

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	Amber Gascoigne
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19 - 6/30/20
Schoolsite Council (SSC) Approval Date	9/10/19
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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile.....	3
Purpose and Description.....	3
Stakeholder Involvement	4
Resource Inequities	4
Needs Assessment – Review of Performance.....	4
Greatest Progress	5
Greatest Needs	5
Performance Gaps	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population	16
Annual Review and Update	17
Goal 1	17
Goal 2.....	28
Goal 3.....	31
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1	38
Goal 2.....	47
Goal 3.....	50
Centralized Services for Planned Improvements in Student Performance	56
Budget Summary and Consolidation	58
Budget Summary	58
Allocations by Funding Source.....	58
Other Federal, State, and Local Funds	58
Expenditures by Funding Source	59
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	61
School Site Council Membership	62

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. Our student enrollment has remained consistent at nearly 800 students for the past four years with 98% receiving free and/or reduced lunch and with 39% of our students being designated as English Language Learners. Cabot Yerxa will remain on a 2-1-2 weekly calendar for the 2019-2020 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 1:30 p.m. until 3:30p.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. 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

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 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.

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:

October 2, 2018: Two new parents elected - Christina Herrera and Melissa Lozano. Christina declined the position and Gloria Velazquez, who was third, was elected. 1 new teacher was elected - Natasha Thompson. Site Council nominations were accepted through September 20, 2018. Ballots were distributed on September 21, 2018 and were returned by September 28, 2018.

SSC Meeting Dates and Topics:

October 2, 2018: Review of SSC by laws, election of officers, first read and input for parent involvement policy, brief overview of 17-18 school data, reviewed 18-19 SPSA, review of budget allocation adjustments, discussed and approved revisions to current plan

October 9, 2018: SSC members trained with elections completed

December 4, 2018: Review of 17-18 School Data and DSLT presentation from October 30th

February 19, 2019: Review of CA Dashboard data including SBAC results, suspension and expulsion results, attendance results, approval of movement of funds for current plan

April 30, 2019: Evaluation of SPSA actions and services for 19-20 plan, approve revisions for 19-20 SPSA and budget

ELAC Meeting Dates and Topics:

August 28, 2018: Election of officers, review of by-laws, discussion about Family Resource Center and district EL department

October 30, 2018: Needs Assessment completed, DELAC report, ELPAC overview, SPSA reviewed

February 21, 2019: DELAC report, discussion about enrollment center, parent surveys discussed

April 9, 2019: DELAC report, CA Dashboard data reviewed and discussed, plans for next year discussed

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, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:

Improve student safety through additional supervision aides. The Para Behavior will also work on addressing concerns of students being mean to one another through online platforms.

Continuing working on supporting teachers by providing an Academic Coach that works to provide support to teachers and students.

Host family nights that bring the community together and increase parent involvement.

Determine additional ways to address student absenteeism.

Resource Inequities

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

Through our needs assessment we identified a resource inequity within our Students with Disabilities student group.

Although our SWD students are performing 42 points below our All Students group in math and 56 points below our All Students group in ELA, no specific actions or expenditures were specifically focused at this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through ensuring our Academic Coach works to support classroom teachers in further differentiating lessons and ensuring appropriate strategies are used during whole group and small group instruction to effectively meet the needs of this group. An inequity in Chronic Absenteeism was also identified with our white subgroup. They are almost 8% higher than our All Students group. In goal 2 of our 19-20 plan, we will provide more parent outreach and incentives targeting attendance overall, but particularly this subgroup.

Needs Assessment – Review of Performance

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

Greatest Progress

High Impact Consulting continued to work with our teachers to build a stronger foundation in number sense abilities. Based on SBAC scores, we grew 84%, which is above average and we are growing faster than expected. 5th grade continued to make growth in math, with 37% of our students meeting or exceeding standard, an increase from 24%. This supports that our students are growing over the course of their elementary career in terms of their math abilities. With regards to kindergarten DIBELS, 20% of our students started the year in green and 58% ended the year in green.

Student behavior continues to be an area of focus on our campus. Based on the suspension data, we have a decrease of .7% in suspensions. We had 19 suspensions off campus from 12 students. We are attributing these declines to the addition of our full time counselor, Solutions Room, mental health therapist and implementation of PBIS. We are also dedicating the first 30 minutes four days a week to Social Emotional Learning to strengthen the communities within our rooms and across the campus.

In terms of family climate, 96% of those who filled out the Panorama Survey were favorable in their sense of belonging (school connectedness). With regards to staff response, 94% also felt a sense of belonging. We can attribute this growth to the various parenting classes and family nights that were offered throughout the year. As for the staff, trainings were offered in math and Kagan, which allowed for competency building, but also collaboration between and among grade levels.

To continue our progress, our Academic Coach will support all teachers in implementing our Number Routines to further develop number sense abilities. We will hire a Paraprofessional Behavior to assist students who are struggling to maintain in the classroom and continue funding our Mental Health Therapist. We will continue to refine our practices around Social Emotional Learning and adjust our time from 30 minutes 4 days a week to 20 minutes 4 days a week. As a staff, we will continue offering various family nights throughout the year to strengthen our relationships with our families and allow for continued engagement and support among our families and staff.

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

It is evident from our data that our African American students and students with disabilities are struggling in both math and language arts. While each is a small part of our population, they are subgroups that continue to struggle.

When looking at our data in Chronic Absenteeism, our white and 2 or more races were in red. All students, SED, SWD, Af Am and Hispanic groups were in orange. We are going to do more targeted interventions with our students in red. We will be using the A2A data to pinpoint trends in days or weeks that can target all groups to help improve attendance.

With regards to suspensions, whites and SWD fell into the orange category. We will continue to work with our students in making positive choices and will continue to implement Second Step and SEL through our 20 minutes daily teachings. The Paraprofessional Behavior will also work with these students to provide additional lessons and strategies to help decrease their suspension rates.

In ELA, we need to better assist our Af Am, white, and SWD groups as they fell into the orange area. Our Academic Coach will provide support to teachers and will also review and model our foundational skills routines for all grades. She will specifically target kindergarten and 1st grade to ensure our students are developing the skills needed to progress. We will host family nights around language arts to help parents understand the importance of nightly reading and also give them ideas on activities they can do with their kids, regardless of grade, to help comprehension.

Our math groups were all in the orange category. This continues to be a focus area across the campus. All grades will be provided a day during the summer to plan their units to ensure they know the goals of each lesson, are aligned to the standards, and have multiple forms of assessment to use to ensure they are better able to monitor all students and their progress.

Based on DIBELS, we are seeing minimal growth or a decrease in K, 1st and 2nd. Therefore, more emphasis will need to be placed on their delivery. The TOSA and Academic Coach will focus on modeling and co-teaching with each teacher continuously throughout the year in order to provide immediate feedback in ways to improve and meet the needs of all learners. Both will also work with small groups of students in all subject areas who are not yet working at grade level. Students will be continually monitored through short cycle assessments and the groups will be fluid.

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?

Within ELA, Students with Disabilities are behind "all students," so we will continue to work closely with our Resource teachers. We are hoping to develop a program in which we are pushing in and co-teaching to our classroom. This will hopefully strengthen the skillset of our RSP teachers and also better differentiate our lessons to meet the needs of all learners. We will also have an intervention teacher that will target specific sets of students across multiple grades. These groupings will change throughout the year based on data gathered.

