</u> Low Income
- X Students with Disabilities
- <u>X</u> Specific Student Groups:
- △ African American, Homeless, White

#### Timeline

07-01-2023 06-30-2024

#### Person(s) Responsible

Principal
Assistant Principal
CYES Staff
CYES Teachers

District EL Coordinator District Family Center Coordinator Community Members FACES

#### Proposed Expenditures for this Strategy/Activity

Amount	2989
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

## Strategy/Activity 2

To build community connections, members of various student groups will serve as CY ambassadors by attending local events.

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

# X All Timeline 07-01-2022 06-30-2023 Person(s) Responsible

Principal	
Assistant Principal	
Counselor	
CYES Teachers	

#### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Shirts or other materials to promote our students in the community at large.

# Goals, Strategies, & Proposed Expenditures

# Goal 3

Maintain Healthy and Safe Learning Environment

## **Goal Statement**

Cabot Yerxa's students will be provided a positive, safe, and healthy learning environment, which will be seen in our increased attendance rate. Our goal is to return to our attendance rate of 95% prior to school closures and Covid restrictions.

# 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. We must continue to have dedicated time to teaching social skills. Students with disabilities and African Americans were our only groups in orange and need to be targeted with additional support.

2. Based on Panorama data from the students, safety is the top concern for them. Physical contact and students being mean and spreading rumors were the biggest concerns for our students.

3. When looking at school connectedness, 60% of our students felt close to someone at school. Confidentiality protected and white students were lower than other subgroups.

4. Chronic absenteeism continues to be of great concern, especially with Covid restrictions, with all subgroups.

5. Our attendance rate was as low as it ever has been due to Covid restrictions. We will need to work hard to ensure we are following protocols, but holding families accountable and providing them needed supprorts.

# **Measuring and Reporting Results**

Metric/Indicator	Baseline			Expected Outcome				
Student Attendance Rates All Students (ALL)	Student Attendance Rates as of April 13, 2022 All Students (ALL) - 85.5%				Student Attendance Rates All Students (ALL) - 95%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp)	St. Group All	Color	DFS/Percentage 32.1	Change	St. Gro	up Color Orange	DFS/Percentage 31.6	Change Declined -0.5

Metric/Indicator		Bas	eline		Expected Outcome			
African American (AA) Socioeconomically Disadvantaged	Hisp		31.4		EL	Orange	24.3	Declined -0.5
(SED) Students with Disabilities (SWD)	SED		32.4		Hisp	Orange	30.9	Declined -0.5
	SWD		39.4		AA	Orange	37.7	Declined -0.5
					SED	Orange	31.9	Declined -0.5
					SWD	Orange	38.9	Declined -0.5
Suspension Rates: All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
English Learner (EL) Hispanic (Hisp)	Hisp		1.2		All	Green	1.1	Declined -0.3
African American (AA) Socioeconomically Disadvantaged	-	·			EL	Green	0.6	Declined -0.3
(SED)					Hisp	Yellow	0.9	Declined -0.3
Students with Disabilities (SWD)					AA	Yellow	2.6	Declined -0.3
					SED	Yellow	1.1	Declined -0.3
					SWD	Yellow	1.1	Declined -0.3
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All Students ( None English Learn None Hispanic (Hisp None African Americ None Socioeconom None	English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD)			None	L) (EL)	d (SED)	
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 69% responded favorably EL: 73% responded favorably Hisp: 69% responded favorably AA: 69% responded favorably SPED: 97% responded favorably			3	All students: 729 EL: 75% respon Hisp: 70% respon AA: 72% respon	onded favorably	orably	

Metric/Indicator	Baseline	Expected Outcome		
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 57% responded favorably EL: 58% responded favorably Hisp: 57% responded favorably AA: 53% responded favorably SPED: 50% responded favorably	Panorama Survey - School Safety All students: 60% responded favorably EL: 61% responded favorably Hisp: 60% responded favorably AA: 56% responded favorably SPED: 53% responded favorably		
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%		

# **Planned Strategies/Activities**

# Strategy/Activity 1

Cabot Yerxa will continue to work on the social emotional well-being of all students. In order to achieve this, the following will be in place: A dedicated 20 minutes each day to social emotional learning. During this time, Second Step lessons will be taught and other content will be covered to allow our students to be more present emotionally, thus increasing their academic abilities. A Mindfulness Room will continue to be used to allow students a safe place to regroup and also provide structured reflection time for those unable to participate in recess or other classroom events. As a PBIS school, we will provide a continuum of positive behavior support for all students in areas including the classroom and non-classroom settings (such as hallways, and restrooms). Attention will be focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Supplies and materials will be purchased to help support the social emotional and behavioral needs of all students.

