School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Cathedral City Elementary
Address	69-300 Converse Road Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-6032403
Principal	Jessica Whiteman
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19-6/30/20
Schoolsite Council (SSC) Approval Date	10/3/19
Local Board Approval Date	11/26/19

X This certifies that updates to my SPSA are completed

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:
- Staff Teacher Nominations were taken on 8/6/18. Voting occurred through a Google Survey 8/818-8/10/19. Three new teachers were elected: Tracy Darrin, Todd Larson, and Michael Paurowski
- Parent Nomination forms were sent home on 8/13/18 and due on 8/17/18. The ballots were sent home on 8/27/18 and due on 8/30/18. Five new parents were elected: Crystal Avalos, Maria de Lourdes Becerra, Amy Leonard, Miriam Monroy, and Nayelly Rios. Amy Leonard moved so a second nomination letter was sent on 12/13/18 and due on 12/21/18. Only one parent was nominated, Melvin Watson, to fill the one vacancy.
- There was no vacancy for the "Other" position as there was one year remaining on Mary Perez's two-year term.

SSC Meeting Dates and Topics:

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

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

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

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

ELAC Meeting Dates and Topics concerning the SPSA:

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

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

Site Leadership Meeting Dates and Topics concerning the SPSA:

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

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

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

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

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

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

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

1. Fund another .5 day of mental health counseling

2. Fund additional teacher collaboration and planning time by the site

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

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

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

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

Greatest Needs

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

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

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

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

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

Performance Gaps

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students

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

Overall Achievement for All Students

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

Concepts & Procedures
Applying mathematical concepts and procedures

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

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	8.18	8.70	42	35.45	42.61	52	56.36	48.70
Grade 4	6	5.38	8.18	27	29.23	42.73	66	65.38	49.09
Grade 5	4	4.76	4.58	20	33.33	32.06	76	61.90	63.36
All Grades	6	5.94	7.02	30	32.56	38.76	65	61.50	54.21

School and Student Performance Data

ELPAC Results

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

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

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

Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students

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

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

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

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3 students	1 students	2 students	

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

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

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

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

Strategies/Activities for Goal 1

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

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

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

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

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

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

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

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

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

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

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

Strategies/Activities for Goal 3

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

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

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

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

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

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

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary - Teacher Extra Duty for additional paid collaboration time
Amount	4200
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - Teacher Extra Duty for additional paid collaboration time
Amount	4000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute Teachers for PD Follow-up Release time to plan and design lesson sequences with the Academic Coach
Amount	5391
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference fees, travel expenses, hotel fees

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

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

Timeline
7/1/19-6/30/20

Person(s) Responsible
Intervention Teacher, Classroom Teachers, Academic Coach, SPED Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	54,618
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,527
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers, document cameras, student headphones

Amount	25,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Teacher Classroom Macbooks

Amount	2,700
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher Classroom Macbook Insurance

Amount	800
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing for Microsoft Office for Teacher Classroom Macbooks

Amount	9,453
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Supplies for Tier I Core Instruction

Strategy/Activity 4

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

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

Expected Annual Measurable Outcomes

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

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty - Salary

Amount	400
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Teacher Extra Duty - Fringes

Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Parent supplies for training

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Administration, Community Liaison, Teachers, parents

Proposed Expenditures for this Strategy/Activity

Amount	900
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare & translation will be provided - Classified Extra Duty Salary

Amount	326
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

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

Expected Annual Measurable Outcomes

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

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

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

Amount	3527
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes

Amount	4997
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 1.25 hour salary for Recess Coach

Amount	4468
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Additional 1.25 hour fringes for Recess Coach

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

$\underline{X}$ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

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	$155,504
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$384,502.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	152,364	486.00
Title I Part A: Parent Involvement	3,140	-486.00
LCFF	228,998	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$151,878.00
Title I Part A: Parent Involvement	$3,626.00

Subtotal of additional federal funds included for this school: $155,504.00

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

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	228,998.00
None Specified	0.00
Title I	151,878.00
Title I Part A: Parent Involvement	3,626.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	54,618.00
2000-2999: Classified Personnel Salaries	LCFF	94,785.00
3000-3999: Employee Benefits	LCFF	67,642.00
4000-4999: Books And Supplies	LCFF	9,453.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	75,618.00
3000-3999: Employee Benefits	Title I	19,342.00
4000-4999: Books And Supplies	Title I	37,527.00
5000-5999: Services And Other Operating Expenditures	Title I	8,891.00
5700-5799: Transfers Of Direct Costs	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	900.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	726.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00

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
Aratzi Pineda	English Learner Advisory Committee
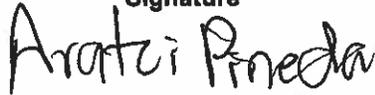
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/3/19.

Attested:
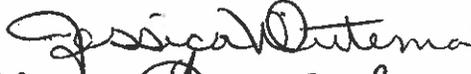
Signature		
Jessica Whiteman	Principal, Jessica Whiteman on	10/3/19
Michael Paurowski	SSC Chairperson, Michael Paurowski on	10/4/19