Performance Gaps

All students in math increased significantly, but were still in the low level. Our African American students and Hispanic students were at the low level, but didn't increase as much as our whole population. Additionally, our Students with Disabilities increased, but were in the very low level. We will continue to utilize the consultants from High Impact to support our instruction, specifically in our number sense and conceptual understanding. We are also hiring an additional math consultant that will work with grade levels or specific teachers to help with their implementation of the Bridges program and using that as a tool to support the math standards.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.29%	0.14%	2	2	1
African American	10.2%	9.00%	9.84%	74	63	69
Asian	%	0.14%	0.29%		1	2
Filipino	0.6%	0.71%	0.43%	4	5	3
Hispanic/Latino	74.7%	74.71%	75.46%	543	523	529
Pacific Islander	%	%	%			
White	9.4%	10.29%	8.7%	68	72	61
Multiple/No Response	%	%	%			
Total Enrollment				727	700	701

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	131	131	148
Grade 1	107	114	106
Grade 2	104	111	117
Grade3	123	102	116
Grade 4	127	118	94
Grade 5	135	124	120
Total Enrollment	727	700	701

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	273	269	251	37.6%	38.4%	35.8%
Fluent English Proficient (FEP)	30	30	27	4.1%	4.3%	3.9%
Reclassified Fluent English Proficient (RFEP)	29	18	24	9.7%	6.6%	8.9%

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	101	124	127	98	119	127	98	119	98.4	97	96
Grade 4	129	122	90	128	119	89	128	119	89	99.2	97.5	98.9
Grade 5	140	124	122	138	123	120	138	123	120	98.6	99.2	98.4
All Grades	398	347	336	393	340	328	393	340	328	98.7	98	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2358.	2370.	2374.	6.30	11.22	9.24	16.54	12.24	17.65	22.05	27.55	26.89	55.12	48.98	46.22
Grade 4	2445.	2412.	2426.	19.53	7.56	17.98	24.22	16.81	16.85	17.97	25.21	16.85	38.28	50.42	48.31
Grade 5	2456.	2484.	2467.	6.52	13.82	15.00	28.99	33.33	18.33	24.64	19.51	25.83	39.86	33.33	40.83
All Grades	N/A	N/A	N/A	10.69	10.88	13.72	23.41	21.47	17.68	21.63	23.82	23.78	44.27	43.82	44.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.87	12.24	10.08	35.43	41.84	49.58	56.69	45.92	40.34
Grade 4	21.88	10.08	15.73	42.19	54.62	40.45	35.94	35.29	43.82
Grade 5	14.49	17.07	19.17	44.20	52.85	45.00	41.30	30.08	35.83
All Grades	14.76	13.24	14.94	40.71	50.29	45.43	44.53	36.47	39.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.30	6.12	7.56	38.58	35.71	43.70	55.12	58.16	48.74
Grade 4	17.19	6.72	7.87	53.13	40.34	52.81	29.69	52.94	39.33
Grade 5	13.77	17.07	10.00	48.55	46.34	45.83	37.68	36.59	44.17
All Grades	12.47	10.29	8.54	46.82	41.18	46.95	40.71	48.53	44.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.09	10.20	14.29	66.14	61.22	54.62	26.77	28.57	31.09
Grade 4	10.94	6.72	11.24	56.25	66.39	67.42	32.81	26.89	21.35
Grade 5	6.52	12.20	13.33	57.25	60.98	56.67	36.23	26.83	30.00
All Grades	8.14	9.71	13.11	59.80	62.94	58.84	32.06	27.35	28.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.45	13.27	11.76	39.37	40.82	38.66	51.18	45.92	49.58
Grade 4	19.53	9.24	17.98	54.69	51.26	42.70	25.78	39.50	39.33
Grade 5	14.49	27.64	15.00	43.48	45.53	47.50	42.03	26.83	37.50
All Grades	14.50	17.06	14.63	45.80	46.18	42.99	39.69	36.76	42.38

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	101	124	128	99	119	128	99	119	99.2	98	96
Grade 4	128	122	90	126	119	89	126	119	89	98.4	97.5	98.9
Grade 5	140	124	122	138	124	121	138	124	121	98.6	100	99.2
All Grades	397	347	336	392	342	329	392	342	329	98.7	98.6	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2368.	2378.	6.25	7.07	3.36	15.63	14.14	22.69	28.13	22.22	23.53	50.00	56.57	50.42
Grade 4	2440.	2416.	2424.	11.11	5.04	7.87	22.22	12.61	17.98	33.33	32.77	26.97	33.33	49.58	47.19
Grade 5	2459.	2482.	2462.	3.62	14.52	9.09	19.57	21.77	19.01	34.78	24.19	28.10	42.03	39.52	43.80
All Grades	N/A	N/A	N/A	6.89	9.06	6.69	19.13	16.37	20.06	32.14	26.61	26.14	41.84	47.95	47.11

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18
Grade 3	14.84	15.15	9.24	28.13	24.24	29.41	57.03	60.61	61.34		
Grade 4	24.60	11.76	16.85	27.78	25.21	22.47	47.62	63.03	60.67		
Grade 5	9.42	24.19	19.01	40.58	33.87	27.27	50.00	41.94	53.72		
All Grades	16.07	17.25	14.89	32.40	28.07	26.75	51.53	54.68	58.36		

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.38	11.11	10.08	41.41	33.33	42.86	49.22	55.56	47.06
Grade 4	11.90	5.88	11.24	42.86	39.50	32.58	45.24	54.62	56.18
Grade 5	4.35	9.68	9.92	44.93	44.35	45.45	50.72	45.97	44.63
All Grades	8.42	8.77	10.33	43.11	39.47	41.03	48.47	51.75	48.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.72	9.09	10.92	46.09	49.49	47.90	42.19	41.41	41.18
Grade 4	14.29	11.76	12.36	47.62	35.29	37.08	38.10	52.94	50.56
Grade 5	2.90	12.90	8.26	47.10	51.61	47.93	50.00	35.48	43.80
All Grades	9.44	11.40	10.33	46.94	45.32	44.98	43.62	43.27	44.68