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

- X English Learner
- <u>X</u> Foster Youth
- <u>X</u> Low Income
- <u>X</u> Students with Disabilities
- X Specific Student Groups:
- △ African American, Homeless, White

#### Timeline

07-01-2023 06-30-2024

#### Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Psychologist
Therapist
Paraprofessional Behavior
Counselor

#### Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for classrooms, Mindfulness Room, counselor, therapist, psychologist, PBIS materials,

# Strategy/Activity 2

Cabot Yerxa will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.

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

- <u>X</u> English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X Specific Student Groups:
- △ African American. Homeless, White

## **Timeline** 07-01-2023 06-30-2024

#### Person(s) Responsible

Principal
Assistant Principal
CYES Staff
CYES Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance and academic incentives

## Strategy/Activity 3

A Paraprofessional Behavior (Solution's Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check-out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. The Solution's Room Supervisor will also provide supervision to students needing a break from their classroom and also provide alternate recess to those unable to be on the playground.

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

<u>X</u> All

#### **Timeline** 07-01-2023 06-30-2024

#### Person(s) Responsible

Principal	
Assistant principal	
CYES Teachers	
CYES Staff	
Para Behavior	
Counselor	
Tier 2/3 Team	

#### Proposed Expenditures for this Strategy/Activity

Amount	59848
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Individual to support Solution's Room and students struggling to maintain

## Strategy/Activity 4

Cabot Yerxa will hire a licensed therapist to work with students and their families 2 1/2 days per week. The therapist will provide individual sessions to target the social and emotional needs of the student. Supports will be put into place to assist the student in the classroom and at home, thus allowing for more successes in behaviors and academics.

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

<u>×</u>	<u>X</u> All		
Timel	meline		
	7-01-2023 S-30-2024		
Perso	erson(s) Responsible		
	incipal ssistant principal		

Assistant principal
Therapist
Counselor
Psychologist

#### Proposed Expenditures for this Strategy/Activity

Amount	76430	
Source	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	
Description	Target social emotional needs	

# Strategy/Activity 5

Cabot Yerxa wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.

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

<u>X</u> All

#### Timeline

07-01-2023 06-30-2024

#### Person(s) Responsible

Principal Assistant Principal Supervision Aides Playworks Coach

#### Proposed Expenditures for this Strategy/Activity

Amount	18845	
Source	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	
Description	Increase in time for supervision aides	

# Strategy/Activity 6

Cabot Yerxa will hold School Attendance Review meetings six times a year with families that have chronic tardies and attendance. We will promote positive attendance at the start of the year and hold initial meetings/visit households to promote an improvement in attendance for those struggling. We will work to bring our chronic rate down to less than 20% as we know the negative impact this has on the academic progress of students.

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

X Students with Disabilities

#### Timeline

07-01-2023 06-30-2024

#### Person(s) Responsible

Principal Assistant Principal PSUSD Student Services Counselor

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	SART Meetings

# **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, &	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional development				
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
Primary Reading Intervention Teacher 1.0 FTE	July 1, 2023 - June 30, 2024	Provide targeted interventions and supports to students below grade level	153,276	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Completion Date			,,, ,
Family engagement events and classes	July 1, 2023 - June 30, 2024	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	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

# **Budget Summary and Consolidation**

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

# **Budget Summary**

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,824
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$450,518.00

# **Allocations by Funding Source**

Funding Source	Amount	Balance
Title I	167,835	0.00
Title I Part A: Parent Involvement	2,989	0.00
LCFF	279,694	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	\$167,835.00
Title I Part A: Parent Involvement	\$2,989.00

Subtotal of additional federal funds included for this school: \$170,824.00

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 (\$)
LCFF	\$279,694.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$279,694.00

Total of federal, state, and/or local funds for this school: \$450,518.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	279,694.00
None Specified	0.00
Title I	167,835.00
Title I Part A: Parent Involvement	2,989.00

# Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	192,099.00
2000-2999: Classified Personnel Salaries	179,389.00
4000-4999: Books And Supplies	31,424.00
5000-5999: Services And Other Operating Expenditures	20,606.00
5800: Professional/Consulting Services And Operating Expenditures	22,000.00
None Specified	5,000.00

# Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	24,264.00
2000-2999: Classified Personnel Salaries	LCFF	179,389.00
4000-4999: Books And Supplies	LCFF	28,435.00
5000-5999: Services And Other Operating Expenditures	LCFF	20,606.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	22,000.00
None Specified	LCFF	5,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	167,835.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,989.00

# **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
Andrea Guaydacan	Х				
Ryan Cohen		Х			
Frankie Espinoza			X		
Celeste Sawtelle		Х			
Jasmin Burgos		Х			
Christina Keto				Х	
Nancy Jolin				Х	
Sarah Diaz				Х	
Ana Navarrete				Х	
Codi Harmon				Х	
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 October 19, 2023.