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1439.9		1450.1		1416.3		55	
Grade 1	1471.9		1496.2		1447.0		48	
Grade 2	1489.4		1487.2		1491.0		44	
Grade 3	1481.4		1480.8		1481.6		36	
Grade 4	1497.3		1494.6		1499.6		43	
Grade 5	1515.3		1497.3		1532.9		25	
All Grades							251	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.82		20.00		29.09		*		55	
1	54.17		29.17		*		*		48	
2	47.73		25.00		*		*		44	
3	*		*		38.89		*		36	
4	*		53.49		*		*		43	
5	*		56.00		*		*		25	
All Grades	34.66		32.27		20.32		12.75		251	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.64		27.27		20.00		*		55	
1	72.92		*		*		*		48	
2	52.27		29.55		*		*		44	
3	*		38.89		30.56		*		36	
4	41.86		32.56		*		*		43	
5	*		44.00		*		*		25	
All Grades	47.01		29.88		14.74		8.37		251	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.73		*		30.91		*		55	
1	25.00		35.42		*		*		48	
2	40.91		*		*		*		44	
3	*		*		*		55.56		36	
4	*		34.88		*		34.88		43	
5	*		52.00		*		*		25	
All Grades	22.71		28.29		23.51		25.50		251	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.45		27.27		*		55	
1	79.17		*		*		48	
2	59.09		34.09		*		44	
3	*		66.67		*		36	
4	30.23		53.49		*		43	
5	*		68.00		*		25	
All Grades	49.40		40.24		10.36		251	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.36		50.91		*		55	
1	70.83		*		*		48	
2	56.82		31.82		*		44	
3	36.11		55.56		*		36	
4	55.81		32.56		*		43	
5	68.00		*		*		25	
All Grades	52.99		37.05		9.96		251	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.64		69.09		*		55	
1	31.25		47.92		*		48	
2	43.18		34.09		*		44	
3	*		38.89		52.78		36	
4	*		51.16		37.21		43	
5	*		60.00		*		25	
All Grades	24.30		50.60		25.10		251	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.55		21.82		23.64		55	
1	*		75.00		*		48	
2	36.36		52.27		*		44	
3	*		58.33		33.33		36	
4	*		55.81		27.91		43	
5	*		68.00				25	
All Grades	27.89		52.99		19.12		251	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
700	98.3%	38.4%	0.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	269	38.4%
Foster Youth	5	0.7%
Homeless	110	15.7%
Socioeconomically Disadvantaged	688	98.3%
Students with Disabilities	88	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	9.0%
American Indian	2	0.3%
Asian	1	0.1%
Filipino	5	0.7%
Hispanic	523	74.7%
Two or More Races	34	4.9%
White	72	10.3%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow - (- 40.4) - Low - Increased 3.6 English Learners (EL) Yellow(-47.2) - Low - Increased - +3.0 Hispanic (Hisp) Yellow(-39.7) - Low - Increased - +6.8 African American (AA) Orange(-60.9) - Low - Maintained - - 1.5 Socioeconomically Disadvantaged (SED) Yellow(-41.9) - Low - Increased - 3.3 Students with Disabilities (SWD) Orange (-96.1)- Very Low - Increased Significantly - +28.9
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Orange(-54.7) - Low - Maintained - - 1.7 English Learners (EL) Orange(-58.6) - Low - Maintained - - 1.2 Hispanic (Hisp) Orange(-55.1) - Low - Maintained - +5.1 African American (AA) Orange(-83.5) - Low - Decreased - - 9.2 Socioeconomically Disadvantaged (SED)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Orange(-56.1) - Low - Maintained - - 2.9</p> <p>Students with Disabilities (SWD) Orange (-96.5)- Very Low - Increased Significantly - +31</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:</p> <p>Well Developed - 34.7%</p> <p>Moderately Developed - 32.3%</p> <p>Somewhat Developed - 20.3%</p> <p>Beginning Stage - 12.7%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate English Learners (EL)</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 6.6%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) Met and Exceeded 23.46% English Learners (EL) Met and Exceeded 17.64% Hispanic (Hisp) Met and Exceeded 26.87% African American (AA) No Results Socioeconomically Disadvantaged (SED) Met and Exceeded 23.71% Students with Disabilities (SWD)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Met and Exceeded 12.50%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 35% need CORE Support 16% need Strategic Support 48% need Intensive Support
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional development will be provided to enhance first and best teaching practices, common core planning to increase lesson rigor.</p> <p>High Impact Educational Consultants will be hired to provide additional support to certificated teachers to strengthen their content knowledge. Instructional strategies consistent with the Standards for Mathematical Practice will be explored with teachers and teachers will continue to strengthen their skillset around mathematical routines that support the Bridges curriculum.</p> <p>Studio sessions will be provided at various points during the year to allow teacher to receive meaningful feedback during lessons and to observe their peers in the classroom setting.</p>	<p>High Impact Educational Consultants worked with each grade level individually for 3 separate days throughout the year. The professional development included reviewing math routines previously taught, looking at the new Bridges curriculum, and ensuring our instruction is aligned to the standards. Each day, time was spent doing co-teaching and demo lessons in various classrooms.</p>	<p>District provided math consultants None Specified None Specified</p>	<p>District provided None Specified None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
An additional math consultant will be hired to work with grade levels or teachers requiring extra support. She will work with High Impact Consultants to ensure her message aligns. She will model, co-teach, and observe as needed. She will debrief with teachers and provide them with specific feedback to strengthen their math instruction.	The additional math consultant was not hired.	Additional math consultant 5800: Professional/Consulting Services And Operating Expenditures None Specified	Additional math consultant
<p>Cabot Yerxa's kindergarten through second grade students will have the opportunity to attend and be provided interventions before, during and after school to further their acquisition of English language arts and mathematics.</p> <p>Interventions support materials will be based on student needs as shown through student data. The intervention sessions will vary based on time of day and range in time from 30 minutes to 60 minutes per students' needs as determined by teacher and data.</p>	Selected students in kindergarten through 2nd grade were offered before school intervention. 80 students participated for 30 minutes twice a week, for 7 weeks. Students were selected based on DIBELS data, smart goal data, and other classroom assessments.	Teacher extra pay 1000-1999: Certificated Personnel Salaries Title I 6281	Teacher extra pay 1000-1999: Certificated Personnel Salaries Title I 3798
Cabot Yerxa will have an Academic Coach to support classroom instruction through model lessons and co-teaching. She will provide feedback to help teachers with their instruction as well. 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	The Academic Coach supported teachers through model lessons and co-teaching. Supports were provided in grades K through 5th. The Coach also worked with students in kindergarten and 1st grade in small group rotations focusing on foundational skills. Additionally, she pushed in to kindergarten and 1st grade classrooms to provide small group	<p>62% teacher pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 56650</p> <p>38% teacher pay and benefits 1000-1999: Certificated Personnel Salaries Title I 90838</p>	<p>62% teacher pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 59052</p> <p>38% teacher pay and benefits 1000-1999: Certificated Personnel Salaries Title I 91595</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
grade level PLCs to plan short cycle assessments that target the needs of our students. The primary focus area of the Coach will be math, but may be adjusted based on site need.	instruction using math routines. Students in 2nd and 3rd grade were provided with pull out and push in support based on Smart Goal data.		
ELA district TOSAs will be providing targeted professional development focused on developing a comprehensive writing program based on Write From the Beginning that is vertically articulated TK-5th. The TOSAs will also provide professional development to enhance ELD instruction provided during designated time as well as integrated. ELA district TOSAs will also be utilized for targeted individual professional development in addition to assisting grade level collaboration time.	Two Wednesday professional development opportunities were provided to the staff focused on ELD instruction, which integrated writing as well.	District provided TOSAs None Specified	District provided TOSAs None Specified
ELA district TOSA assigned specifically to Cabot Yerxa will provide targeted professional development focused on a variety of areas including the administration and management of TK-5 English language arts curriculum including planning, developing and implementing program delivery systems. The TOSA will provide targeted professional development to the school, grade levels, and individual teachers. The TOSA will provide professional development regarding the effective use of various programs including Lexia and Reading Plus. The TOSA	The TOSA worked with all teachers, TK-5th. She did demo lessons, co-taught and also did observations to provide meaningful feedback. She provided small group instruction in 1st grade centers in 1 classroom to support the classroom teacher and students in need. She worked closely with the district provided intervention teacher and on site academic coach to analyze data and determine what skills needed to be focused on during small group instruction. She attended grade level collaboration meetings and provided professional development to teams and to the whole school on various topics	District provided TOSAs None Specified	District provided TOSAs None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will also assist teachers in effectively analyzing student data and work to effectively plan next instruction.	to increase academic success.		
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, rulers, scissors, glue, lined paper, pencils.	Materials and supplies were purchased to support classroom instruction and ensure students had access to needed materials. Items such as books for classroom libraries, whiteboard markers, toner, and construction paper were purchased.	Additional supplies to support core, intervention and extension programs 4000-4999: Books And Supplies LCFF 17452	Additional supplies to support core, intervention and extension programs 4000-4999: Books And Supplies LCFF 31000
Cabot Yerxa will provide opportunities for students to visit College campuses for 3rd, 4th and 5th grade students.	Shirts were purchased to promote college readiness. A career day was held on January 30th that involved all 1st through 5th grade students. 28 presenters joined us for the sessions to inspire our students to the various careers that exist. 2nd through 5th grade students were provided a journal to take notes about their experiences. 3rd grade students visited College of the Desert on February 7th, 4th went to UC Riverside on February 12th, and 5th grade went to UC Irvine on March 1st, thus further supporting college readiness.	Supplies to support college and career readiness 4000-4999: Books And Supplies LCFF 10000	Supplies to support college and career readiness 4000-4999: Books And Supplies LCFF 2100
Cabot Yerxa staff and teachers will organize a career day on campus.			
Shirts will be purchased for each student and staff member and worn on Wednesdays to further emphasize the importance of students making and achieving goals that will benefit their futures.		College readiness bussing 5800: Professional/Consulting Services And Operating Expenditures LCFF 3000	College readiness bussing 5800: Professional/Consulting Services And Operating Expenditures LCFF 3000
Rigor/DOK/Delivery and/or Design professional development will be provided on site to all grade levels by the consultant Kris Tom.	Kris Tom worked with teachers to increase rigor through the Gradual Release Model. He also worked on the process knowledge steps needed for successful lessons. He	District provided consultant None Specified	District provided consultant None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	worked with 3rd on October 1st, Kindergarten on October 2nd, 4th grade on January 22nd, 1st grade on January 23rd, 2nd on March 11th, and 1st on March 12th.		
Cabot Yerxa Elementary will partner with the Palm Springs Air Museum in the education outreach program.	Each 2nd grade class went to the Air Museum in October or December for a day.	Local cultural integration None Specified	Local cultural integration None Specified
The McCallum Theater will provide music and dance instruction for all of our fifth grade students.	All 5th grade teachers attended a teacher PD at the McCallum to learn about the new project. In February and March, each classroom attended three 1-hour sessions at Cabot to learn about the new project. On March 12th, all 5th graders went to the McCallum for the show. On March 14th, an hour long post session was provided to each class at Cabot.	Local cultural integration None Specified	Local cultural integration None Specified
Partner with Palm Springs Art Museum for visual art lessons/discovery.	Each 3rd grade class went to the Art Museum in October or November to learn about the various installations.	Local cultural integration None Specified	Local cultural integration None Specified
Cabot Yerxa Elementary will partner with the Cabot Yerxa Museum in their Education outreach.	Each 2nd grade class did a walking field trip to the Cabot Museum and took a tour. The museum also hosted a family day in May.	Local cultural integration None Specified	Local cultural integration None Specified
Cabot Yerxa will provide enrichment opportunities for students to attend beyond the regular school day.	Various opportunities were provided to our students. Some of our programs included: African American mentoring program, drum and dance, guitar class, Beatnik Society, ukulele class, student council, and Cakewalk.	Enrichment 5000-5999: Services And Other Operating Expenditures LCFF 10000 Materials and supplies 4000-4999: Books And Supplies LCFF 5000	Enrichment 5000-5999: Services And Other Operating Expenditures LCFF 0 Materials and supplies 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will be provided a extra pay for working additional hours beyond their contract. This could include but is not limited to Saturday trainings, providing enrichment after school, working collaboratively with their colleagues.	Each grade level was provided 2 full days to work during the summer to plan for the 18-19 school year. Each team took advantage of the time and was able to effectively plan out many of their units. Additional time was paid to teams who wanted to work on Saturdays during the school to have additional planning time.	Teacher extra pay 1000-1999: Certificated Personnel Salaries LCFF 20000	Teacher extra pay 1000-1999: Certificated Personnel Salaries LCFF 11760
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.	Toner was purchased in order for all teachers to have access to printing. LCD projectors were purchased as well to replace technology no longer working.	Infrastructure support 4000-4999: Books And Supplies LCFF 8000	Infrastructure support 4000-4999: Books And Supplies LCFF 12000
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, and Accelerated Reader.	Licensing Rights were purchased for school wide use. Programs included Accelerated Reader, United Streaming and Brain Pop.	Licensing rights for programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 7000	Licensing rights for programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 10546
A district Tosa will be working with Cabot Yerxa teachers to extend lesson design and delivery with the use of technology and technology programs.	Our district Tech TOSA provided individual support to teachers during the school day as well as after school. She also worked with kindergarten	Support provided by Tech TOSA None Specified None Specified	Support provided by Tech TOSA None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and 1st grade as they transitioned to new Chromebook tablets. She assisted in classrooms as well to support students.		
Professional development will be provided to enhance classroom engagement through new collaborative routines and strategies provided by Kagan Publishing and Professional Development. Materials will also be purchased through Kagan to support the implementation of the strategies and routines presented.	<p>Day 4 of Kagan Cooperative Learning was provided to all staff members on October 8th. New strategies were introduced and teachers had time to determine which routines presented could be incorporated into their teaching.</p> <p>Three teachers attended a 2 day Kagan workshop in February as they are new to the district. They received Days 1 and 2, which the rest of the staff received in years past.</p>	<p>Kagan consultant 5800: Professional/Consulting Services And Operating Expenditures Title I 14000</p>	<p>Kagan consultant 5800: Professional/Consulting Services And Operating Expenditures Title I 5200</p>
Staff will attend professional conferences that support implementation of standards, increased rigor, and addressing the high needs of special education students. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences.	Various staff members attended conferences held on varying topics. Some of the sessions attended specifically targeted attendance, mental health and other topics that allow students to be better ready for academic instruction.	<p>Conference fees, travel expenses, hotel cost 5000-5999: Services And Other Operating Expenditures LCFF 10000</p>	<p>Conference fees, travel expenses, hotel cost 5000-5999: Services And Other Operating Expenditures LCFF 1718</p>
Cabot Yerxa will fund an additional hour to two of the kindergarten aides. This additional time will allow each of the aides to work with students struggling in any grades TK-5, particularly our newcomer students.	The additional time was used to support kindergarten students. The aides worked in small groups and one on one to assist student not there yet. The two aides were also able to attend collaboration time on Wednesdays in order to prepare lessons and be more informed with their instruction.	<p>Additional wages and benefits 2000-2999: Classified Personnel Salaries LCFF 15000</p>	<p>Additional wages and benefits 2000-2999: Classified Personnel Salaries LCFF 18261</p>