Attested:

Duty Coby

Principal, Andrea Guaydacan on 10/20/23

SSC Chairperson, Ryan Cohen on 10/20/2023

# Title I and LCFF Funded Program Evaluation

#### Goal #1:

Cabot Yerxa will increase academic achievement through best first 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?
Cabot Yerxa will have an Academic Coach to support classroom instruction through model lessons and co-teaching. She will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction. The Coach will also provide intervention services to small groups of students who are struggling with a given concept based on assessment data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students. The Coach will work with students in both ELA and math to help close the achievement gaps. She will work with admin to pull data and analyze the movement of all subgroups.			
Cabot Yerxa will provide enrichment opportunities for students to attend both and during the regular school day and beyond to support instruction. This may include opportunities for students to visit College campuses for 3rd, 4th and 5th grade students, and field trips that align with state standards Cabot Yerxa staff and teachers will organize a career day on campus using various materials to promote. Cabot Yerxa Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and			

toner for classroom printers, school laser printers, teacher classroom supplies. Supplemental programs such as Learning Dynamics and Scholastic/Storyworks magazines will be purchased. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.		
Cabot Yerxa Elementary School will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement. The software purchases could include but not limited to: United Streaming, Brain Pop, Capstone, Scholastic Literacy Pro, myON, etc.		
Teachers will be provided extra pay for working additional hours beyond their contract. This could include but is not limited to Saturday trainings, working collaboratively with their grade level teams, vertical teams, and general education/SpEd collaboration to support students with disabilities.		
Cabot Yerxa will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Cabot Yerxa will also purchase any other supplies needed to supplement the technology infrastructure at Cabot Yerxa Elementary School to support student instruction.		
Kindergarten through 5th grade students will be provided the opportunity to attend intervention provided beyond the regular school day to assist in closing the achievement gaps. EL students will be given priority due to our ELPAC scores. Sessions will range from 30 to 60 minutes per week based on student need. Groups will be fluid and data will be tracked to ensure correct skills are being covered.		
Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Academic Coaches, the intervention teacher, or outside consultants.		

#### Goal #2:

Cabot Yerxa will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance, improvement of student behavior and social and emotional well-being, and an increase in the student academic proficiency rates.

Actions/	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Activities (Strategies)	Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	Specific evidence/indicators showing that this activity or strategy is not working, including:	Continue or discontinue and why?

Cabot Yerxa will provide funding for training, outreach and informational meetings and activities at parent/family events held at Cabot Yerxa. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, history, parenting, social	NA	
math, history, parenting, social emotional well being. All of our activities will target ways to increase family and community connectedness in order to support the whole child.		
To build community connections, members of various student groups will serve as CY ambassadors by attending local events.		

#### Goal #3:

Cabot Yerxa's students will be provided a positive, safe, and healthy learning environment, which will be seen in our increased attendance rate. Our goal is to return to our attendance rate of 95% prior to school closures and Covid restrictions.

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?
Cabot Yerxa will continue to work on the social emotional well-being of all students. In order to achieve this, the following will be in place: A dedicated 20 minutes each day to social emotional learning. During this time, Second Step lessons will be taught and other content will be covered to allow our students to be more present emotionally, thus increasing their academic abilities. A Mindfulness Room will continue to be used to allow students a safe place to regroup and also provide structured reflection time for those unable to participate in recess or other classroom events. As a PBIS school, we will provide a continuum of positive behavior support for all students in areas including the classroom and non- classroom settings (such as hallways, and restrooms). Attention will be focused on creating and sustaining primary (school-wide),			

secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. Supplies and materials will be purchased to help support the social emotional and behavioral needs of all students.		
Cabot Yerxa will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.		
A Paraprofessional Behavior (Solution's Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check-out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. The Solution's Room Supervisor will also provide supervision to students needing a break from their classroom and also provide alternate recess to those unable to be on the playground.		
Cabot Yerxa will hire a licensed therapist to work with students and their families 2 1/2 days per week. The therapist will provide individual sessions to target the social and emotional needs of the student. Supports will be put into place to assist the student in the classroom and at home, thus allowing for more successes in behaviors and academics.		
Cabot Yerxa wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.		

Cabot Yerxa will hold Schoo Attendance Review meetings six imes a year with families that have chronic tardies and attendance. We will promote positive attendance a he start of the year and hold initia meetings/visit households to promote an improvement in attendance for those struggling. We will work to bring our chronic rate down to less than 20% as we know he negative impact this has on the academic progress of students.
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