Analysis

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

High Impact Math worked with the teachers for the third year. While scores have not increased dramatically, it is evident within student work and in student discussions that they have a better understanding of the conceptual piece. Student discourse has increased dramatically and all students are now able to actively be a part of their learning. The studio sessions have greatly impacted the teachers and their confidence to engage their students more meaningfully in mathematical discourse. They have also grown from being able to see one another in the classroom, which has led to more effective collaborations.

Intervention was offered by kindergarten, 1st, and 2nd grade teachers to support students not yet mastering grade level standards. Nine teachers were able to work with the students at their grade levels for 30 minutes twice a week for 8 weeks. Students were selected using SMART goal data along with DIBELS and Bridges data. Teachers reported growth in students who attended regularly and felt the small group setting allowed students to feel more comfortable identifying when they were struggling on a given concept.

The Academic Coach had a positive impact on the campus as she was able to provide coaching to teachers, particularly those new to their grade levels and those new to teaching. In addition to modeling lessons and coach teachers, the Academic Coach also worked with targeted groups in kindergarten, 1st, and 2nd grades who were in need of additional interventions. While her primary focus was math in 1st grade, she taught lessons in math and ELA in 1st and 2nd grades. Based on ESGI scores and teacher assessments, kindergarten students are finishing the year stronger in their number sense abilities.

The district Literacy TOSA played a fundamental role in strengthening our kindergarten and 1st grade teams. She collaborated with grade levels during their PLCs, modeled lessons, and observed lessons to provide meaningful feedback to the teachers. She also worked with small groups of students to provide targeted instruction based on data. She worked closely with the Academic Coach and intervention teacher to ensure strategies across all settings were consistent and interventions were targeted at individuals' needs.

Cabot Yerxa is making conscious efforts to prepare our students for college and career readiness. All students were outfitted in a college shirt to promote college readiness and all 1st through 5th grade students attended our annual Career Day in January in which 29 local community members presented. 3rd graders attended a tour of College of the Desert in February, 4th grade went to UC Riverside, and 5th took a journey to UC Irvine. All students showed a great deal of enthusiasm seeing the college campuses and liked being able to see the possibilities that are there for them when the time comes. The parents also expressed a great deal of appreciation for both the college visits and the Career Day as they didn't have those experiences in their elementary careers and are grateful their kids are.

Many experiences were had with various organizations across the valley to provide different grade levels with field trips experiences to enhance the curriculum. It is important for our students to be able to learn about their valley and also have first hand experiences with content they are learning about during instruction.

In order to support all grade levels and ensure the curriculum is being fully utilized, each grade level was provided with a minimum of 2 non contract planning days. Within those days teachers were able to plan units and ensure the needed supplies were available. Many were able to find or create resources that can be used each year, thus minimizing the prep time needed in the future, which will allow for a strong focus on the delivery of the content. This additional collaboration time was especially impactful given ELA is only in the second year of adoption and this was the first year with our new math program.

Professional development opportunities were offered on site (Kagan) and staff was also sent to conferences and PD opportunities off site. All have positively impacted instruction and the climate of our campus.

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

When the budget was revised, additional funds were not available to hire an additional math consultant. Money was spent on enrichment, but it came from donations aimed at particular after school programs. We also had many organizations that donated their time and materials. The funds were used to purchase books to build classroom libraries and increase student engagement. I had set aside money to purchase college shirts for every student. Thankfully, I was

able to get 500 shirts donated and therefore our cost to purchase shirts was considerably lower than expected. Funds were utilized on other supplies to enhance our instruction and environment.

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.

High Impact Math and Kagan will be district funded in the 2019-2020 school year. This has allowed us to free up additional funds to be used towards the hiring of a Paraprofessional Behavior, which will allow us to better target students struggling in the classroom, which includes our white and SWD groups that were in orange. This person will be able to support students in their classrooms or possibly in the Solution's Room and be able to provide them with small group or one on one instruction when they are behaviors are impacting their learning and the learning of the classmates.

We will continue to set aside funds for teachers to have planning time during the summer to work on their instruction. While we did this last year, this year's sessions will have more of a focus on developing assessments to be used to monitor growth and track progress or lack of progress for all groups, which allow us to better target the groups falling into the red and orange categories in math and ELA.

Our kindergarten aides will continue to be funded additional time. Moving into next year, the Academic Coach and Literacy TOSA will work with the aides to develop strategic plans on ways they can deliver lessons and also assess students.

Funding has been set aside to allow for staff members to attend conferences or workshops. Our goal is to attend sessions around chronic absenteeism, which will help us target all students, as all groups were either in red or orange.

All partnerships with community organizations will be placed into one group as organizations are changing their target grade level groups and some have opted not to offer the same experiences each year. Funds will be dedicated to enrichment experiences that may happen during the school day or after school depending on resources and personnel.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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 to 96% and an increase in the student academic proficiency rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) - 93.02%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange(23.9%) - Very High - Declined - -1.9 English Learner (EL) Yellow (16.3%) - High - Declined Significantly - -4.4 Hispanic (Hisp) Orange(22.5%) - Very High - Declined - -1.9 African American (AA) Orange(28.4%) - Very High - Declined - -7.3 Socioeconomically Disadvantaged (SED) Orange(24.1%) - Very High - Declined - -1.6 Students with Disabilities (SWD) Orange(31.5%) - Very High - Declined - -3.6
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 96% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 96% responded favorably African American (AA) 98% responded favorably

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cabot Yerxa will provide funding for training and outreach and informational meetings activities at any Parent event held at Cabot Yerxa. These activities can include: literacy night, science nights, common core informational night, PSUSD Family Programs, and Back to school nights.	Back to School was held in August. School Site Council meetings and ELAC meetings were held throughout the year to increase parent involvement. 7 Habits of Successful Families through PTA was offered to all families. 10 weeks Basic English Classes were held on site through out district parent center. A family reading/science night was held. A fitness night for families was held in April and a family movie night was held in March.	Teacher extra pay 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1500	Teacher extra pay 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 5309
		Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1889	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 94
Cabot Yerxa will hold School Attendance Review meetings six times a year with families that have chronic tardies and attendance.	8 meetings were held this year. Each day targeted approximately 30 families who were identified as chronic, severe chronic and moderate.	SART meetings None Specified None Specified	SART meetings None Specified
Cabot Yerxa will hold awards assemblies throughout the year. Prizes and awards will be purchased to motivate students.	Trimester Award Assemblies were held during the year to recognize individual student accomplishments. Trimester rewards for attendance were also distributed throughout the year. Incentives for testing were purchased to encourage students to work hard and give their best efforts.	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 5000	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 5377
Opportunities for parents to attend trainings provided outside the district parent center will be provided. This may include such events as CAFE or PTA sponsored workshops.	CABE and PTA workshops were paid for by the parent center and no site funds were needed.	Parent trainings and events 4000-4999: Books And Supplies LCFF 3000	Parent trainings and events 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.

Back to School Night was held in August and parents had the opportunity to interact with their child's teacher and learn about changes in policies and procedures at Cabot. ELAC and SSC meetings were held throughout the year to increase parent participation in decision making. PTA offered the 7 Habits of Successful Families classes and the parent center offered several opportunities for parent workshops on various topics. Family night were also held during the year that included ELA, science and fitness. To bring families together, Cabot also held a family movie night to strengthen our community and also allow PTA to reach out to parents to strengthen their membership. Stronger turnout was anticipated at all events, but those in attendance appreciated the opportunities.

Three awards assemblies were held during the school year. At each assembly students were recognized for individual accomplishments, attendance, and other special recognitions. Student Council put together a video with a focus area for the next month to encourage students to remember our Code of Conduct: responsible, respectful and safe. Parents of those receiving awards were invited to attend and celebrate the accomplishments of their child. Students receiving awards were given Cabot Cash to be used at the student store.

While we have made changes to our attendance actions, we have struggled to improve our overall attendance. It still sits well below the district expectations of 96%. We attempted to do a daily incentive with Cabot Cash, but it doesn't seem to be a motivator for our students struggling. While SART meetings were held regularly, many of the families do not show up.

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

Parents who wanted to attend CABE or PTA sponsored workshops off site were paid for by the district parent center. No site funds were spent for parents to attend. Funds were moved to attendance academic incentives.

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.

Money will not be put towards parents attending conferences as it was not used this year due to the parent center providing those opportunities. While funds are not increasing, we will be monitoring attendance patterns in 2019-2020 and try to be better about targeting specific groups of students or times based on attendance trends .

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Cabot Yerxa's students will be provided a positive, safe, and healthy learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL) Green(1.6%) - Medium - Declined - - 0.8 English Learner (EL) Green (0.7%)- Low - Maintained - 0.0 Hispanic (Hisp) Yellow(1.4%) - Medium - Maintained - -0.1 African American (AA) Green(2.7%) - Medium - Declined - - 4.4 Socioeconomically Disadvantaged (SED) Green(1.7%) - Medium - Declined - - 0.7 Students with Disabilities (SWD) Orange(3.6%) - High - Maintained - 0.0
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	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 EL AA Hisp	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All students: 67% responded favorably EL: 69%

Metric/Indicator	Expected Outcomes	Actual Outcomes
SED		AA: 59% Hisp: 68% SED: 58%
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 61% responded favorably EL: 60% AA: 59% Hisp: 62% SED: 58%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Cabot Yerxa will included a dedicated 30 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 universal screener will be used to help identify and track student's needs throughout the year.</p> <p>A Mindfulness Room will also be developed 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.</p> <p>Supplies and materials will be purchased to help support the classroom as well as the Mindfulness Room with regards to</p>	<p>Materials were purchased to support the time for social emotional learning as well as time spent in the Mindfulness Room. Materials purchased include supplemental books to target specific needs, alternate seating such as cushions and yoga balls, fidgets to use with students in need, and board games to focus on specific skills. Second Step kits were purchased for the new TEP classrooms and the preschool kit was purchased for our TK classroom.</p>	<p>School climate 4000-4999: Books And Supplies LCFF 15000</p>	<p>School climate 4000-4999: Books And Supplies LCFF 12500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
social and emotional well being.			
<p>Playworks will be implemented at Cabot Yerxa. Playworks is an Oakland-based national nonprofit that supports learning and physical health by providing safe and inclusive play. Playworks will work to design curriculum and activities that offer play opportunities during recess and lunch. A trained coach will work at Cabot Yerxa to run a variety of games and sports, as well as teach techniques in group management, violence prevention and conflict resolution.</p> <p>The district is funding the Playworks coach at Cabot Yerxa.</p> <p>Cabot Yerxa will look to cover the wages and benefits of increasing the position to 7 hours.</p>	<p>While the Playworks coach is funded for 5.75 hours through the district, the plan was to increase our coaches hours. We hired a new coach at the start of the year and wanted to ensure success with the program before increasing hours. We were also able to adjust the daily schedule to ensure the coach would be available for every recess within the 5.75 hours.</p>	<p>Coverage of wages and benefits due to increase in hours 2000-2999: Classified Personnel Salaries LCFF 8000</p>	<p>Coverage of wages and benefits due to increase in hours 2000-2999: Classified Personnel Salaries LCFF 0</p>
<p>Cabot Yerxa will utilize the Mental Health Program through the district to provide counseling services to children and families.</p>	<p>Cabot Yerxa referred families to the district Mental Health program who were in need of additional supports not provided on site.</p>	<p>School climate Attendance None Specified None Specified</p>	<p>School climate Attendance None Specified</p>
<p>A guidance counselor has been hired by the district and will be on campus 5 days a week.</p>	<p>Our counselor is funded by the district and provides group and individual sessions to students throughout the day focusing on social emotional well-being. She works with teachers on specific needs within their classrooms and she</p>	<p>School climate None Specified None Specified</p>	<p>School climate None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	herself teaches a complementary lesson once a month in each classroom to build bonds with students and develop a level of trust.		
Positive Behavior Interventions and Supports (PBIS) will be implemented school-wide. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is 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	We continued to work on refining our PBIS practices this year. Posters for each classroom were created and purchased to ensure consistency within grade levels with regards to expectations and consequences. Prizes were purchased throughout the year to recognize one "caught being good" ticket winner from each class every Friday.	School climate 4000-4999: Books And Supplies LCFF 2000	School climate 4000-4999: Books And Supplies LCFF 2603

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.</p> <p>Various materials and supplies including posters, "gotcha" slips, and prizes will need to be purchased to successfully support this program.</p>			
<p>Solution's Room Supervisor will be hired to work 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. 5.75 hours will be provided by the district. Cabot Yerxa will look to increase the position to 7 hours and cover the wages and benefits.</p>	<p>The Solution's Room Supervisor worked closely with the counselor to provide additional supports to students struggling to maintain in their classroom. She helped develop and carry out individual behavior plans and also used the Check In/Out model. She worked with kids who were assigned an alternate recess as well.</p>	<p>Coverage of wages and benefits due to increase in hours 2000-2999: Classified Personnel Salaries LCFF 20000</p>	<p>Coverage of wages and benefits due to increase in hours 2000-2999: Classified Personnel Salaries LCFF 7400</p>
<p>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.</p>	<p>The therapist was on site Mondays, Tuesday, and every other Wednesday to provide therapy to individual students referred by staff or parent. Her caseload averaged 22 students, targeting all grade levels. Parents were also included in the process and she provided outside supports and recommendations to those in need.</p>	<p>School climate 1000-1999: Certificated Personnel Salaries Title I 58000</p>	<p>School climate 1000-1999: Certificated Personnel Salaries Title I 54177</p>
<p>Cabot Yerxa wants to ensure students are safe</p>	<p>Additional time was given to several supervision</p>	<p>Student safety</p>	<p>Student safety</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
while on the playground. Additional time will be given to the current supervision aides and an additional aide will be hired. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.	aides. Two aides were increased to 3.75 hours and an additional aide was also hired to ensure students are closely monitored while at the lunch tables and on the playground.	2000-2999: Classified Personnel Salaries LCFF 20000	2000-2999: Classified Personnel Salaries LCFF 9044
Additional supplementary supplies will be purchased to enhance the school climate.	Additional signage was purchased for the parking lots to ensure safety.	School climate 4000-4999: Books And Supplies LCFF 3000	School climate 4000-4999: Books And Supplies LCFF 6200

Analysis

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

Our Mindfulness Room was outfitted with materials to create a calming, peaceful, safe space for students to access when they are struggling to maintain in their classrooms. Materials were purchased to appeal to students with various needs: texture, sensory, emotional. In addition, all classrooms provided 30 minutes, 4 days a week of social emotional learning each morning. This provided stability for our students and gave them an opportunity to find their peaceful place before beginning academically challenging work. Both of these actions allowed our students to have more success in their classrooms and also limited the time out of the classroom due to behaviors.

The mental health therapist provided a great deal of support to our Tier 3 students. On average she carried 22 students on her caseload. Again, this service was essential in supporting our students struggling the most and allowed them to feel better about themselves and be more present for learning. Having the service on campus provided much needed ease for parents who struggle to access resources within the community.

Our counselor provided a great deal of support to our Tier 1 and Tier 2 students. She worked with various groups of students over the course of the year on a range of topics. Parents were able to request the additional resource and the counselor worked with them on strategies to use at home to support all facets of the student's life. With all of the above services in place, students are showing improved signs of explaining their emotions, allowing staff to better meet their needs emotionally and academically.

Being a PBIS school, we continue to refine our best practices around positive behaviors and interventions that are needed to support all students, but particularly those in Tiers 2 and 3. Updated signage across the campus and in classrooms has created consistency and students are aware of the expectations.

Our Solution's Room supervisor's cost was increased to 7 hours to allow her to be present all day in order to check in and out with students. With the increased she was also able to spend time on Wednesdays to collaborate with our counselor and work on plans to assist individuals. Her support has allowed administration to be more focused on instruction and less on assisting teachers with students who are in need of a break.

Additional supervision aide time and personnel was hired for the 2018-2019 school year. This increased time allowed for students to be more closely supervised during recesses and lunches, thus decreasing behavior referrals and also allowing parents to feel more comfortable.

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 Playworks Coach's hours were not increase due to the person being hired this year. Funds were moved to adding an additional supervision aide to assist with recess and lunch supervision.

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.

The Solution's Room supervisor position is being eliminated after this school year and a Paraprofessional Behavior position will be flown in its place. This person will have similar duties to the Solution's Room supervisor, but will also receive more training from the district on working with students struggling with behaviors. In addition, the Para Behavior position will be fully funded by the school, hence the increase in cost.

Less money is being dedicated to the Mindfulness Room, PBIS and Second Step as many of the materials that have been purchased are things that can be used continually.

Additional funds are being set aside for supervision aides in hopes of adding an additional person or increasing hours to allow 1st grade to have a separate recess, thus minimizing behavior referrals and also increasing safety not only at recess and lunch, but also before school at breakfast.

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

Identified Need

1. Overall in ELA, we remain 40.4 points below distance met and 54.7 points below distance met indicating a need to improve first instruction and support student need through targeted interventions.
2. African Americans, Whites, and Students with Disabilities are lower than All Students in ELA, indicating a need for additional targeted support in ELA for those identified groups.
3. African Americans, Whites, and Students with Disabilities are scoring lower in math than All Students, identifying a need for targeted supports for these groups in math. Unlike ELA, All Students maintained and thus made less growth.
4. According to Core Data, our growth in ELA and math is above average, but declined in both areas last year compared to the year prior, justifying improvements in our first instruction.
5. While SWD increased significantly in both math and ELA, the group remains the furthest from distance met.
6. This is the first year for the ELPI indicator. Results reported are baseline.
7. End of Year third grade DIBELS results indicate that 48% of our students still need intensive support.
8. Our reclassification rate was 6.6% while the county average rate is 13.6%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Yellow(-40.4) - Low - Increased - +3.6 English Learners (EL) Yellow(-47.2) - Low - Increased - +3.0 Hispanic (Hisp) Yellow(-39.7) - Low - Increase - +6.8 African American (AA) Orange(-60.9) - Low - Maintained - -1.5 Socioeconomically Disadvantaged (SED) Yellow(-41.9) - Low - Increased - 3.3 Students with Disabilities (SWD) Orange(-96.1) - Very Low - Increased Significantly - +28.9	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Yellow(-37.4) - Low - Increased - +3 English Learners (EL) Yellow(-44.2) - Low - Increased - +3 Hispanic (Hisp) Yellow(-36.7) - Low - Increased - +3 African American (AA) Yellow(-45.9) - Low - Increased Significantly- +15 Socioeconomically Disadvantaged (SED) Yellow(-38.9) - Low - Increased - +3 Students with Disabilities (SWD) Orange (-81.1) - Very Low - Increased Significantly - +15

Metric/Indicator	Baseline	Expected Outcome
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) Orange(-54.7) - Low - Maintained - - 1.7 English Learners (EL) Orange(-58.6) - Low - Maintained - - 1.2 Hispanic (Hisp) Orange(-55.1) - Low - Maintained - +5.1 African American (AA) Orange(-83.5) - Low - Decreased - - 9.2 Socioeconomically Disadvantaged (SED) Orange(-56.1) - Low - Maintained - - 2.9 Students with Disabilities (SWD) Orange(-96.5) - Very Low - Increased Significantly - +31	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow(-51.7)- Low - Increased - +3 English Learners (EL) Yellow(-55.6) - Low - Increased - +3 Hispanic (Hisp) Yellow(-52.1) - Low - Increased - +3 African American (AA) Yellow(-68.5) - Low - Increased Significantly - +15 Socioeconomically Disadvantaged (SED) Yellow(-53.1) - Low - Increased - +3 Students with Disabilities (SWD) Yellow(-81.5) - Low - Increased Significantly - +15
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Well Developed - 34.7% Moderately Developed - 32.3% Somewhat Developed - 20.3% Beginning Stage - 12.7%	California School Dashboard - English Learner Progress Indicator (ELPI) Well Developed - 38% Moderately Developed - 35% Somewhat Developed - 17% Beginning Stage - 10%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate English Learners (EL)	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate English Learners (EL) 6.6%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate English Learners (EL) 9%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) Met and Exceeded 23.46% English Learners (EL) Met and Exceeded 17.64% Hispanic (Hisp) Met and Exceeded 26.87% African American (AA) No Results Socioeconomically Disadvantaged (SED) Met and Exceeded 23.71% Students with Disabilities (SWD) Met and Exceeded 12.50%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 28% English Learners (EL) 22% Hispanic (Hisp) 31% African American (AA) NA Socioeconomically Disadvantaged (SED) 28% Students with Disabilities (SWD) 17%

Metric/Indicator	Baseline	Expected Outcome
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 35% need CORE Support 16% need Strategic Support 48% need Intensive Support	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 39% need CORE Support 20% need Strategic Support 41% need Intensive Support
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 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.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
Academic Coach
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50859
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	34% pay and benefits
Amount	98769
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	66% pay and benefits
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Strategy/Activity 2

Cabot Yerxa will provide enrichment opportunities for students to attend beyond the regular school day and during the regular school day to support instruction.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
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Source	LCFF
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Enrichment opportunities that include local cultural integration
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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, rulers, scissors, glue, lined paper, pencils. 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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

Proposed Expenditures for this Strategy/Activity

Amount	8500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support classroom instruction, college and career readiness, enrichment opportunities

Strategy/Activity 4

Cabot Yerxa will provide opportunities for students to visit College campuses for 3rd, 4th and 5th grade students. Cabot Yerxa staff and teachers will organize a career day on campus.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff
Community Members

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Busing expense for college campus visits

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, providing enrichment after school, working collaboratively with their colleagues.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal

Assistant Principal
CYES Teachers
CYES Staff

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for time beyond contract

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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Infrastructure support

Strategy/Activity 7

Kindergarten through 2nd grade students will be provided the opportunity to attend intervention provided beyond the regular school day to assist in closing the achievement gaps. 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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Academic Coach
Academic TOSA
Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	6044
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher pay for intervention

Strategy/Activity 8

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, and Accelerated Reader, PBIS Rewards.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Staff
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Online subscriptions

Strategy/Activity 9

Staff will attend professional conferences that support implementation of standards, increased rigor, and addressing the high needs of special education students. 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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference fees, travel expenses, hotel costs
Amount	5860
Source	Title I
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 newcomer and EL students.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Kindergarten Teachers
CYES Kindergarten Aides

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Additional wages and benefits

Strategy/Activity 11

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.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019

06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Academic Coaches
Intervention Teacher
Outside Consultants

Proposed Expenditures for this Strategy/Activity**Amount**

5000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Funds to pay for substitute teachers

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 to 96% 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 ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

1. Chronic absenteeism continues to be of great concern with all subgroups. Two or more races and White subgroups are the greatest area of concern as they were both in the red.
2. Our attendance rate continues to be lower than the goal set by the district. We are again hoping to reach 95% overall.
3. While our climate survey results were positive, we need to ensure our families feel connected.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 93.02%	Student Attendance Rates All Students (ALL) - 95%
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(23.9%) - Very High - Declined - -1.9 English Learner (EL) Yellow(16.3%) - High - Declined Significantly - -4.4 Hispanic (Hisp) Orange(22.56%) - Very High - Declined - -1.9 African American (AA) Orange(28.4%) - Very High - Declined - -7.3 Socioeconomically Disadvantaged (SED) Orange(24.1%) - Very High - Declined - -1.6 Students with Disabilities (SWD) Orange(31.5%) - Very High - Declined - -3.6	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Yellow (23.4%) - Very HighHigh - Declined - -.5 English Learner (EL) Yellow (15.8%) - High - Declined - -.5 Hispanic (Hisp) Orange (22%) - Very High - Declined - -.5 African American (AA) Orange (27.9%) - Very High - Declined - -.5 Socioeconomically Disadvantaged (SED) Yellow (23.6%) - Very High - Declined - -.5 Students with Disabilities (SWD) Yellow (31%) -Very High - Declined - -.5
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 97% responded favorably

Metric/Indicator	Baseline	Expected Outcome
Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	96% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 96% responded favorably African American (AA) 98% responded favorably	English Learner (EL) 97% responded favorably Hispanic (Hisp) 97% responded favorably African American (AA) 98% responded favorably

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, family programs, parenting, fitness, social emotional well being.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Staff
CYES Teachers
District EL Coordinator
District Family Center Coordinator
Community Members

Proposed Expenditures for this Strategy/Activity

Amount	1113
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent trainings and events
Amount	2301
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Strategy/Activity 2

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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Liaison

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Description

SART meetings

Strategy/Activity 3

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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Staff
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Attendance and academic incentives

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.

LCAP Goal

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

Identified Need

1. While suspensions are down from previous years, we can attribute this to an increasing time dedicated to teaching social skills. Students with disabilities was our only group in orange and needs 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, only 52% of our students felt close to someone at school. African American and White students were lower than other subgroups.

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(1.6%) - Medium - Declined - - 0.8 English Learner (EL) Green(0.7%) - Low - Maintained - 0.0 Hispanic (Hisp) Yellow(1.4%) - Medium - Maintained - -0.1 African American (AA) Green(2.7%) - Medium - Declined - - 4.4 Socioeconomically Disadvantaged (SED) Green (1.7%)- Medium - Declined - - 0.7 Students with Disabilities (SWD) Orange (3.6%) - High - Maintained - 0.0	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Green(1.3%) - Medium - Declined - - 0.3 English Learner (EL) Blue 0.4%) - Very Low - Declined - - 0.3 Hispanic (Hisp) Green(1.1%) - Medium - Declined - - 0.3 African American (AA) Green(2.4%) - Medium - Declined - - 0.3 Socioeconomically Disadvantaged (SED) Green(1.4%) - Medium - Declined - - 0.3 Students with Disabilities (SWD) Green (2.6%) - Medium - Declined Significantly - -1.0
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)	All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None	African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness Baseline Data: All students: 98% responded favorably EL: AA: 96% Hisp: 98% SED:	Panorama Survey - School Connectedness All students: 98% responded favorably EL AA: 97% Hisp: 98% SED
Panorama Survey - School Safety All students: AA Hisp	Panorama Survey - School Safety Baseline Data: All students: 92% responded favorably AA: 91% Hisp: 92%	Panorama Survey - School Safety All students: 94% responded favorably AA: 93% Hisp: 94%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Cabot Yerxa will include 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. Supplies and materials will be purchased to help support the social emotional lessons in the classrooms, supplies needed for the Mindfulness Room, and additional materials for the counselor, psychologist, and therapist to access.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Psychologist

Therapist
Solution's Room Supervisor
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for classrooms, Mindfulness Room, counselor, therapist, psychologist

Strategy/Activity 2

Positive Behavior Interventions and Supports (PBIS) will be implemented school-wide. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is 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.

Various materials and supplies including posters, PBIS Rewards online program, and prizes will need to be purchased to successfully support this program.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant principal
CYES Teachers
CYES Staff
PBIS Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Various PBIS materials

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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	63000
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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant principal
Therapist
Counselor
Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	61004
Source	Title I
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

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
Supervision Aides

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase in time for supervision aides

Strategy/Activity 6

Additional supplementary supplies will be purchased to enhance the school climate.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

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Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and supplemental materials

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
Primary Reading Intervention Teacher	July 1, 2019 - June 30, 2020	Provide targeted interventions and supports to students below grade level in grades K-3	136,438	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

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)
Supplemental School Psychologist	July 1, 2019 - June 30, 2020	Additional psychologists support to provide individual and group counseling and mental health services directly to high needs students	83,484	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	\$169,047
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$409,950.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	165,633	0.00
Title I Part A: Parent Involvement	3,414	0.00
LCFF	240,903	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	\$165,633.00
Title I Part A: Parent Involvement	\$3,414.00

Subtotal of additional federal funds included for this school: \$169,047.00

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	\$240,903.00

Subtotal of state or local funds included for this school: \$240,903.00

Total of federal, state, and/or local funds for this school: \$409,950.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	240,903.00
Title I	165,633.00
Title I Part A: Parent Involvement	3,414.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	180,672.00
2000-2999: Classified Personnel Salaries	169,004.00
4000-4999: Books And Supplies	33,801.00
5000-5999: Services And Other Operating Expenditures	13,360.00
5800: Professional/Consulting Services And Operating Expenditures	13,113.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	81,903.00
2000-2999: Classified Personnel Salaries	LCFF	108,000.00
4000-4999: Books And Supplies	LCFF	31,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	98,769.00
2000-2999: Classified Personnel Salaries	Title I	61,004.00
5000-5999: Services And Other Operating Expenditures	Title I	5,860.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,301.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,113.00

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
Amber Gascoigne	X				
Jody Diaz			X		
Elle Sablan		X			
Annie Axsom		X			
Tammy Hubler		X			
Sonia Espericueta				X	
Savannah Franco				X	
Heather Manco				X	
Sulma Solano				X	
Gloria Velazquez				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/10/19.

Attested:

Principal, Amber Gascoigne on 9/10/19

SSC Chairperson, Heather Manco on 9/10/19

